

5 PSU YEAR Strategic Plan 03

2018-2023



Rector's Message



Prince Sultan University (PSU) is a leading non-profit private university in the Middle East. According to QS Ranking (2018), PSU is ranked as the top non-profit private university in the Kingdom and one of the top ten private universities in the Arab Region. To achieve our vision, we have historically aligned PSU strategic plans with its mission, accreditation standards, and best practices at private higher education institutions around the world. As the first private university in the Kingdom of Saudi Arabia, PSU leaders formulated the first strategic plan during the “Growth Phase” to strengthen the infrastructure of PSU. The plan consisted of actions to establish quality programs, recruit faculty, graduate exemplary students, obtain resources with developmental key result areas described under the acronym “PURPOSE” (2006-2011). During the second decade, PSU leaders developed a second strategic plan which focused on taking the lead as a higher education institution and having a greater impact on society. The second plan enshrined more elements of PSU’s vision statement during the “Development Phase” with its ambitious themes under the acronym “LEADER” (2012-2017).

As we prepare to celebrate twenty years of success and transition into the third decade of PSU, we will embark on the “Sustainability & Initiatives Phase” with its research-based themes described under the acronym “EMPOWER” (2018-2023). This plan will move PSU from first to best by promoting PSU's model of excellence in private higher education. We will continue to open the doors for new learning opportunities, to showcase adroitness in the use of modern technology, and to infuse research into the teaching and learning process. This plan will also enable the PSU community to contribute to the National Transformation Program 2020 (NTP2020), to utilize our state of the art facilities and technology for innovative research, and to sustain our momentum as the leading and best private university in the Kingdom of Saudi Arabia. It will be essential to continue attracting outstanding students, retain high quality and diverse faculty, and to

maintain updated high-quality programs to improve our reputation. By capitalizing on our diverse and vibrant community of leaders, students, faculty, and staff, we will work collaboratively and creatively to realize the ambitions of the NTP2020 and Saudi Vision 2030 and to increase our presence on the world stage. PSU faculty will be empowered to conduct innovative research, publish high-quality research articles, and commercialize patents through the Research and Initiatives Center's three pillars: The Prince Sultan University Research Review International Journal (PRR), future PSU Research Labs, and the NTP2020 Initiatives. Through strategic implementation and performance management, the PSU community will execute initiatives designed to ensure PSU plays a significant role in contributing to the national goal of establishing a knowledge-based economy.

In alignment with the national objectives and internationalization goals, higher management closed the 2nd plan (at a 95% accomplishment rate) and transferred our current priorities to the 3rd Strategic Plan (e.g., international accreditation and PSU endowments). All academic and administrative leaders were required to integrate external review recommendations into their short and long-term plans and include the approved Institutional Key Performance Indicators. We firmly believe our strategic planning, continuous improvement efforts, and our constant accreditation successes will help us achieve our vision to be the leading and best non-profit private university, not only in the Kingdom, but in the Middle East Region.

Sincerely,

Dr. Ahmed Al-Yamani
Rector

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List of abbreviations

AACSB	Association to Advance Collegiate Schools of Business
ABET	Accreditation Board for Engineering and Technology
BOT	Board of Trustees
CBA	College of Business Administration
CCIS	College of Computer and Information Systems
COE	College of Engineering
CRC	College Research Committee
CSCEC	Community Service & Continuing Education Center
CSI	Center for Statistics and Information
DAR	Deanship of Admission and Registration
DES	Deanship of Educational Services
DQAD	Deanship of Quality Assurance and Development
DSA	Deanship of Student Affairs
EAAC	Evaluation and Academic Accreditation Center
EEC-NCAAA	Education Evaluation Commission - National Center for Academic Accreditation and evaluation
ELC	E-learning Center
ERC	Executive Research Committee
HR	Human Resources
IAO	International Affair Office
ICC	Institutional Curriculum Committee
IEC	Institutional Effectiveness Committee
IFRMC	Institutional Financial Risk Management Committee
ILTC	Institutional Learning and Teaching Committee

IMC	International Membership Committee
IOAC	Institutional Outreach and Alumni Committee
IPAC	Institutional Personnel Affairs Committee
IPC	Institutional Policy Committee
ITQC	Institutional Technology and Quality Committee
IRB	Institutional Review Board
ISPHC	Institutional Strategic Planning Higher Committee
ISPSC	Institutional Strategic Planning Steering Committee
ITC	Information Technology Center
KPI	Key Performance Indicators
KRA	Key Result Area
PEHRD	Physical Education Health and Recreation Department
PPMO	Planning and Project Management Office
PRMC	Public Relations and Media Center
QA	Quality Assurance
QAC	Quality Assurance Center
RIC	Research and Initiatives Center
SPDC	Strategic Planning and Development Center
SSRI	Self Study Report for the Institution
SWOT	Strengths, Weaknesses, Opportunities, Threats
TLC	Teaching and Learning Center
VRAA	Vice Rector for Academic Affairs
VRAFA	Vice Rector for Administrative and Financial Affairs

Preface

Prince Sultan University's 3rd Strategic Plan represents a period of sustainability and initiatives for the institution. It seeks to map out the strategic direction of the university for the academic years 2018 – 2023 and the role it will play in fulfilling the Kingdom's National Transformation Program 2020 and Vision 2030.

The plan features seven strategic themes under the acronym 'EMPOWER' which aim to support and strengthen every area of the organization toward the attainment of the values, mission and vision of the university. It reflects the thoughts of all our key constituents and the accreditation standards of the Education Evaluation Commission – National Center for Academic Accreditation and evaluation (EEC-NCAAA).

The Strategic Planning and Development Center would like to thank all those who contributed to the formulation of the plan (over the period October 2016 - December 2017), including the executive management, deans, chairs, directors, faculty, staff, students, alumni and employers in addition to members of:

Institutional Strategic Planning Higher Committee (ISPHC)
Institutional Effectiveness Committee (IEC)
Institutional Strategic Planning Steering Committee (ISPSC)
Evaluation and Academic Accreditation Center (EAAC)
Deanship of Quality Assurance and Development (DQAD)

Mr. Maruf Rahman

Director, SPDC

Ms. Hend Albassam

Associate Director, SPDC

Ms. Ghadeer Altassan

Former Associate Director, SPDC

Dr. Fayez Alghamdi

Dean, Deanship of Quality Assurance and Development

Methodology

In accordance with international best practice, the strategic planning process has four major phases (see Figure 1).

- 1) Strategy Formulation
- 2) Validation and Delivery
- 3) Implementation and Monitoring
- 4) Evaluation and Feedback

This approach is consistent with the Bryson strategic planning model (see *Bryson's Strategic Planning for Public and Nonprofit Organizations, 2011*).

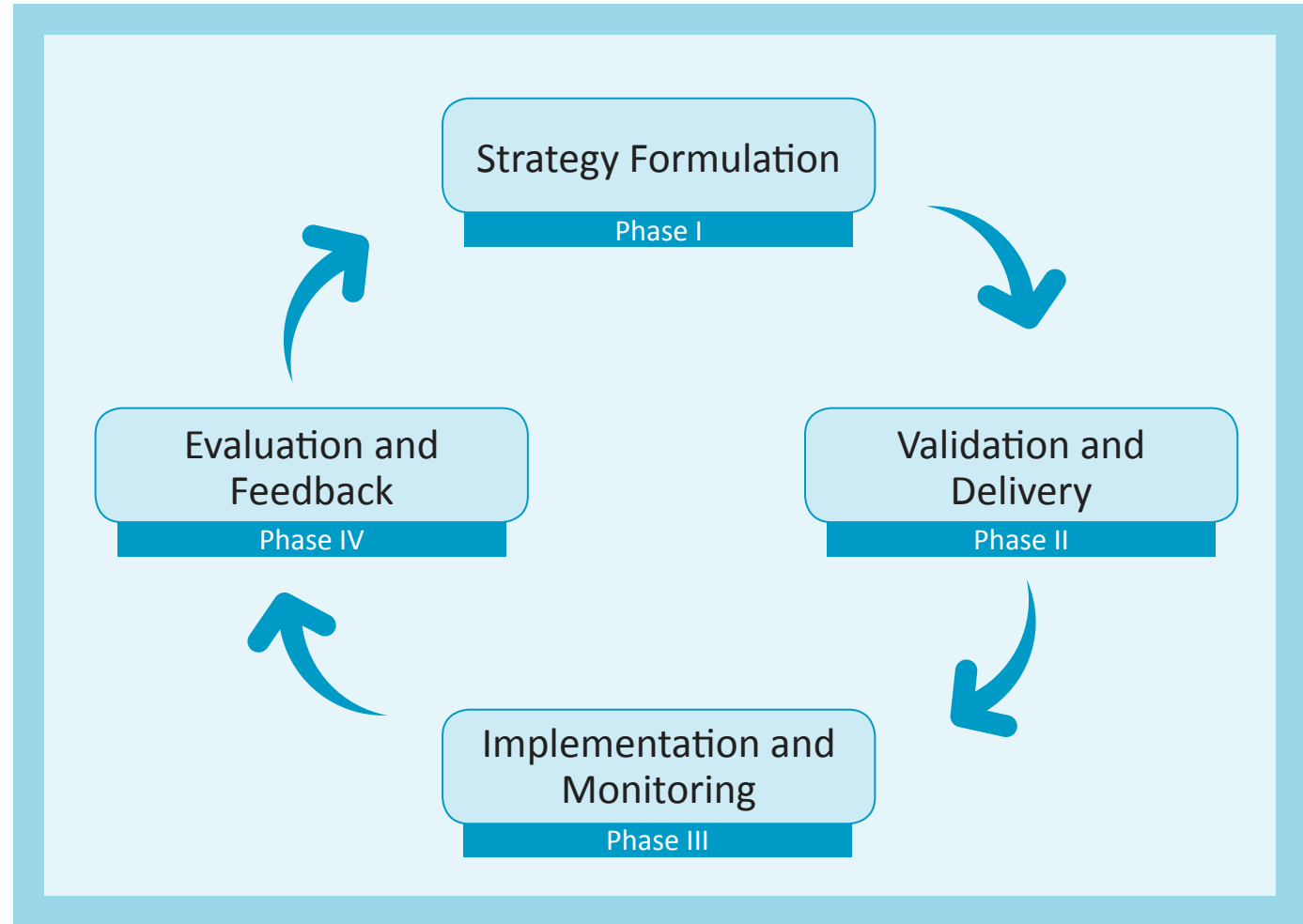


Figure (1)

Strategy Formulation

With regards to Strategy Formulation (Phase I), the planning team employed international best practice as a guiding principle (*see Figure 2*).

The PSU strategic plan formulation process was designed based on four integrated stages:

- 1) Wide stakeholder engagement and participation
- 2) Multiple alignment and comparison (*see Appendix E and F*)
- 3) Goal and Objective setting and revision
- 4) Reference to the status of the 2nd Strategic plan 2012-2017 (LEADER)

1) Stakeholder Engagement

The Strategic Planning and Development Center (SPDC), supported by the Institutional Strategic Planning Committee (ISPSC), was committed to engaging key internal and external stakeholders in a series of workshops utilizing a number of data-gathering and analytical tools. The various stakeholders addressed the aspirations and challenges facing PSU and provided insightful feedback that shaped the formulation of the 3rd Strategic Plan.

SPDC and ISPSC gathered and analyzed (supported by DQAD) a wealth of qualitative and quantitative data from various sources, including SWOT Analysis focus groups with 170 diverse participants, mission statement evaluation workshops, 2016 SSRI recommendations, accreditation external reviewer feedback and statistical analyses (using powerful analytical tools such as Nvivo 11) of QA surveys conducted at PSU (*see Appendix A*).

Vision and Mission Statement Review

One important part of the process described above was to revisit the PSU Vision and Mission statements and gather stakeholder data about their continued suitability.

To this end, focus groups were held and surveys were conducted with over 1700 participants providing their feedback. Of the participants, 90% reported that the Mission Statement clearly states the purpose of the university and 87% reported that it clearly supports the expectations and objectives for learning and development (*see Appendix B*).

To conclude the process, SPDC held an exit meeting including the Rector, Vice Rectors, Deans and Vice Deans. CSI and SPDC presented the data and analysis as follows:

The Mission Statement in its current form received a positive response from both internal and external stakeholders and the quantitative and qualitative data strongly supports the notion that the mission statement is very much fit for purpose. Thus, after thorough discussion, minor updates, which are linguistic and stylistic in nature, were approved.

Vision Statement

Prince Sultan University aspires to become the leading non-profit, private university in the Middle East region, providing a quality education equal to other reputable universities in the world.

Mission Statement

Prince Sultan University aims to provide the Middle East with quality education to the highest international standards. In its efforts towards successful and responsible life-long learning, PSU integrates modern technology, pedagogy and human values for the advancement of scientific research, productivity and leadership towards a more meaningful role in society.

PSU is committed to the effective management of institutional resources to optimize its multiple roles as a catalyst for new learning opportunities, national and international partnerships, continuous studies, professional growth, community service and diversity in educational horizons for the good of humanity.



2) Alignment

These generated data were then aligned and compared with the following main sources /references.

- EEC-NCAAA Accreditation Standards
- SSRI recommendations
- Institutional/College priorities
- PSU's new initiatives
- KSA Vision 2030
- KSA National Transformation Program 2020
- The UN Sustainability Development Goals 2030

3) Goal and Objective Setting

The SPDC/ISPSC team, augmented with CSI and QAC teams, utilized all those aligned data and generated the Strategic Plan's goals and objectives in consultation with relevant university units. The newly generated goals and objectives have undergone multiple revisions before being finalized and approved.

4) 2nd Strategic Plan

2012-2017 (LEADER)

As a final step, the current status of Strategic Plan 2 (2012-2017 LEADER) was analyzed and carry over items were identified. Any incomplete initiatives have formed the basis for objectives and actions in the new plan.

Strategy Formulation

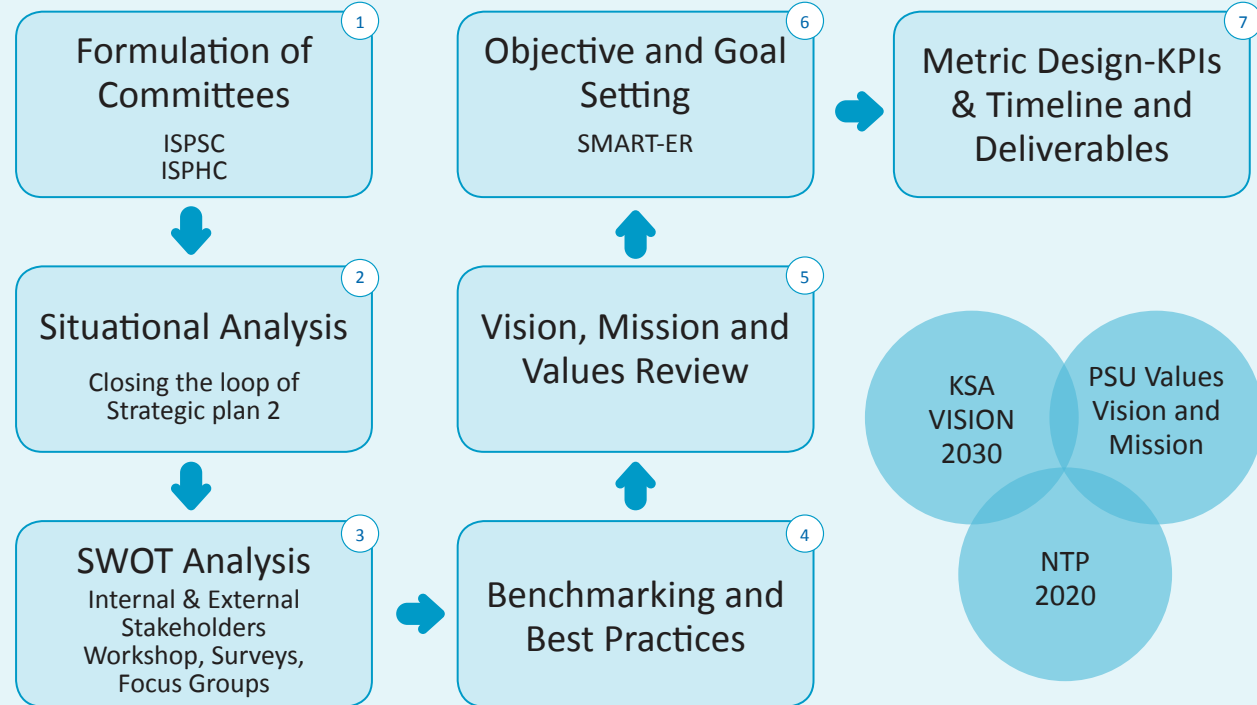


Figure (2)

Validation and Delivery

The next phase of the strategic planning process (see Figure 3), has been the focus of the SPDC/ISPSC work for the past several months. Three SPDC/ISPSC workshops were conducted with the purpose of refining and sifting the first draft of goals and objectives down to their current final version. ISPSC members conducted break-out sessions with their respective sub-committees for each key result area (KRA) in an ongoing process of feedback and reformulation to prepare for presentation of the plan to the University Council and the Board of Trustees. After the approval of both the UC and BOT, a detailed Communication Plan will be implemented.

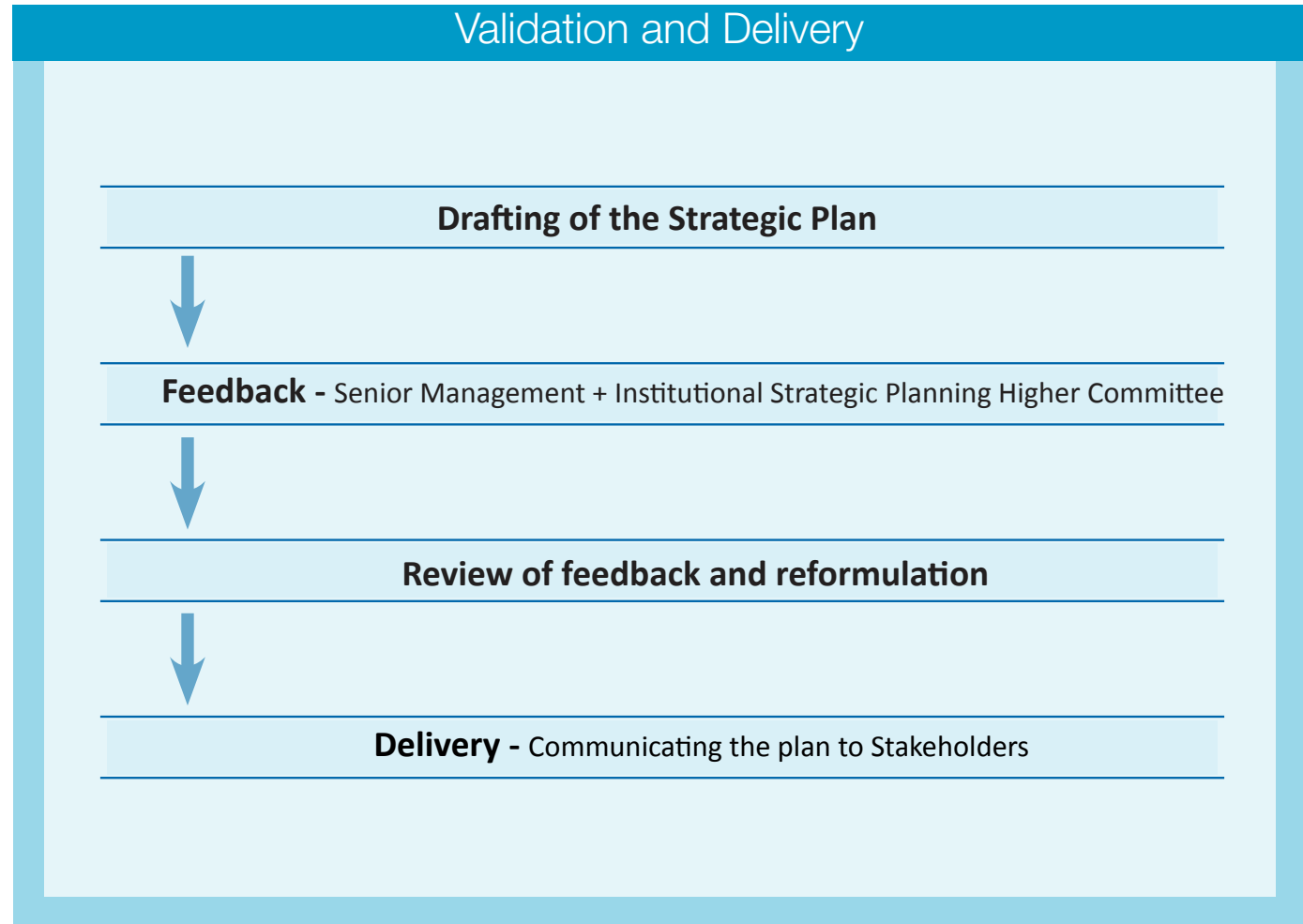


Figure (3)

Implementation and Monitoring

After approval of the plan, the strategic planning team, in collaboration with ITC and CSI will devise and develop the required tools and templates especially for the Implementation and Monitoring phase (see Figure 4).

This includes a comprehensive mechanism to monitor the progress of the plan through a combination of a traffic light reporting system using rubrics to determine progress, and powerful multi-media solutions to track and report on KPI data through business intelligence dashboards. University leaders will receive a comprehensive annual report on the progress of the five-year plan.

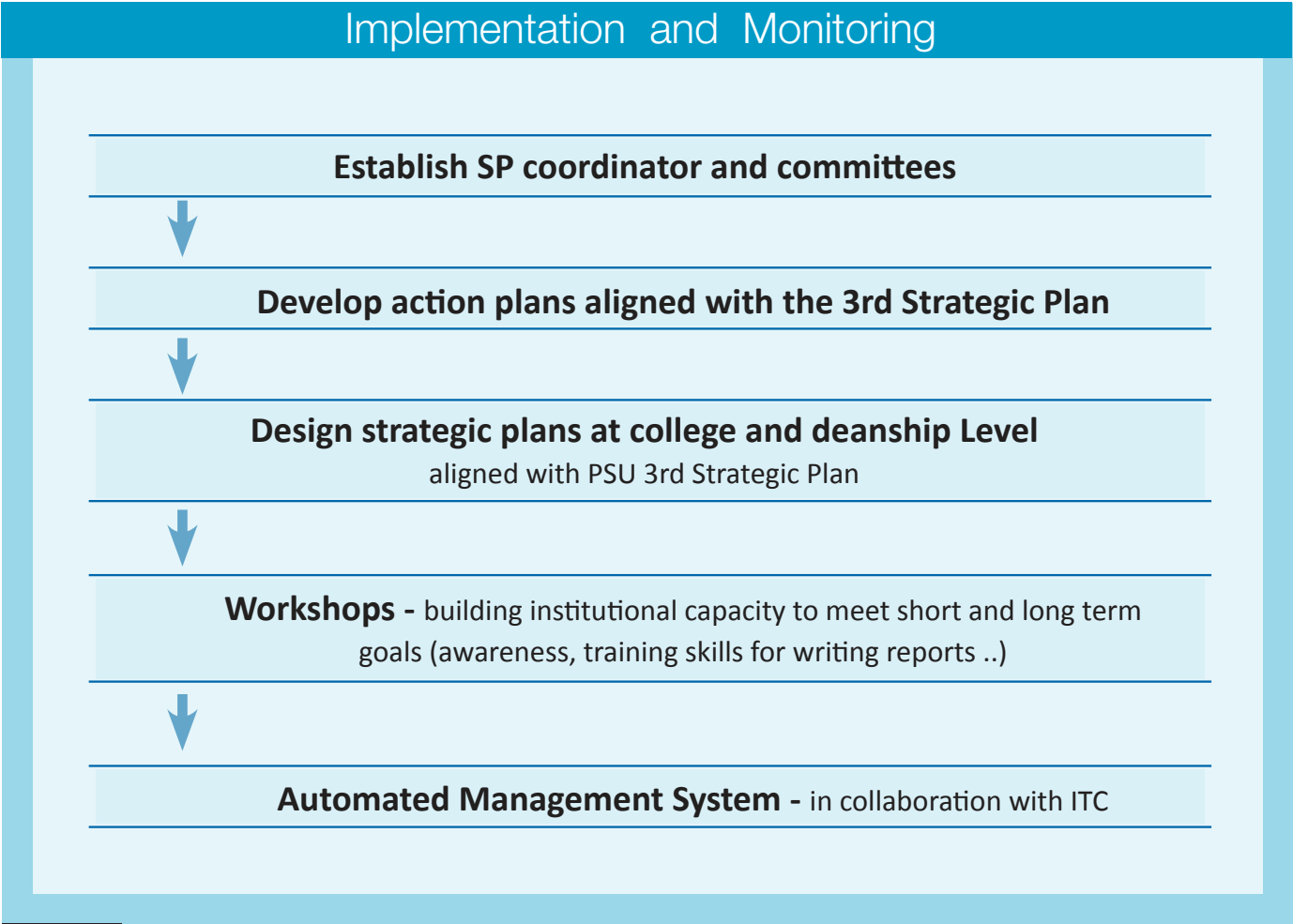


Figure (4)

Institutional Action Plan

The institutional action plan is an addendum to the strategic plan and maps out the specific actions, timelines and responsibility for each of these actions to ultimately lead to the fulfilment of our objectives and goals. Extensive workshops involving 243 individuals were conducted over a 10-day period to formulate these action plans (*see Appendix C*).

College and Unit Action Plans

These action plans will be drafted on an annual basis through consultation with SPDC to ensure alignment to the institutional plan. At the end of each academic year, all colleges and units will be required to submit their accomplishment reports.

Strategic Plan Review

An additional key element of progress reporting will be periodic reviews of the entire strategic plan. During these reviews, a further full situational analysis will be conducted to:

- evaluate the appropriateness of the current goals, objectives and actions
- revisit KPIs and targets, in addition to the annual reports
- develop and modify the plan as needed in response to audit and assessment results and changing circumstances

2006 – 2012 in Retrospect

Strategic Plan 1

(PURPOSE 2006-2011)

One of the most important milestones in the history of Prince Sultan University was the formulation of its 1st Five Year Strategic Plan (2006-2011) by the Academic Assessment and Planning Center (AAPC). The plan was formulated during PSU's establishment stage and focused on 7 Key Result Areas (KRAs) under the acronym PURPOSE.

PURPOSE was derived to reflect the university's highest priorities in fulfilling its mission and to strengthen the infrastructure of PSU in terms of its academic programs, the quality of human and learning resources, modern e-technology and facilities, quality assurance systems and procedures, and to provide continuous improvement in academic and administrative support services.

Strategic Plan 2 (LEADER 2012-2017)

Building upon the foundations of PURPOSE, where PSU effectively implemented and achieved most of its action plans for 2006-2011, the university now aimed to highlight its leadership in education, to create a greater impact on society and to utilize its institutional strengths and resources where it could achieve excellence and comparative advantage. The plan, which has propelled PSU to new heights with the achievements listed below, has been closed at an accomplishment rate of 95% (*see appendix I*).

L – Learning and Teaching

Beginning with a strong student and faculty body, PSU has gone from strength to strength in relation to learning and teaching. Numerous new colleges and programs were launched, including most recently the Colleges of Humanities and Law. In addition, faculty have been presented with many opportunities to upgrade their skills, benefitting from workshops, including from visiting professors. PSU now boasts over 80 fellows of the Higher Education Academy (HEA) among its faculty, including some who are senior and principal fellows. Further motivation has come by way of the establishment of the Rector's Distinguished Teaching Award.

E – Effective and Efficient Faculty, Student & Personnel Management System

Several systems were brought online or streamlined for the efficient running of the institution. Examples include piloting electronic systems to manage PSU business processes and an enhanced E-Register system. In addition, an online orientation system was launched. For faculty, in total over 1000 workshops were offered over the course of the plan and for students, over 300 schools were hosted for the PSU Open Days. Furthermore, over 200 scholarships were offered to student to study at PSU.

A – Accountability

This strategic theme witnessed multiple accomplishments with the highlights being maintaining the full institutional re-accreditation in 2017 and multiple full program accreditations.

Computer Science and Information Systems Full Program Accreditations 2013-2020

Accounting, Finance and Marketing Full Program Accreditations 2015-2022

Applied Linguistics, Law and Translation Full Program Accreditations 2016-2023

PSU Full Institutional Re-accreditation 2017-2024

D – Diverse Educational Resource and Facilities

The infrastructural landscape of PSU has evolved dramatically over the course of the 5 years. The new PYP building has been constructed and is now fully operational with increased facilities, including well-equipped classrooms, labs, offices, support services and auditoriums. In addition, specialized labs for networking, robotics and digital media have been established.

success stories, including volunteerism through Mishkat (orphan and widows program). Partnerships and opportunities for students abound through Fullbridge (380 graduates) and the PSU Semester Abroad (PSA). Some of the partners for PSA include: University of Florida (USA), EWHA (South Korea), UCC (Ireland), IEU (Spain), University of Auckland (New Zealand) and Politecnico di Torino (Italy). Finally, the E4E program has partnered with Microsoft, Oracle, Juniper and VMware to name but a few. The Community Services and Continuing Education Center (CSCEC) has provided certified programs to over 300 students and maintained an employability rate of over 95% for its trainees.

E – Economic Sustainability

PSU has maintained its economic strength during the execution of LEADER and met its financial benchmarks. Recently it has continued to enhance its diversification activities and also raise awareness of risk management by conducting workshops and with the publication of the Risk Management Report.

R – Research and Community Involvement

The overall rate of high-quality research output at PSU has increased dramatically throughout the period with an over 200% increase in total Scopus publications between 2012 and 2016. To facilitate this ongoing surge, research bylaws and policies have been overhauled. Numerous small scale and large-scale research projects were approved and received institutional support. In addition, community involvement has matured and has produced numerous

2018 – 2023 in Prospect

Strategic Plan 3

(EMPOWER 2018 -2023)

The coinciding of the Kingdom's Vision 2030 and PSU's new strategic plan has proven to be an opportune moment for the University to increase its presence and demonstrate its ambition. PSU will showcase its continued excellence in teaching and learning, obtain international accreditation for programs and benefit from the visiting professor program to enhance professional development. Moreover, it will further strengthen community outreach through signing new partnerships and growing the Education for Employment program.

This will be facilitated by a smart campus with state of the art technology and automated business practices. On the economic front, the university will concentrate its efforts on diversification of revenue to reinforce PSU's enviable position of financial strength and stability. The final theme will see PSU further increase its already growing research focus and output with an increase in research-active faculty and use of modern research labs. This ambitious plan is presented with 7 strategic themes, 21 goals, 51 objectives and 250 specific actions under the acronym EMPOWER.

E Educational Excellence

M Management, Governance and Quality Assurance

P Professional Development

O Outreach, Marketing and Partnerships

W Wide-ranging Technologies and Expanding Resources and Facilities

E Economic Sustainability

R Research and Initiatives

Summary across Strategic Plans

Strategic Plan	PURPOSE 2006 - 2011	LEADER 2012 - 2017	EMPOWER 2018 -2023
Themes	7	6	7
Goals	24	20	21
Objectives	24	57	51
Actions	147	186	250

Table (1)

Structure of the Plan

Herewith, the Strategic Plan is presented with multiple alignments and indicators.

The National Transformation program (NTP2020)

To ensure alignment with the Kingdom’s priorities, each of the goals has been mapped with relevant strategic objectives (SO) of ministries and entities of the nation.

National Center for Academic Accreditation and evAluation (NCAAA)

PSU’s commitment to maintaining program and institutional accreditation at the national level is represented by alignment of the goals with the NCAAA Standards for Quality Assurance and Accreditation-1 through 11 (see Appendix F).

Key Performance Indicators

Accurate tracking and reporting of the implementation of the plan requires reference to clear indicators that assist in guiding the decision making of the executive management. For the 3rd Strategic Plan, in total, there are 64 performance indicators of which 19 are NCAAA KPIs and the remainder are Institutional Performance Indicators that will assist in tracking the implementation of the plan. These indicators are mapped to each of the strategic objectives and are presented as follows in the plan:

NCAAA KPIs:

Coded in line with NCAAA Standards: (e.g. S. 4.3) – (see Appendix D)

Institutional Performance Indicators:

Coded in alignment with NCAAA Standards (e.g. P.S.4.1 – (see Appendix D)

Summary of Themes and Goals

Prince Sultan University's Strategic Plan 2018-2023
(EMPOWER) features

07 | strategic
themes

and

21 | goals

This expands into a further

51 | objectives

The attainment of these objectives (ends) occurs through the implementation of the specific actions (means) that make up the institutional action plan.

In total, there are

250 | specific
actions

to accomplish over the next 5 years.



Theme 1: Educational Excellence

Goal 1 - Enhance the quality of faculty in strategically important areas

Objective 1: To strengthen the recruitment and retention of highly valued faculty members

Objective 2: To enhance the multidisciplinary initiatives among stakeholders

Goal 2 - Promote educational excellence

Objective 1: To nurture and sustain a culture that supports and strengthens teaching and learning excellence

Objective 2: To enhance students' experiential and life-long learning skills

Objective 3: To enhance the curriculum review process

Objective 4: To improve learning outcome review process

Objective 5: To broaden the curricula to keep PSU at the cutting edge of teaching and learning across all disciplines

Goal 3 - Develop a wider variety of learning strategies and tools for students

Objective 1: To utilize the most recent technology-based teaching strategies across the curricula

Objective 2: To strengthen the educational impact of international opportunities and experiences for students

Goal 4 - Expand student participation in extracurricular and co-curricular activities

Objective 1: To enhance student involvement in extracurricular activities

Objective 2: To provide co-curricular student activities within the academic programs

Theme 2: Management, Governance and Quality Assurance

Goal 1 - Sustain PSU alignment to national and international quality standards of higher education

Objective 1: To obtain and maintain national program and institutional accreditations

Objective 2: To obtain international accreditation for eligible programs

Goal 2 - Enhance quality culture and governance

Objective 1: To strengthen the implementation of PSU Quality Management System (QMS)

Objective 2: To foster the accessibility and the usage of institutional key information by all stakeholders

Objective 3: To reinforce PSU's approach in improving academic and administrative governance

Objective 4: To improve organizational performance by optimizing business processes across the university

Goal 3 - Capitalize on benchmarking data to guide decision making

Objective 1: To strengthen the KPI management process

Objective 2: To enhance national and international benchmarking processes

Theme 3: Professional Development

Goal 1 - Provide a variety of professional development opportunities for faculty and staff

Objective 1: To encourage faculty to have membership of professional societies and obtain credentials aligned with their programs

Objective 2: To promote professional growth for educational excellence

Objective 3: To devise and implement new mechanisms for administrative excellence

Goal 2 - Provide professional development opportunities for academic and administrative leaders

Objective 1: To establish a mechanism for professional growth of academic and administrative leaders

Theme 4: Outreach, Marketing and Partnerships

Goal 1 - Develop and improve PSU community service and continuing education programs and initiatives

Objective 1: To increase faculty and student involvement in community service events and programs

Objective 2: To strengthen engagement with third parties to support and sponsor community service and continuing education initiatives

Objective 3: To expand community services

Goal 2 - Promote PSU nationally and internationally

Objective 1: To enhance PSU's image nationally, regionally and internationally

Objective 2: To promote all PSU programs

Goal 3 - Optimize PSU's role in national and international partnerships with key stakeholders

Objective 1: To enhance relationships and agreements with stakeholders

Theme 5: Wide-ranging Technologies and Expanding Resources and Facilities

Goal 1 - Implement innovative and effective technologies to advance academic performance

Objective 1: To enhance and integrate the e-learning policy and procedures

Objective 2: To develop a technological ecosystem to enhance teaching and enable active learning

Goal 2 - Provide high quality institutional resources and facilities

Objective 1: To continue the implementation of the campus master plan for institutional expansion and development

Objective 2: To assess the adequacy of resources and facilities

Objective 3: To develop and optimize sustainable campus resources

Objective 4: To maintain high safety standards to protect PSU community and buildings

Goal 3 - Transform PSU infrastructure and application services

Objective 1: To implement new applications and services in which automation can enhance university processes

Objective 2: To provide enterprise resources and processes that foster continuous improvement and organizational effectiveness

Objective 3: To advance PSU cyber security infrastructure and management practices using industry standards

Goal 4 - Deliver quality library services to stakeholders

Objective 1: To improve and expand accessibility to library resources

Objective 2: To optimize the library collections and technologies

Theme 6: Economic Sustainability

Goal 1 - Maintain and enhance overall financial strength

Objective 1: To strive to grow through increasing student numbers and income

Objective 2: To continually review financial management systems and enhance efficiency

Goal 2 - Maintain comprehensive and effective risk management, internal audit and assurance framework

Objective 1: To diversify revenue sources to decrease reliance on tuition fees

Objective 2: To manage risks to ensure continued sustainability

Theme 7: Research and Initiatives

Goal 1 - Establish an effective research infrastructure

Objective 1: To expand research facilities and resources

Goal 2 - Play a larger role in the advancement of research

Objective 1: To enhance the quality, quantity and impact of research

Objective 2: To strengthen research collaboration nationally and internationally

Objective 3: To promote the involvement of undergraduate and postgraduate students in research

Objective 4: To publish and maintain PSU Research Review Action Plan

Goal 3 - Contribute to the socio-economic development of the Kingdom of Saudi Arabia through research and Innovation

Objective 1: To contribute to the Saudi Arabia Vision 2030 through PSU research activities

Objective 2: To attract funding opportunities that support innovative ideas and research



STRATEGIC
THEME

1

Educational
Excellence

Goal 1

Enhance the quality of faculty
in strategically important
academic areas

NCAAA Standards
4.9, 9.1, 9.2

NTP 2020 Strategic Objective

Ministry of Education SO 2

Improve recruitment, training and
development of teachers

Objectives	KPIs
1.1.1 To strengthen the recruitment and retention of highly valued faculty members	S.4.3 Proportion of teaching staff with verified doctoral qualifications S.9.1 Proportion of teaching staff leaving the institution in the past year for reasons other than retirement
1.1.2 To enhance the multidisciplinary initiatives among stakeholders	P.S.4.1 Proportion of multidisciplinary courses offered

Theme 1 Educational Excellence

Goal 1 Enhance the quality of faculty in strategically important academic areas
Objective 1.1.1 To strengthen the recruitment and retention of highly valued faculty members

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Enhance the forecasting and follow up of recruitment needs across all programs	Forecast report	Fall 2018 – Spring 2023	Forecasting tool	College chairs and deans
2 Utilize more recruitment avenues to attract faculty	New recruitment initiatives	Fall 2018 – Spring 2023	Professional agency memberships	Rector's office and HR in collaboration with colleges
3 Increase the recruitment of research active faculty members across all disciplines	Research action faculty	Fall 2018 – Spring 2023	Job advertisements	Colleges and HR
4 Appoint a promotion liaison officer between PSU and KSU's Scientific Council	Appointment of liaison officer	Fall 2018	The Application process and the policy for promotion	VRAFA
5 Raise awareness of the faculty promotion criteria & process	Awareness campaign	Fall 2018	Materials for awareness campaign	RIC and PRMC
6 Revise and update the Professional Development Policy that includes sabbatical leave for faculty members	Updated policy	Fall 2018 – Spring 2019	Institutional support	VRAA and IPC
7 Assess current retention and turnover rates across all colleges	Assessment report	Fall 2018 – Spring 2020	Institutional support	QAC and HR
8 Recognize and reward senior faculty members	Selection criteria, awards and certificates	Fall 2018 – Spring 2023	Institutional support	Rector's office

Theme 1

Educational Excellence

Goal 1 Enhance the quality of faculty in strategically important academic areas

Objective 1.1.2 To enhance the multidisciplinary initiatives among stakeholders

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Introduce a larger variety of free electives	New free elective courses	Fall 2018 – Spring 2022	Institutional support	Deans; Curriculum Review Committees, College Councils, and the University Council
2 Draft and implement a policy on the introduction of minors across disciplines	New minors	Fall 2018 – Spring 2022	Institutional support	Deans; Curriculum Review Committees, College Councils, and the University Council
3 Raise awareness of multidisciplinary initiatives among the programs and faculty members	Awareness campaign	Fall 2018 – Spring 2019	Materials for awareness campaign	Colleges and TLC and PRMC
4 Promote team teaching across interdisciplinary courses across colleges	Approved list of courses from colleges	Fall 2018 – Spring 2019	Institutional support	Colleges and TLC

Theme 1
Educational Excellence

NTP 2020 Strategic Objective

Ministry of Education SO 4
Improve curricula and teaching methods

Ministry of Education SO 6
Enhance the education system’s capability to address national development requirements and to meet labor market needs

Goal 2

Promote educational
excellence

NCAAA Standards
4.1, 4.2, 4.3, 4.5,
4.6, 4.10, 5.6

Objectives	KPIs
1.2.1 To nurture and sustain a culture that supports and strengthens teaching and learning excellence	S.4.2 Students overall rating on the quality of their courses S.4.5 Proportion of full time students commencing undergraduate programs who complete those programs in minimum time S 5.3 Student evaluation of academic and career counselling
1.2.2 To enhance students’ experiential and life-long learning skills	S.3.1 Students overall evaluation on the quality of their learning experiences at the institution
1.2.3 To enhance the curriculum review process	P.S.4.2 Proportion of courses that undergo periodic curriculum review
1.2.4 To improve learning outcome review process	P.S.4.3 Proportion of programs that complete their assessment cycle
1.2.5 To broaden the curricula to keep PSU at the cutting edge of teaching and learning across all disciplines	P.S.4.4 Initiatives incorporated into the curriculum across the institution

Theme 1

Educational Excellence

Goal 2 Promote educational excellence

Objective 1.2.1 To nurture and sustain a culture that supports and strengthens teaching and learning excellence

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Increase the intake of high-caliber students	Stronger cohort	Fall 2018 – Spring 2023	Institutional support	DSA and PRMC
2 Review and update the selection process for the teaching award	Improved Process	Fall 2018 – Spring 2019	Current recognition process and incentives	TLC and QAC in collaboration with colleges and the Teaching Award Committee
3 Enhance the faculty mentorship program	Mentorship Program	Fall 2018 – Spring 2019	Awareness campaign and approval of mentorship initiative	TLC in collaboration with colleges
4 Implement teaching pedagogies that foster creativity and innovation inside the classroom	New methods	Fall 2018 – Spring 2023	Training materials	TLC and ELC in collaboration with colleges
5 Review and update the academic advising and counseling policies	Updated policies	Fall 2018 – Spring 2020	Current policies	DSA
6 Improve implementation of academic advising and counseling processes	Improved process	Fall 2018 – Spring 2019	Institutional support	DSA
7 Review and improve tutoring Services	The revised regulations	Fall 2018 – Spring 2019	Institutional support	DSA in collaboration with colleges
8 Provide instructional design support across all disciplines	Support sessions	Fall 2018 – Spring 2023	External experts	TLC
9 Maintain optimal class sizes	Course appropriate class sizes	Fall 2019	Institutional support	DAR

Theme 1 Educational Excellence

Goal 2 Promote educational excellence

Objective 1.2.2 To enhance students' experiential and life-long learning skills

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Review and update the COOP process and outcomes	Updated COOP process	Fall 2018 – Spring 2019	Current process	COOP unit and COOP coordinators
2 Expand noncredit learning opportunities such as industry internships, service learning, or summer training experiences	New non-credit learning opportunities	Fall 2018 – Spring 2020	Partner communication and collaboration	DSA and IAO in collaboration with colleges
3 Incorporate industry-related activities and skills in the learning process	Industry-related activities	Fall 2018 – Spring 2020	Communication and collaboration with industry	Colleges and ILTC
4 Develop a mechanism to monitor and evaluate the experiential and life-long learning opportunities provided to students	Experiential learning report	Fall 2019 – Spring 2020	Institutional support	TLC in collaboration with colleges
5 Improve COOP placement opportunities for students	Increased COOP opportunities	Fall 2019 – Spring 2023	Institutional support	COOP office in collaboration with colleges

Theme 1

Educational Excellence

Goal 2 Promote educational excellence
Objective 1.2.3 To enhance the curriculum review process

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Review and update the current curricula review process	Updated curriculum review process	Fall 2018 – Spring 2019	Assessment Plan, Program Specification, funding for external reviewers	Curriculum review committees in collaboration with chairs
2 Engage with external curriculum experts for each program	External curriculum review	Fall 2018 – Spring 2023	Funds for external curriculum reviewers	Deans and Chairs
3 Assess the feasibility of automating the curriculum review process in order to expedite the approval process	Assessment report	Fall 2018 – Spring 2019	Institutional support	TLC in collaboration with curriculum review committees

Theme 1

Educational Excellence

Goal 2

Promote educational excellence

Objective 1.2.4

To improve learning outcome review process

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Review and update the current learning outcome review process	Updated review process	Fall 2018 – Spring 2019	Current learning outcome review process	TLC and QAC in collaboration with Colleges
2 Assess ILO achievement for GSD and DSA	Assessment report	Fall 2018 – Spring 2019	ILO data and course materials	TLC in collaboration with DES and DSA
3 Ensure that all programs are assessing the achievement of learning outcomes	Assessment report	Fall 2018 – Spring 2023	Database of rubrics	TLC and QAC in collaboration with colleges

Theme 1

Educational Excellence

Goal 2 Promote educational excellence

Objective 1.2.5 To broaden the curricula to keep PSU at the cutting edge of teaching and learning across all disciplines

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Improve the mechanism in place to establish a new program	The updated mechanism	Fall 2018 – Spring 2019	Current policy and procedure	ICC in collaboration with colleges
2 Establish new programs and colleges in line with market needs as appropriate	New programs and colleges	Fall 2018 – Spring 2023	Recruitment of faculty	VRAA and UC
3 Create a policy for greening the curriculum	Revised curricula	Fall 2018 – Spring 2019	Materials on greening curricula	ILTC, TLC and IPC in collaboration with colleges
4 Integrate research & enquiry into the curricula across all disciplines	Revised curricula	Fall 2018 – Spring 2023	Institutional support	Colleges, Curriculum review committees in collaboration with TLC
5 Review and update the DES programs and curricula in collaboration with stakeholders	Updated curricula	Fall 2018 – Spring 2020	Current curricula and benchmarking data	Curriculum review committees
6 Enhance the inclusion of ethics and values education into the curricula across programs as appropriate	Components on educational values and ethics	Fall 2019 – Spring 2020	Institutional support	Colleges

Theme 1
Educational Excellence

NTP 2020 Strategic Objective

Ministry of Education SO 4
Improve curricula and teaching methods

Ministry of Labor SO 10
Raise Saudis skill level to match labor market needs

Goal 3

Develop a wider variety of learning strategies and tools for students

NCAAA Standards
4.8, 4.11, 6.3, 6.4

Objectives	KPIs
1.3.1 To utilize the most recent technology-based teaching strategies across the curricula	P.S.6.1 Proportion of faculty who actively utilize the LMS
1.3.2 To strengthen the educational impact of international opportunities and experiences for students	P.S.4.5 Number of students who participate in international educational opportunities

Theme 1

Educational Excellence

Goal 3 Develop a wider variety of learning strategies and tools for students

Objective 1.3.1 To utilize the most recent technology-based teaching strategies across the curricula

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Identify program specific technological tools needed per program	Program technology toolbox	Fall 2018 – Spring 2020	I.T tools and ITC support	ELC and ITC in collaboration with colleges
2 Identify and improve the LMS features to enhance the teaching and learning process	Improved LMS features	Fall 2018 – Spring 2020	ITC support	ELC
3 Expand blended learning across all disciplines	Enhanced blended learning components	Fall 2018 – Spring 2020	E-learning materials	ELC in collaboration with colleges
4 Assess the introduction of virtual labs to be used for simulation	Report on virtual labs	Fall 2018 – Spring 2019	Institutional support	ELC and ITC in collaboration with colleges

Theme 1 Educational Excellence

Goal 3 Develop a wider variety of learning strategies and tools for students

Objective 1.3.2 To strengthen the educational impact of international opportunities and experiences for students

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Improve the process that allows students to perform COOP abroad	Improved International COOP Process	Fall 2018 – Spring 2020	Current COOP policy and procedures for conducting COOP abroad	IAO and COOP unit in collaboration with colleges
2 Review and update the selection criteria for the Semester Abroad Program	Updated selection criteria	Fall 2018 – Spring 2019	Institutional support	IAO and ILTC
3 Expand the opportunities for the Semester Abroad Program	Expanded semester abroad program	Fall 2018 – Spring 2020	Funding for establishing more partnerships	IAO and DSA in collaboration with colleges

Theme 1
Educational Excellence

NTP 2020 Strategic Objective
Ministry of Education SO 5
Improve students’ values and core skills
Ministry of Culture SO 1
Develop an environment that stimulates cultural activities

Goal 4

Expand student participation in extracurricular and co-curricular activities

NCAAA Standards
4.2, 5.6

Objectives	KPIs
1.4.1 To enhance student involvement in extracurricular activities	P.S.4.6 Proportion of students participating in extracurricular activities during the last year
1.4.2 To provide co-curricular student activities within the academic programs	P.S.4.7 Proportion of courses per program that offer co-curricular activities

Theme 1 Educational Excellence

Goal 4 Expand student participation in extracurricular and co-curricular activities

Objective 1.4.1 To enhance student involvement in extracurricular activities

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Align student extracurricular activities with the institutional learning outcomes	Aligned extracurricular activities	Fall 2018 – Spring 2018	Data from Niqati system & ILOs	DSA, TLC and QAC
2 Promote extra-curricular activities to students	Promotion campaign	Fall 2018 – Spring 2019	Media and public relations support	DSA and PRMC
3 Support student participation in national and international student competitions	Student competitions	Fall 2018 – Spring 2023	Materials and funding	DSA in collaboration with DES and colleges
4 Improve the documenting and reporting processes for student extracurricular activities	Extracurricular activity report	Fall 2018 – Spring 2023	Completed Niqati system	DSA

Theme 1

Educational Excellence

Goal 4 Expand student participation in extracurricular and co-curricular activities

Objective 1.4.2 To provide co-curricular student activities within the academic programs

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Align student co-curricular activities with learning outcomes for programs	Aligned co-curricular activities	Fall 2018 – 2023	Data from teachers and club supervisors as reported to the Niqati System	DSA, TLC and QAC
2 Expand field trips/industry visits that complement the classroom learning across all programs	Expanded industry visits	Fall 2018 – Spring 2023	Institutional support	Colleges
3 Promote and expand active participation of students in international conferences (Program specific)	Participation of students	Fall 2018 – Spring 2023	Institutional support	Colleges
4 Establish the process to track and monitor co-curricular activities across all colleges	Tracking and monitoring process	Fall 2018 – Spring 2023	Funding	DQAD in collaboration with colleges



STRATEGIC
THEME

2

Management,
Governance and
Quality Assurance

Theme 2
Management, Governance and
Quality Assurance

NTP 2020 Strategic Objective

Ministry of Economy SO 3
Improve planning and implementation
efficiency

Ministry of labor SO 4
Develop quality standards and technical
professional accreditation

Goal 1

Sustain PSU alignment to
national and international
quality standards of higher
education

NCAAA Standards
3.2

Objectives	KPIs
2.1.1 To obtain and maintain national program and institutional accreditations	P.S.3.1 Proportion of Programs that pass annual audits for the EEC-NCAAA documentation
2.1.2 To obtain international accreditation for eligible programs	P.S.2.1 Percentage of planned activities that have been accomplished

Theme 2

Management, Governance and Quality Assurance

Goal 1 Sustain PSU alignment to national and international quality standards of higher education

Objective 2.1.1 To obtain and maintain national program and institutional accreditations

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Prepare the documents for reaccreditation	SSRI, SESI, updated evidences for all standards SSRP, SESP and eligibility documents	As per the Accreditation Calendar	Institutional support	EAAC in collaboration with concerned units
2 Monitor the process of institutional and program accreditation and reaccreditation	NCAAA Interim reports SSRP, SESP and eligibility documents	As per the Accreditation Calendar	Institutional support	EAAC
3 Ensure the effective implementation of all remedial actions	Action plan progress report (for institution and programs)	As per the Accreditation Calendar	Institutional support	DQAD in collaboration with EAAC
4 Analyze NCAAA institutional and program reports for continuous improvement	PSU accreditation review report	After each accreditation (cycle)	Institutional support	QAC in collaboration with EAAC

Theme 2

Management, Governance and Quality Assurance

Goal 1 Sustain PSU alignment to national and international quality standards of higher education

Objective 2.1.2 To obtain international accreditation for eligible programs

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Assess all programs' eligibility for international accreditation	Eligibility reports	As per the Accreditation Calendar	Consultant fee	College Deans and EAAC
2 Apply for international accreditation for identified eligible programs	As per the requirements of the accreditation body	TBD	As per the requirements of the accreditation body	College Deans and EAAC
3 Implement corrective actions to ensure the eligibility of programs	As per the requirements of the accreditation body	TBD	Consultant fee Expenditure on needed resources	College Deans and EAAC
4 Obtain ABET accreditation for engineering and technology programs	ABET SSR and supporting material	Spring 2018 – Spring 2023	ABET fees Consultant fee	CCIS Dean and COE Dean and EAAC
5 Obtain AACSB accreditation for business programs	AACSB SAP and iSER reports	Spring 2018 – Spring 2022	AACSB fees Consultant fee Sedona Software fees	CBA Dean and EAAC

Theme 2
Management, Governance and
Quality Assurance

NTP 2020 Strategic Objective

Ministry of Economy SO 3
Improve planning and implementation
efficiency

Ministry of labor SO 4
Develop quality standards and technical
professional accreditation

Goal 2

Enhance quality culture and
governance

NCAAA Standards
2, 3.1, 3.2, 3.4

Objectives	KPIs
2.2.1 To strengthen the implementation of PSU Quality Management System (QMS)	P.S.5.1 Stakeholders overall satisfaction rating of the quality of the services provided by various academic and administrative offices during the past year
2.2.2 To foster the accessibility and the usage of institutional key information by all stakeholders	P.S.2.2 Stakeholder satisfaction of information accessibility
2.2.3 To reinforce PSU’s approach in improving academic and administrative governance	S.2.1 Stakeholder evaluation of Policy Handbook including administrative flowchart and job responsibilities (Average rating on the adequacy of Policy Handbook on a five-point scale)
2.2.4 To improve organizational performance by optimizing business processes across the university	P.S.3.2 Processes re-engineered or optimized

Theme 2

Management, Governance and Quality Assurance

Goal 2 Enhance quality culture and governance

Objective 2.2.1 To strengthen the implementation of PSU Quality Management System (QMS)

Action Plan					
Actions		Deliverables	Time Frame	Required Resources	Responsible
1	Assess the current PSU QMS	Gap analysis report	Spring 2018	Institutional support	DQAD
2	Plan for implementation of the enhanced QMS	Recommendations for improvement	Spring 2018	Institutional support	QAC
3	Review and update the institutional roles & responsibilities in accordance with the QMS	Implementation plan and project charter	Fall 2018	Institutional support	DQAD in collaboration with EAAC
4	Review and enhance the Policies and Procedures Manual (PPM)	Updated PSU organizational handbook	Fall 2018	Institutional support	DQAD-QAC and IPC in collaboration with policy owners
5	Revise and approve all templates, reporting, and communication documents	Updated templates Updated reports Updated communication documents QMS Handbook	Spring 2019	Institutional support	DQAD
6	Conduct an internal quality audit of academic and administrative policies	Procedure for internal quality Audit Internal quality audit Internal Program Quality Audit Checklist Internal Quality Audit Report	Spring 2020	Institutional support	QAC
7	Integrate the developed QMS within a software solution (automation)	Automated QMS (software or a module in PSU IT framework)	Spring 2020 – Fall 2021	I.T. resources	DQAD and ITC
8	Assess and evaluate the effectiveness of the implemented QMS (continuous improvement of the QMS)	QMS effectiveness report	Spring 2018 – Fall 2023	Institutional support	DQAD-QAC

Theme 2

Management, Governance and Quality Assurance

Goal 2 Enhance quality culture and governance

Objective 2.2.2 To foster the accessibility and the usage of institutional key information by all stakeholders

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Identify and define the key information and their end-users	PSU key information booklet	Spring 2018	Institutional support	DQAD-CSI in collaboration with concerned units
2 Formulate a policy on PSU key information acquisition, storage, confidentiality and usage	Policy on key information	Fall 2018	Institutional support	DQAD-CSI, DQAD-QAC, UC in collaboration with IPC
3 Automate the process of key data access by their authorized stakeholders	Software/module within PSU IT platform	Fall 2018	I.T. resources	CSI and ITC

Theme 2

Management, Governance and Quality Assurance

Goal 2 Enhance quality culture and governance

Objective 2.2.3 To reinforce PSU's approach in improving academic and administrative governance

Action Plan					
	Actions	Deliverables	Time Frame	Required Resources	Responsible
1	Follow-up on NCAAA institutional review recommendations	Progress reports Completion reports	Spring 2019	Institutional support	EAAC in collaboration with IEC
2	Disseminate significant decisions made by PSU governing bodies	Meeting minutes / presentation	Spring 2018 – Spring 2023	Institutional support	Rector, VRAFA, VRAA, IEC and PRMC
3	Conduct a benchmarking exchange with national and international universities on governance approaches	Governance Benchmarking report	Fall 2018	Institutional support	EAAC, DQAD-CSI and IAO
4	Review the university governance structure at all levels (Board of trustees, University council, Deanships, Colleges, centers, committees, and advisory boards) based on the benchmarking outcomes	Updated University governing structure	Spring 2018 – based on annual benchmark data	Institutional support	EAAC, IEC and UC
5	Develop a policy on BOT and University Council roles, responsibilities, delegation of authority and risk management with reference to MOE bylaws	Governance policies	Fall 2018 – Spring 2020	Institutional support	IEC, UC BOT
6	Conduct a periodic review of adherence to governance policies	Governance Policies audit report	Fall 2018 – Spring 2020	Institutional support	IEC BOT
7	Establish accountability practices at all levels (strategic, tactical, operational)	Accountability report	Fall 2018 – Spring 2020	Institutional support	IEC BOT
8	Facilitate the development and alignment of college and unit strategic plans as appropriate	Aligned college plans	Spring 2018 – Spring 2020	Institutional support	Colleges and units in collaboration with SPDC

Theme 2

Management, Governance and Quality Assurance

Goal 2 Enhance quality culture and governance

Objective 2.2.4 To improve organizational performance by optimizing business processes across the university

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Establish business processes documentation	Process documentation template Archived PSU processes	Fall 2018	Institutional support	DQAD-QAC in collaboration with business process owners
2 Review and update business processes	Business process improvement plan Revised business processes document	Fall 2019	Institutional support	DQAD-QAC and business process owners
3 Identify and prioritize business processes to be automated in a software solution	List of processes to be automated Software or a module in PSU IT platform	Spring 2020	I.T resources	DQAD-QAC and ITC

Theme 2
Management, Governance and
Quality Assurance

NTP 2020 Strategic Objective:

Ministry of Economy SO 3
Improve planning and implementation
efficiency

Ministry of labor SO 4
Develop quality standards and technical
professional accreditation

Goal 3

Capitalize on benchmarking
data to guide decision making

NCAAA Standards
3.4, 3.5

Objectives	KPIs
2.3.1 To strengthen the KPI management process	P.S.3.3 Stakeholder satisfaction of KPI management process
2.3.2 To enhance national and international benchmarking processes	P.S.3.4 Benchmarking MOUs signed

Theme 2

Management, Governance and Quality Assurance

Goal 3 Capitalize on benchmarking data to guide decision making

Objective 2.3.1 To strengthen the KPI management process

Action Plan					
Actions		Deliverables	Time Frame	Required Resources	Responsible
1	Review and streamline the KPI management process	KPI management procedures	Fall 2018	Institutional support	DQAD-CSI
2	Implement PSU's KPI Framework	KPI handbook	Spring 2019	Publication fees	DQAD-CSI
3	Establish a mechanism for the use of KPI data analysis and feedback to support the decision-making process	KPI usage report	Fall 2019	Institutional support	DQAD in collaboration with IEC
4	Raise awareness on the KPI framework and its usage for the decision-making process	Activity reports	Fall 2019	Institutional support	DQAD-CSI
5	Implement the automated KPI management process	Software or a module within PSU ITC platform	Spring 2019	I.T. resources	DQAD-CSI and ITC

Theme 2

Management, Governance and Quality Assurance

Goal 3 Capitalize on benchmarking data to guide decision making
 Objective 2.3.2 To enhance national and international benchmarking processes

Action Plan					
	Actions	Deliverables	Time Frame	Required Resources	Responsible
1	Review and update the policy for benchmarking with partner institutions	Updated KPI benchmarking policy	Spring 2018	Current policy	DQAD-CSI and UC
2	Expand benchmarking agreements with regional and international institutions	MOUs with other HEIs	Spring 2018 – Spring 2023	Institutional support	IAO and IMC
3	Expand benchmarking activities with institutional partners on a regular basis	Benchmarking activity report	Fall 2018 – Spring 2020	Institutional support	CSI in collaboration with departments and units



STRATEGIC
THEME

3

Professional
Development

Theme 3
Professional Development

NTP 2020 Strategic Objective
Ministry of Education SO 2
Improve recruitment, development and
training of teachers

Goal 1

Provide a variety of
professional development
opportunities for faculty and
staff

NCAAA Standards
9.2, 9.3, 9.4

Objectives	KPIs
3.1.1 To encourage faculty to have membership of professional societies and obtain credentials aligned with their programs	P.S.9.1 Proportion of faculty who join professional societies or obtain credentials
3.1.2 To promote professional growth for educational excellence	S.9.2 Proportion of teaching staff participating in professional development activities during the past year
3.1.3 To devise and implement new mechanisms for administrative excellence	P.S.9.2 Proportion of administrative staff participating in professional development activities during the past year

Theme 3

Professional Development

Goal 1 Provide a variety of professional development opportunities for faculty and staff

Objective 3.1.1 To encourage faculty to have membership of professional societies and obtain credentials aligned with their programs

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Support faculty to obtain academic/industrial related certifications	Professional Certification	Fall 2018 – Spring 2019	Institutional support	Deans
2 Provide institutional professional memberships	Draft of approved societies	Fall 2018 – Spring 2019	Institutional support	IMC in collaboration with colleges
3 Support professional development by strengthening academic alliance agreements with industry	Academic Alliance Agreement	Fall 2018 – Spring 2020	Institutional support	Deans and Chairs in collaboration with IOAC
4 Promote online professional development activities for teaching faculty	Online courses	Fall 2018 – Spring 2019	Institutional support	TLC and ELC
5 Obtain sponsorship for certification programs and PD opportunities for PSU stakeholders	Sponsored programs	Fall 2018 – Spring 2023	Institutional support	TLC and IPAC

Theme 3

Professional Development

Goal 1 Provide a variety of professional development opportunities for faculty and staff
Objective 3.1.2 To promote professional growth for educational excellence

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Evaluate the effectiveness of professional development	Effectiveness report	Spring 2019	Institutional support	TLC
2 Expand internal and external faculty participation in professional development	Attendance reports	Fall 2018 – Spring 2023	Institutional Support	Colleges and TLC
3 Provide professional development training in quality assurance	Certification	Fall 2018 – Spring 2019	Training Materials	QAC
4 Develop faculty skills in managing students with special needs	Specialized training Partnership with special needs organizations	Fall 2018 – Spring 2019	Institutional Support	TLC
5 Promote a faculty exchange program in teaching	Exchange agreements	Fall 2018 – Spring 2023	Institutional Support	IAO and IMC and RIC
6 Formalize peer review practices across all colleges	Formalized process and peer review reports	Fall 2018 – Spring 2019	Training materials	Deans and Chairs
7 Build faculty capabilities as external reviewers for national & international accreditation	Training workshops	Fall 2018 – Spring 2023	Institutional support	DQAD and EAAC
8 Offer training on subject specific teaching methodologies	Specific trainings	Fall 2018 – Spring 2023	Institutional support	Deans and Chairs
9 Raise awareness about and adherence to ethical codes of conduct through forums and workshops	Workshops	Fall 2018 – Spring 2019	Institutional support	Deans and Chairs

Theme 3
Professional Development

Goal 1 Provide a variety of professional development opportunities for faculty and staff
Objective 3.1.3 To devise and implement new mechanisms for administrative excellence

Action Plan					
Actions		Deliverables	Time Frame	Required Resources	Responsible
1	Provide summer training programs related to specific needs of the administrative staff	Courses	Summer 2018	Internal trainers and training material	HR
2	Establish an award for administrative excellence	Performance criteria Performance evaluation results	Spring 2019	Funding for the award	VRAFA and HR
3	Promote proficiency in usage of technology	Training courses	Fall 2018 – Spring 2020	Technical support and training materials	HR and ITC

Theme 3
Professional Development

NTP 2020 Strategic Objective
Ministry of Labor SO 13
Raise the quality of services provided

Goal 2

Provide professional development opportunities for academic and administrative leaders

NCAAA Standards
9.2, 9.3

Objectives	KPIs
3.2.1 To establish a mechanism for professional growth of academic and administrative leaders	P.S.9.3 Professional development programs attended by academic and administrative leaders

Theme 3

Professional Development

Goal 2
Objective 3.2.1

Provide professional development opportunities for academic and administrative leaders
To establish a mechanism for professional growth of academic and administrative leaders

Action Plan					
Actions		Deliverables	Time Frame	Required Resources	Responsible
1	Conduct training needs assessment for leaders	Needs assessment report	Fall 2018	Institutional support	TLC
2	Identify leadership training opportunities for administrative and academic leaders	Training Registration	Spring 2019	Institutional Support	TLC and HR
3	Implement customized training programs for leaders	Training	Fall 2019 – Spring 2023	Funding for training	TLC and HR
4	Collaborate with external associations or professional organizations to empower future leaders	External training	Fall 2019 – Spring 2023	Funding for training	TLC and HR



STRATEGIC
THEME

4

Outreach, Marketing
and Partnerships

Theme 4
Outreach, Marketing and Partnerships

NTP 2020 Strategic Objective
Ministry of Labor SO 10
Raise Saudis skill level to match labor market needs
Ministry of Labor SO 5
Enable volunteer work

Goal 1

Develop and improve PSU community service and continuing education programs and initiatives

NCAAA Standards
11.1, 11.2

Objectives	KPIs
4.1.1 To increase faculty and student involvement in community service events and programs	S.11.1 Proportion of full time teaching and other staff actively engaged in community service P.S.11.1 Proportion of students engaged in community service
4.1.2 To strengthen engagement with third parties to support and sponsor community service and continuing education initiatives	P.S.11.2 Proportion of community service and continuing education initiatives supported by third parties
4.1.3 To expand community services	S.11.2 Number of community education programs provided as a proportion of the number of programs

Theme 4

Outreach, Marketing and Partnerships

Goal 1

Develop and improve PSU community service and continuing education programs and initiatives

Objective 4.1.1

To increase faculty and student involvement in community service events and programs

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Introduce a community service award for faculty and students	Community service award	Fall 2018 – Spring 2019	Institutional support	CSCEC and IOAC
2 Raising awareness of community service opportunities among faculty and students	Awareness campaign	Fall 2018 – Spring 2019	Campaign material	CSCEC
3 Recognize and publicize in the media, faculty and student contributions to community service	Written articles and news in the media	Fall 2018 – Spring 2023	Editors	PRMC in collaboration with colleges
4 Support and host events and activities in collaboration with community-based organizations	Hosted events	Fall 2018 – Spring 2023	Institutional support	CSCEC
5 Strengthen the collaboration of CSCES with colleges in designing and delivering training programs	Shared community services activities	Fall 2018 – Spring 2023	Institutional support	CSCEC in collaboration with colleges

Theme 4

Outreach, Marketing and Partnerships

Goal 1 Develop and improve PSU community service and continuing education programs and initiatives

Objective 4.1.2 To strengthen engagement with third parties to support and sponsor community service and continuing education initiatives

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Increase marketing of community service and continuing education projects	Marketing campaigns	Fall 2018 – Spring 2023	Institutional support and funding	PRMC
2 Increase participation in community related networking events	Network events attended	Fall 2018 – Spring 2023	Institutional support and funding	CSCEC and PRMC
3 Expand continuing education programs in collaboration with government and private institutions	Expand continuing education programs	Fall 2018 – Spring 2023	Institutional support	CSCEC

Theme 4

Outreach, Marketing and Partnerships

Goal 1
Objective 4.1.3

Develop and improve PSU community service and continuing education programs and initiatives
To expand community services

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Expand online courses for the community	Online courses	Fall 2018 – Spring 2021	Institutional support and I.T. support	CSCEC, ITC and ELC in collaboration with colleges
2 Expand collaboration with other universities through joint community activities	Joint activities	Fall 2018 – Spring 2020	Institutional support	CSCEC
3 Promote the use of facilities for community service purposes	Utilized facilities	Fall 2018 – Spring 2023	Institutional support and advertising material	PRMC in collaboration with PPMO
4 Expand the Interscholastic and Community Service tournaments	Expanded tournaments	Fall 2018 – Spring 2023	Institutional support and funding	CSCEC & PEHRD

Theme 4
Outreach, Marketing and
Partnerships

NTP 2020 Strategic Objective
Ministry of Education SO 8
Increase private sector participation in the
education sector

Goal 2

Promote PSU nationally and internationally

NCAAA Standards
11.1, 11.3

Objectives	KPIs
4.2.1 To enhance PSU’s image nationally, regionally and internationally	P.S.11.3 External stakeholder satisfaction rate of PSU’s image and outcomes
4.2.2 To promote all PSU programs	P.S.11.4 Marketing activities and events

Theme 4

Outreach, Marketing and Partnerships

Goal 2 Promote PSU nationally and internationally
Objective 4.2.1 To enhance PSUs Image nationally, regionally and internationally.

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Participate in national and international higher education events	Increased participation	Fall 2018 – Spring 2023	Institutional support and funding	IAO, DSA, CSCEC and PRMC
2 Design PSU website according to international standards	New website	Spring 2018	Institutional support and I.T. support	PRMC
3 Maintain the PSU website content on a regular basis	Updated website	Spring 2018 – Spring 2023	Institutional support and I.T. support	PRMC
4 Unify PSU designs and promote PSU identity	Identity guide	Spring 2018 – Spring 2019	Graphic design	PRMC
5 Publicize faculty and student achievements internally and externally	Media report	Spring 2018 – Spring 2023	Institutional support	PRMC
6 Participate in university ranking	Improved ranking	Spring 2018 – Spring 2023	Institutional support	Aide to the Rector on Research and Internationalization
7 Plan and execute the 20th anniversary commemoration of PSU	Anniversary event	Fall 2018	Institutional support	Rector and PRMC

Theme 4

Outreach, Marketing and Partnerships

Goal 2 Promote PSU nationally and internationally
Objective 4.2.2 To promote all PSU programs

Action Plan					
Actions		Deliverables	Time Frame	Required Resources	Responsible
1	Enhance and formalize high school visits	Enhanced school visit program	Spring 2018 – Spring 2023	Institutional support	DSA
2	Launch a marketing campaign for all PSU programs internally and externally	Marketing campaign	Spring 2018 – Spring 2023	Institutional support and funding	PRMC and Chairs
3	Expand the distribution of Taif Aljamiah	Online distribution	Spring 2018 – Spring 2023	Institutional support	PRMC
4	Develop promotional multimedia content that highlights PSU life	Multimedia content	Spring 2018 – Spring 2019	Institutional support	PRMC
5	Establish a call center to deal with public enquiries	Call center	Spring 2018 – Spring 2019	Funding	PRMC

Theme 4
Outreach, Marketing and Partnerships

NTP 2020 Strategic Objective
Ministry of Education SO 8
Increase private sector participation in the education sector
Ministry of Culture SO 1
Develop an environment that stimulates cultural activities

Goal 3

Optimize PSU’s role in national and international partnerships with key stakeholders

NCAAA Standards
4.11, 11.1, 11.2

Objectives	KPIs
4.3.1 To enhance relationships and agreements with stakeholders	P.S.4.8 Active national and international partners

Theme 4

Outreach, Marketing and Partnerships

Goal 3 Optimize PSU's role in national and international partnerships with key stakeholders
 Objective 4.3.1 To enhance relationships and agreements with stakeholders

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Establish and formalize the MOU management mechanism	Mechanism and MOU report	Spring 2018 – Spring 2019	Institutional support	IAO and PMRC in collaboration with relevant units
2 Increase the scholarships provided by third-party individuals and institutions	Increased scholarships	Spring 2018 – Spring 2023	Institutional support	Scholarship program
3 Enhance the Alumni Office with the same structure on both campuses	Enhanced office	Spring 2018 – Spring 2019	Institutional support	DSA
4 Enhance communication with PSU alumni	Enhanced communication	Spring 2018 – Spring 2023	Institutional support	DSA
5 Provide services and lifelong learning opportunities for PSU Alumni	Services and learning opportunities	Spring 2018 – Spring 2023	Institutional support	DSA



STRATEGIC
THEME

5

Wide-ranging
Technologies and
Expanding Resources
and Facilities

Theme 5
Wide-ranging Technologies and
Expanding Resources and Facilities

NTP 2020 Strategic Objective
Ministry of Education SO 3
Improve the learning environment to stimulate
creativity and innovation

Goal 1

Implement innovative and
effective technologies
to advance academic
performance

NCAAA Standards
6.4, 7.2

Objectives	KPIs
5.1.1 To enhance and integrate the e-learning policy and procedures	P.S.2.3 Stakeholder satisfaction of e-learning policy and procedures
5.1.2 To develop a technological ecosystem to enhance teaching and enable active learning	S.7.3 Stakeholder evaluation of a) Websites, b) e-learning services Hardware and software d) Accessibility e) Learning and Teaching

Theme 5

Wide-ranging Technologies and Expanding Resources and Facilities

Goal 1 Implement innovative and effective technologies to advance academic performance

Objective 5.1.1 To enhance and integrate the e-learning policy and procedures

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Review and update the e-learning policy to include definitions on blended learning	Policy document	Fall 2018 – Spring 2019	Institutional support	ELC, IPC and UC
2 Define standardized procedures for e-learning	Procedures document	Fall 2018 – Spring 2019	Institutional support	ELC and IPC
3 Raise awareness on the e-learning policy and procedures	An online module outlining...	Fall 2019	Materials for awareness campaign	ELC

Theme 5

Wide-ranging Technologies and Expanding Resources and Facilities

Goal 1 Implement innovative and effective technologies to advance academic performance
Objective 5.1.2 To develop a technological ecosystem to enhance teaching and enable active learning

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Develop an integration mechanism between teaching entities and ITC	Integration mechanism	Spring 2018 – Fall 2018	Institutional support	ITC
2 Acquire virtual learning and media creation solutions	Alternative media resources	Spring 2018 – Fall 2020	Funding	ELC and ITC
3 Create awareness about LMS plugins that can facilitate collaborative studies	Awareness campaign	Spring 2020	Materials for awareness campaign	ELC
4 Provide on-demand and automated lecture-recording capability in all appropriate teaching spaces	Lecture-recording capability	Spring 2020	Funding	ELC and ITC
5 Develop models that assist in selection of appropriate I.T. instructional tools	Selection model	Spring 2020	Institutional support	ELC
6 Ensure effective use of I.T. instructional tools to support teaching and learning	Assessment report	Fall 2021	Institutional support	ELC
7 Improve the effective use of LMS as the communication medium to support student learning	Improved use of LMS for communication	Fall 2018 – Spring 2019	Institutional support	ELC
8 Develop a University-wide mobile application	PSU app	Fall 2019 - Spring 2020	Funding	ELC and ITC

Theme 5
Wide-ranging Technologies and
Expanding Resources and Facilities

NTP 2020 Strategic Objective
Ministry of Education SO 3
Improve the learning environment to stimulate
creativity and innovation

Goal 2

Provide high quality
institutional resources and
facilities

NCAAA Standards
6.4, 7.2

Objectives	KPIs
5.2.1 To continue the implementation of the campus master plan for institutional expansion and development	P.S.7.2 Percentage completion rate of the campus master plan
5.2.2 To assess the adequacy of resources and facilities	P.S.7.3 Stakeholder satisfaction rating of resources and facilities
5.2.3 To develop and optimize sustainable campus resources	P.S.7.4 Cost-saving initiatives
5.2.4 To maintain high safety standards to protect PSU community and buildings	P.S.7.5 Stakeholder satisfaction rating of safety standards

Theme 5

Wide-ranging Technologies and Expanding Resources and Facilities

Goal 2 Provide high quality institutional resources and facilities

Objective 5.2.1 To continue the implementation of the campus master plan for institutional expansion and development

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Expand academic and research facilities	Completed facilities	Fall 2019 – Spring 2023	Allocated budget and materials	PPMO in collaboration with colleges
2 Fulfill library space requirements on both campuses	Increased space	Fall 2019 – Spring 2020	Allocated budget and materials	PPMO in collaboration with the library
3 Provide upgraded faculty facilities, including nursery and parking	Upgraded facilities	Fall 2018 – Spring 2019	Allocated budget and materials	PPMO
4 Build modern outdoor and indoor sports facilities	Completion	Fall 2019 – Spring 2023	Allocated budget and materials	PPMO in collaboration with PEHRD
5 Supply the PEHRD with adequate professional sports equipment	Sports equipment	Fall 2020	Allocated budget and materials	PPMO in collaboration with PEHRD
6 Initiate a feasibility study for a diagnostic center for physical fitness	Feasibility study	Fall 2020	Institutional support	PPMO in collaboration with PEHRD
7 Provide comprehensive security on the women's campus	Extended security	2018-2023	New Security Staff	Director of security

Theme 5

Wide-ranging Technologies and Expanding Resources and Facilities

Goal 2 Provide high quality institutional resources and facilities
Objective 5.2.2 To assess the adequacy of resources and facilities

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Introduce a comprehensive events management system	Implemented System	Fall 2020 – Spring 2021	Funding	ITC
2 Introduce a formal process to collect technical requirements for the needs assessment of the currently available technologies	Process	Fall 2019 – Spring 2020	Institutional support	ITC, PPMO
3 Review, update and implement existing policies and regulations on usability of facilities	Policy	Fall 2020 – Spring 2023	None	PPMO
4 Automate the inventory system of major institutional equipment	Report	Fall 2020	Funding	ITC
5 Update the room and resource manager system for all necessary facilities	Implemented booking software and installed panels	Fall 2021	Funding	ITC

Theme 5

Wide-ranging Technologies and Expanding Resources and Facilities

Goal 2 Provide high quality institutional resources and facilities
Objective 5.2.3 To develop and optimize sustainable campus resources

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Monitor energy-efficiency of buildings	Efficiency report	Fall 2019	Funding	PPMO
2 Develop the eco-friendliness of facilities	Initiatives and studies	Fall 2021	Institutional support	PPMO
3 Implement renovations and reallocation of facilities	Renovation and reallocation report	Fall 2018	Funding	PPMO and Warehouse
4 Acquire an Internet monitoring tool	Acquired tool	Fall 2020	Funding	ITC
5 Implement Managed Print Services (MPS)	MPS system	Fall 2020	Funding	ITC
6 Manage projectors through network	System	Fall 2020	Funding	ITC
7 Maximize acquisition of resources from partner publishing houses	Materials obtained	Fall 2019 – Spring 2023	Institutional support	ITC and ELC

Theme 5

Wide-ranging Technologies and Expanding Resources and Facilities

Goal 2

Provide high quality institutional resources and facilities

Objective 5.2.4

To maintain high safety standards to protect PSU community and buildings

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Ensure accessibility to all facilities and resources by individuals with special needs	Accessibility Report	Fall 2019	Funding	PPMO and Warehouse
2 Disseminate and implement fire emergency procedures	Awareness and use of procedures	Fall 2019	Institutional support	PPMO and Warehouse
3 Create a comprehensive fire emergency system	Fire system	Fall 2020	Funding	PPMO and Warehouse
4 Review and update IT risk management strategy	Updated strategy	Fall 2020	Institutional support	ITC
5 Align IT safety policies with international IT safety standards	Revised safety policy	Fall 2020	Institutional support	ITC
6 Update the Emergency Mass Notification System	Updated system	Spring 2021	Funding	PPMO and Warehouse
7 Automate routine inspection of technical equipment	Automated system	Fall 2019 – Spring 2023	Funding	ITC
8 Initiate a feasibility study of implementing smart building design	Feasibility study	Fall 2021	Institutional support	ITC and PPMO

Theme 5
Wide-ranging Technologies and
Expanding Resources and Facilities

NTP 2020 Strategic Objective
Ministry of Economy SO 3
Improve planning and implementation efficiency
Ministry of Education SO 3
Improve the learning environment to stimulate
creativity and innovation

Goal 3

Transform PSU infrastructure
and application services

NCAAA Standards
7.4

Objectives	KPIs
5.3.1 To implement new applications and services in which automation can enhance university processes	P.S.7.6 Applications and services automated
5.3.2 To provide enterprise resources and processes that foster continuous improvement and organizational effectiveness	P.S.7.7 Enterprise processes developed
5.3.3 To advance PSU cyber security infrastructure and management practices using industry standards	P.S.7.8 Proportion of identified cyber security breaches that have been mitigated

Theme 5

Wide-ranging Technologies and Expanding Resources and Facilities

Goal 3
Objective 5.3.1

Transform PSU infrastructure and application services
To implement new applications and services in which automation can enhance university processes

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Implement a document management and archiving system with workflow processes	Implemented system	Fall 2019	Allocated Budget	ITC
2 Acquire a Smart Parking Solution	Completed parking bank, installed sensors	Fall 2020	Funding	PPMO and ITC
3 Enhance the Service Desk system on the institutional level	Ticketing system	Fall 2020	Institutional support	ITC
4 Acquire an automated training monitoring solution	Automated solution	Fall 2021	Funding	ITC
5 Ensure the effective use and utilization of the university's applications	Report	Fall 2020	Institutional support	ITC
6 Automate the process of learning outcome assessment	Automated process	Fall 2018	Funding	TLC and ITC

Theme 5

Wide-ranging Technologies and Expanding Resources and Facilities

Goal 3 Transform PSU infrastructure and application services

Objective 5.3.2 To provide enterprise resources and processes that foster continuous improvement and organizational effectiveness

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Develop an integration mechanism between entities and ITC	Integration Mechanism	Fall 2019	Institutional support	ITC
2 Develop procedures for collection and analysis of resource/ system utilization data	Procedure	Fall 2020	Institutional support	ITC
3 Monitor the utilization of automation, including digital workflows and other technologies to improve efficiency and effectiveness	Utilization report	Fall 2019 – Spring 2023	Funding	ITC
4 Develop a continuous improvement practice, including sustainability for servers, storage, and networks	Improvement report	Fall 2022	Institutional support	ITC
5 Maintain and enhance the storage infrastructure	Storage report	Fall 2021	Funding	ITC
6 Continue to improve self-service and automation for the commissioning and delivery of ITC services	Report	Fall 2021	Institutional support	ITC
7 Develop and implement a governance process to approve or decline requests for new applications or process automation	Process	Fall 2020	Institutional support	ITC
8 Develop a methodology for the identification of innovative and new technologies and solutions that improve ITC service delivery and efficiency	Methodology	Fall 2021	Institutional support	ITC
9 Automate common and routine IT services and processes	Report	Fall 2023	Funding	ITC

Theme 5

Wide-ranging Technologies and Expanding Resources and Facilities

Goal 3 Transform PSU infrastructure and application services

Objective 5.3.3 To advance PSU cyber security infrastructure and management practices using industry standards

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Develop data forensics procedures	Procedure	Fall 2019	Institutional support	ITC
2 Maximize the use of identity and access information to improve ease of access	Report	Fall 2020	Institutional support	ITC
3 Strengthen the overall data security posture by enhancing PSU business practices to ensure consistent data security practices are in place	Security Practice document	Fall 2020	Institutional support	ITC
4 Provide technologies and processes that facilitate adoption of security initiatives.	Report	Fall 2021	Funding	ITC
5 Organize a yearly cyber security awareness campaign	Campaign and workshops	Fall 2019 – Spring 2023	Funding	ITC
6 Create an environment that encourages safe-storage of data, including automating safe storage where appropriate	Data Storage Policy	Fall 2020	Funding	ITC
7 Reassess the roles and compliance requirements defined in the University Data Security Policy and propose practical recommendations for the operating environment	Assessment report or recommendations	Fall 2020	Institutional support	ITC
8 Provide a clear articulation of the security architecture and direction to ensure a common understanding and application of University security initiatives	Security Architecture	Fall 2020	Institutional support	ITC

Theme 5
Wide-ranging Technologies and
Expanding Resources and Facilities

NTP 2020 Strategic Objective
Ministry of Education SO 3
Improve the learning environment to stimulate
creativity and innovation

Goal 4

Deliver quality library services
to stakeholders

NCAAA Standards
6

Objectives	KPIs
5.4.1 To improve and expand accessibility to library resources	S.6.1 Stakeholder evaluation of library and media center. (Average overall rating of the adequacy of the library & media center, including: a) Staff assistance, b) Current and up-to-date c) Copy & print facilities
5.4.2 To optimize the library collections and technologies	S.6.2 Number of website publication and journal subscriptions as a proportion of the number of programs offered S.6.3 Stakeholder evaluation of the digital library. (Average overall rating of the adequacy of the digital library, including: a) User friendly website b) Availability of the digital databases

Theme 5

Wide-ranging Technologies and Expanding Resources and Facilities

Goal 4 Deliver quality library services to stakeholders
Objective 5.4.1 To improve and expand accessibility to library resources

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Increase library opening hours with adequate staff members to assist the users	Extended opening hours	Spring 2019	Funding	Central library
2 Subscribe and implement a Federated Search Tool	System in place	Spring 2020	Funding	Central library
3 Design tools (guides, orientation, programs ...) to promote access to subscribed and free databases	System in place	Spring 2020	Funding	Central library
4 Promote improved use of Library Catalog (OPAC)	Report	Spring 2018	Institutional support	Central library
5 Improve off-site access to the subscription databases	Off-site access	Fall 2018 – Spring 2023	Institutional support	Central library and ITC
6 Increase orientation library sessions workshops	Increased workshops	Fall 2018 – Spring 2023	Institutional support	Central library
7 Develop a mechanism to customize library resource to university majors	Mechanism in place	Spring 2019	Funding	Central library

Theme 5

Wide-ranging Technologies and Expanding Resources and Facilities

Goal 4 Deliver quality library services to stakeholders
Objective 5.4.2 To optimize the library collections and technologies

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Review and update library policies and regulations (including copyright) in the Library Handbook and on the website	Library Policies	Spring 2019	Institutional support	Central Library and UC in collaboration with colleges
2 Ensure faculty involvement in item selection	Report	Fall 2019	Institutional support	Central Library
3 Purchase needed cutting-edge IT systems and hardware	New equipment	Spring 2019 – Spring 2023	Funding	Central Library and ITC
4 Monitor and track the use of library resources	Report	Spring 2019 – Spring 2023	Institutional support	Central Library



STRATEGIC
THEME

6

Economic
Sustainability

Theme 6
Economic Sustainability

NTP 2020 Strategic Objective
Ministry of Education SO 7
Develop creative financing methods and improve the educational system’s financial efficiency

Goal 1

Maintain and enhance overall financial strength

NCAAA Standards
8.1, 8.2

Objectives	KPIs
6.1.1 To strive to grow through increasing student numbers and income	S 8.1 Total operating expenditure per student P.S.8.1 Operating surplus as percentage (%) of turnover P.S.8.2 Increase in total revenue per staff FTE year-on-year P.S.8.3 Academic staff expenses to total operating expenses P.S.8.4 Increase Return on Capital Employed (ROCE)
6.1.2 To continually review financial management systems and enhance efficiency	P.S.8.5 Composite Financial Index CFI P.S.8.6 Financial Responsibility Composite Scores (FRCS)

Theme 6

Economic Sustainability

Goal 1
Objective 6.1.1

Maintain and enhance overall financial strength
To strive to grow through increasing student numbers and income

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Increase number of academic programs within each college that can attract more students	New academic programs	Spring 2018 – Spring 2023	Feasibility Study	VRAFA, Deans and ICC
2 Develop new areas/tracks academic disciplines (minors)	New academic areas of disciplines	Spring 2018 – Spring 2023	Institutional support	VRAFA, Deans and ICC
3 Market existing programs	Marketing Expenses to Total Operating Expenses Ratio	Spring 2018 – Spring 2023	Allocated budget	VRAFA, Deans and PRMC

Theme 6

Economic Sustainability

Goal 1
Objective 6.1.2

Maintain and enhance overall financial strength
To continually review financial management systems and enhance efficiency

Action Plan					
Actions		Deliverables	Time Frame	Required Resources	Responsible
1	Provide annual budget to support financial planning	Feedback of stakeholders	Spring 2018 – Spring 2023	Institutional support	VRAFA
2	Continue working closely with external and internal auditors to ensure value for money	Audit Opinion (Annual Report)	Spring 2018 – Spring 2023	Institutional support	VRAFA
3	Conduct annual assessment of financial sustainability	Annual Economic Sustainability Report	Spring 2018 – Spring 2023	Institutional support	VRAFA

Theme 6
Economic Sustainability

NTP 2020 Strategic Objective
Ministry of Education SO 7
Develop creative financing methods and improve the educational system’s financial efficiency
Ministry of Education SO 8
Increase private sector participation in the education sector

Goal 2

Maintain comprehensive and effective risk management, internal audit and assurance framework

NCAAA Standard
8

Objectives	KPIs
6.2.1 To diversify revenue sources to decrease reliance on tuition fees	P.S.8.7 Income from sources other than tuition
6.2.2 To manage risks to ensure continued sustainability	P.S.8.8 Proportion of identified risks that have been mitigated

Theme 6

Economic Sustainability

Goal 2 Maintain comprehensive and effective risk management, internal audit and assurance framework
Objective 6.2.1 To diversify revenue sources to decrease reliance on tuition fees

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Generate research income through local and international funding	Research income per annum	Spring 2018 – Spring 2023	Institutional support	Rector VRAFA RIC
2 Develop partnerships with business and industry to solicit donations	Amount of donations and contributions	Spring 2018 – Spring 2023	Institutional support	Rector VRAFA
3 Deliver bespoke training, consultation and executive education for organizations in the public and private sectors where PSU expertise allows	Training and consultation income per annum	Spring 2018 – Spring 2023	Institutional support	VRAFA RIC, CRC and CSCEC
4 Establish endowment funds	Amount of endowment funds	Spring 2018 – Spring 2023	Institutional support	Rector VRAFA

Theme 6

Economic Sustainability

Goal 2

Maintain comprehensive and effective risk management, internal audit and assurance framework

Objective 6.2.2

To manage risks to ensure continued sustainability

Action Plan					
Actions		Deliverables	Time Frame	Required Resources	Responsible
1	Enhance the implementation of risk management policy through stakeholder engagement	Annual workshops on risk management for stakeholders	Spring 2018 – Spring 2023	Institutional support	VRAFA and IFRMC
2	Conduct annual assessment of risk management	Annual Risk Management Report	Spring 2018 – Spring 2023	Institutional support	VRAFA and IFRMC



STRATEGIC
THEME

7

Research and
Initiatives

Theme 7
Research and Initiatives

NTP 2020 Strategic Objective
Ministry of Education SO 3
Improve the learning environment to stimulate
creativity and innovation

Goal 1

Establish an effective research infrastructure

NCAAA Standards
10.1, 10.4

Objectives	KPIs
7.1.1 To expand research facilities and resources	P.S.10.1 Stakeholder satisfaction rating for research facilities and resources

Theme 7

Research and Initiatives

Goal 1 Establish an effective research infrastructure
Objective 7.1.1 To expand research facilities and resources

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Establish a systematic process to assess the need for new research facilities and resources	Assessment procedure	Fall 2018 – Spring 2019	Feedback from stakeholders	RIC
2 Conduct assessment of needs for research facilities and resources	Assessment report	Fall 2019 – Spring 2023	Feedback from stakeholders	RIC and CRC in collaboration with colleges, library and ITC
3 Implement the finding of needs assessment	New/expanded resources, labs and facilities	Fall 2019 – Spring 2023	Feedback from stakeholders	RIC and CRC in collaboration with colleges, library and ITC
4 Optimize shared research resources	Optimized resources	Fall 2019 – Spring 2023	PSU available facilities	RIC and CRC
5 Identify opportunities for shared resources with other institutions	List of possible external resources	Fall 2019 – Spring 2023	PSU available facilities, possible external facilities	RIC and CRC

Theme 7
Research and Initiatives

NTP 2020 Strategic Objective

Ministry of Education SO 3
Improve the learning environment to stimulate creativity and innovation

KACST SO 6
Support research and development to ensure the sustainability of the local content development system

Goal 2

Play a larger role in the advancement of research

NCAAA Standards
10.2, 10.3

Objectives	KPIs
7.2.1. To enhance the quality, quantity and impact of research	S.10.1 Number of refereed publications in the previous year per full time equivalent member of teaching staff S.10.2 Number of citations in refereed journals in the previous year per full time equivalent teaching staff S.10.3 Proportion of full time member of teaching staff with at least one refereed publication during the previous year P.S.10.2 Proportion of faculty members publishing at least one Scopus or ISI research article during the past year
7.2.2 To strengthen research collaboration nationally and internationally	P.S.10.3 Proportion of collaborative research publications to overall publications per year
7.2.3 To promote the involvement of undergraduate and postgraduate students in research	P.S.10.4 Proportion of courses per program with a research or innovative project component
7.2.4. To publish and maintain PSU Research Review	P.S.10.5 Number of downloads per year

Theme 7

Research and Initiatives

Goal 2 Play a larger role in the advancement of research
 Objective 7.2.1 To enhance the quality, quantity and impact of research

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Review and update research policies and bylaws	Updated research policies	Fall 2019 – Spring 2023	Current policies	RIC, CRC and UC
2 Establish research support unit	Established unit	Fall 2018 – Spring 2019	Institutional support	RIC and ERC
3 Promote interdisciplinary research	Joint research output	Fall 2019 – Spring 2023	Institutional support	RIC and ERC
4 Monitor and evaluate research output	Evaluation report	Fall 2019 – Spring 2023	Institutional support	Deans, RIC and ERC
5 Provide research capacity building programs for faculty members	Capacity building programs	Fall 2019 – Spring 2021	Allocated budget	RIC
6 Enhance and promote IRB procedures and services	Enhanced procedures and services	Fall 2018 - Spring 2019	Institutional support Funding for external members	IRB Committee

Theme 7

Research and Initiatives

Goal 2

Play a larger role in the advancement of research

Objective 7.2.2

To strengthen research collaboration nationally and internationally

Action Plan					
Actions		Deliverables	Time Frame	Required Resources	Responsible
1	Support participation in high-level conferences	Increased conference attendance	Spring 2018 – Spring 2023	Allocated research budget to colleges	Deans and Chairs
2	Expand the Visiting Scholar Program in collaboration with academic programs	Increased number of visiting scholars	Spring 2018 – Spring 2023	Funding	Deans and Chairs
3	Support research-exchange programs for faculty members and students	Increased research exchange programs	Spring 2018 – Spring 2023	Institutional support and funding	Deans and Chairs
4	Expand external collaboration in research projects, groups and labs with respect to national and international MOUs	Increased non-PSU collaboration in research	Spring 2018 – Spring 2023	Funding	Deans and Chairs

Theme 7
Research and Initiatives

Goal 2 Play a larger role in the advancement of research
Objective 7.2.3 To promote the involvement of undergraduate and postgraduate students in research

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Expand research based post-graduate programs	Established programs	Spring 2018 – Spring 2023	Institutional support and funding	Deans and UC
2 Support student participation in research activities	Supported student research activities	Spring 2018 – Spring 2023	Institutional support and funding	Deans, Chairs and CRC

Theme 7

Research and Initiatives

Goal 2 Play a larger role in the advancement of research

Objective 7.2.4 To publish and maintain PSU Research Review

Action Plan					
Actions		Deliverables	Time Frame	Required Resources	Responsible
1	Enhance the PSU Research Review journal’s ranking	Enhanced ranking	Spring 2018 – Spring 2023	Institutional support	PSU Research Review journal
2	Expand PSU Research Review journal’s local visibility	Marketing campaign	Spring 2018 – Spring 2023	Institutional support	PSU Research Review journal

Theme 7
Research and Initiatives

NTP 2020 Strategic Objective
Ministry of Commerce SO 3
Increase the culture of entrepreneurship
Ministry of Education SO 8
Increase private sector participation in the
education sector

Goal 3

Contribute to the socio-economic development of the Kingdom of Saudi Arabia through research and Innovation

NCAAA Standards
10.1, 10.3

Objectives	KPIs
7.3.1 To contribute to the Saudi Arabia Vision 2030 through PSU research activities	P.S.10.6 Proportion of research or consultation projects aligned with Vision 2030
7.3.2 To attract funding opportunities that support innovative ideas and research	S.10.5 Research income from external sources in the past year as a proportion of the number of full time teaching staff members

Theme 7

Research and Initiatives

Goal 3
Objective 7.3.1

Contribute to the socio-economic development of the Kingdom of Saudi Arabia through research and Innovation
To contribute to the Saudi Arabia Vision 2030 through PSU research activities

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Identify key PSU research areas/themes in line with Vision 2030	Research themes, PSU Research Strategic Plan, College Strategic Plans	Spring 2018 – Spring 2019	Institutional support	Colleges, RIC and ERC
2 Advance specialized research groups/ labs to address relevant societal needs	Research groups/labs	Spring 2018 – Spring 2023	Institutional support and funding	Colleges, RIC and ERC
3 Enhance relevant consultation/ training and commercialization of PSU’s specialized research areas	Provided consultation/ training and commercialized opportunities	Spring 2018 – Spring 2023	Institutional support	Colleges, RIC and ERC

Theme 7

Research and Initiatives

Goal 3
Objective 7.3.2

Contribute to the socio-economic development of the Kingdom of Saudi Arabia through research and Innovation
To attract funding opportunities that support innovative ideas and research

Action Plan				
Actions	Deliverables	Time Frame	Required Resources	Responsible
1 Establish a fund-generating unit to follow up on potential national and international grant opportunities	Established unit	Spring 2018 – Spring 2019	Institutional support	RIC, ERC and UC
2 Attract external research grant opportunities	Research grants	Spring 2018 – Spring 2023	Institutional support	Deans, Chairs and CRC

Appendix A

SWOT Analysis Report

Introduction

Using the extensive management, faculty, student, alumni and employer feedback gathered, and after analyzing this data (using NVivo 11 Software) at both a regional economic and demographic level, a concise understanding of PSU’s strengths, weaknesses, opportunities, and threats has emerged. Much overlap exists between the four quadrants, and many of the elements should be seen as intertwining, rather than standing alone.

PSU’s strengths lie in the fact that it is meeting its core mission—strong academic accredited programs—and ‘people’ assets that both serve as an important foundation from which to build. In particular, PSU has management, faculty, and staff who are committed to the mission and to facilitating improvements that will increase institutional performance and student success.

The university’s weaknesses are primarily process driven issues that need attention. The importance of addressing these weaknesses needs to be underscored so that improvements in institutional performance and faculty/ student satisfaction can be realized.

PSU’s opportunities are external elements that provide PSU with areas of focus that will build on current strengths and provide improved opportunities and options for students to progress and excel through their academic experiences.

The threats are external elements that must be understood and managed as PSU implements improvements and new initiatives. Continuous enhancement processes will be taken into consideration.

List of Workshops

Date	Participating Group	Number of Participants
30/10/2016	Senior Management	25
31/10/2016	Students	42
31/10/2016	Alumni	21
01/11/2016	Faculty	25
01/11/2016	Staff	7
02/11/2016	Mid-level Management	25
12/11/2016	Administrative Directors	25
		Total / 170

Table (2)

SWOT Findings Summary

Strength

- EEC- NCAAA local institutional accreditation and accredited degree programs
- High Employability of PSU graduates
- Excellence and reputation of PSU
- Central convenient location
- Well established student career development programs
- Supportive leadership
- Internationalization
- Well established undergraduate/graduate programs
- Diverse multicultural/competent Faculty
- Teacher /Faculty support in professional development

Opportunities

- Partnership with stakeholders
- Increasing the number of enrollment
- Benefiting from reputation and image in connecting with stakeholders
- Expanding extracurricular activities
- Contributing to the Kingdom's Vision 2030 and NTP 2020
- Benefiting from PSU's location
- Connecting with Alumni
- More professional development for administrative staff and faculty

Weaknesses

- Low research publication of PSU faculty in indexed international journals
- Absence of necessary IT software/services/support
- Limited number of programs and majors
- Limited space and campus facility
- Weak diversification of PSU's portfolio of income
- Outdated library, bookstore
- Lack of effective marketing and outreach program
- Unavailability of practical courses

Threats

- Competition with national and international universities.
- Withdrawal of scholarships by the government
- Lack of training opportunities by companies
- Shrinking employment market
- Compromise on PSU quality model of diversity
- Low student enrolment
- Pressure to comply with national and international accreditation standards

Strength Assessment

1. EEC-NCAAA local institutional accreditation and accredited degree programs:

- Achieving full unconditional institutional accreditation in 2010
- Achieved EEC-NCAAA full program accreditation for its major programs including Computer Science, Informational System, Accounting, Marketing, Finance, Law, Translation and Linguistics

2. High Employability of PSU graduates:

- Maintained a good reputation of outstanding graduates based on external stakeholder/employer feedback

3. Excellence and reputation of PSU:

- The first non-profit university in the Kingdom to be established under the auspices of HRH King Salman bin Abdulaziz

4. Central convenient location:

- Occupies a central location in the capital city, Riyadh

5. Well established students career development programs:

- Cooperative Training Program
- Fullbridge Program, to ensure the readiness and employability of recent graduates.

6. Supportive Leadership:

- Spearheaded by the Rector, PSU's higher management exercised strong leadership in driving the University towards achieving its goals and objectives in a healthy, supportive environment

- The university is well known for the open-door policy of its higher management.
- New ideas and initiatives submitted by individuals, units and programs within the institution are recognized

7. Internationalization:

- Exchange Programs
- MOUs
- International Partnerships
- Internationally recognized
- Summer trips

8. Well-established undergraduate/graduate programs:

- The use of English as the medium of study
- Developed and maintained a strong PYP program using the Oxford University Press textbook series
- Highly reputed business degrees, especially finance
- The only aviation management in KSA
- MBA, Masters in Software engineering and Masters of Law.

9. Diverse Multicultural/Competent Faculty:

- PSU's overall reputation strength enables it to recruit and retain high qualified faculty members
- The majority are PhD holders from different countries.

10. Professional development support for faculty:

- PSU offers many awards that are geared towards motivating faculty members to advance their performance
- The Rector's Award for Distinguished Teaching
- Research Award
- Moodle Course Award
- Higher Education Academy certification

Weaknesses Assessment

1. Low research publication of PSU faculty in indexed international journals:

- Need for increased ISI and Scopus indexed research output

2. Upgrade required for necessary IT software/services/support:

- No business intelligence system to assist in decision-making and collecting more reliable statistical information
- Inadequate administrative procedures
- Difficulty of having one single unified source of statistical information

3. Limited number of programs /majors:

- PSU has experienced low enrolment in specific majors/ programs
- Low number of market oriented programs for Saudi market needs and vision 2030

4. Limited space and campus facility:

- limited availability of dedicated office space
- Lack of student and faculty lounge and rest areas
- Limited catering/dining facilities

- Outdated labs for students and faculty

5. Weak diversification of PSU income portfolio:

- Major reliance on tuition fees

6. Required expansion of library, bookstore:

- Limited library resources, space, and short opening hours
- Late arrival and shortage of books in bookstores

7. Lack of effective marketing and outreach program:

- Lack of engagement with external stakeholders
- Communication with alumni and PSU graduates

8. Unavailability of practical courses:

- Lack of emphasis on life-long learning in courses that connect theory with practical work

Opportunities Assessment

1. Partnering with stakeholders:

- PSU's partnership can be raised to an enhanced level with international universities and partners from leading publications, and research editors

2. Increasing enrollment:

- Attracting high school graduates by introducing pre-college credits program
- Introducing new majors and programs needed by the market

3. Benefiting from reputation and image in connecting with stakeholders:

- Attracting more qualified faculty
- Building a strong foundation with the community
- Utilizing the image and its link to King Salman
- Attracting investors and businessmen.
- Hosting well-known figures

4. Expanding extracurricular activities to:

- Students
- External academic stakeholders.

5. Contributing to the Kingdom's Vision 2030 and NTP 2020:

- Focusing on entrepreneurship economy
- Investing in human capital

6. Benefiting from PSU's location:

- Hosting events
- Contributing to the community

7. Connecting with alumni:

- Supporting and mentoring PSU students
- Providing investment support

8. Increased professional development for administrative staff and faculty:

- Offering a broader range of training courses

9. Curriculum review

Threats Assessment

1. Competition with national and international universities

- Especially private sector higher education

2. Withdrawal of scholarships by the government:

- Heavy dependence on Ministry of Education Scholarship
- More grants awarded to public universities

3. Lack of training opportunities by companies:

- Less co-op availability for senior students
- Difficulty securing placement for non-Saudi national students

4. Shrinking employment market:

- Especially for recent graduates

5. To compromise on the PSU quality model of diversity:

- Pressure of Saudization
- Less diversified faculty and students

6. Low student enrollment:

- Lowering the community expectation of PSU
- Lowering PSU standards of quality

7. Pressure to comply with national and international accreditation standards:

- Pressure to comply with eligibility requirements.

“TOWS” Matrix

External	Internal	Strengths <ol style="list-style-type: none"> 1. EEC--NCAAA local institutional accreditation and accredited degree programs 2. High Employability of PSU graduates 3. Excellence and reputation of PSU 4. Central convenient location 5. Well-established student career development programs 6. Supportive leadership 7. Internationalization 8. Well-established undergraduate/graduate programs 9. Diverse multicultural/competent faculty 10. Teacher /Faculty support in professional development 	Weaknesses <ol style="list-style-type: none"> 1. Low research publication of PSU faculty in indexed international journals 2. Absence of necessary IT software/services/support 3. Limited number of programs and majors 4. Limited space and campus facility 5. Weak diversification of PSU's portfolio of income 6. Outdated library, bookstore 7. Lack of effective marketing and outreach program 8. Unavailability of practical courses as perceived by students
		Opportunities <ol style="list-style-type: none"> 1. Partnering with stakeholders 2. Increasing enrollment 3. Benefiting from reputation and image in connecting with stakeholders 4. Expanding extracurricular activities 5. Contributing to the Kingdom's Vision 2030 and NTP 2020 6. Benefiting from PSU's location 7. Connecting with Alumni 8. More professional development for administrative staff and faculty 9. Curriculum review 	SO Strategies <ol style="list-style-type: none"> 1. Utilizing location 2. Developing best practices in offering similar faculty support for men's campus 3. Benchmarking and best practices in accreditation with national /international private universities 4. Introducing market driven programs /majors 5. Connecting with employed PSU alumni
		Threats <ol style="list-style-type: none"> 1. Competition with national and international universities. 2. Withdrawal of scholarships by the government 3. Lack of training opportunities by companies 4. Shrinking employment market 5. Compromise on PSU quality model of diversity 6. Low student enrollment 7. Pressure to comply with national and international accreditation standards 	WT Strategies <ol style="list-style-type: none"> 1. Cost cutting strategy to decrease weakness 2. Risk management 3. Develop better marketing outreach framework 4. Advancement in IT 5. Expand facilities and campus infrastructure 6. Offer new majors 7. More focus on life-long learning

Conclusion

The Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis reveals that planned changes must be made to facilitate institutional growth and development in order to meet the expectations of students, faculty, employers and market demands. As outlined above, Prince Sultan University has a unique foundation upon which to offer an innovative educational experience, however focused changes are required for meeting institutional priorities, expansion, and growth.

To conclude, this SWOT Analysis provides a solid baseline of the feedback received by different internal and external stakeholders that concisely targets issues and opportunities that need to be addressed in the PSU 3rd Strategic Plan (2018-2023).

Ultimately, recognizing the strengths and weaknesses, and factoring opportunities and threats into concrete actions through the strategic planning process, Prince Sultan University can strengthen its position as a prominent educational institution in the Middle East.

Appendix B

Mission Statement Survey Report

The purpose of this survey is to assess to what extent stakeholders agree with the survey statements when considering Prince Sultan University's Mission Statement.

Their feedback and suggestions have been used in PSU's Strategic Plan formulation.

Vision Statement

Prince Sultan University aspires to become the leading non-profit, private university in the Middle East, providing a quality education equal to other reputable universities in the world.

Mission Statement

Prince Sultan University aims to provide the Middle East with a quality education to the highest international standards. In its efforts towards a successful and responsible life-long learning, PSU integrates modern technology, pedagogy and human values for the advancement of scientific research, productivity, and leadership towards a more meaningful social life.

PSU is committed to an effective management of institutional resources to optimize its multiple roles as a catalyst for new learning opportunities, national and international partnerships, continuous studies, professional growth, community service and diversity in educational horizons for the good of humanity.

What is your primary function?

Category	Frequency	Percent
Faculty	187	10.6%
Student	1290	73%
Staff	99	5.6%
Administrator (dept. chair/ director (level and above)	40	2.3%
Alumni	87	4.8%
Company hosting coop students	37	2.1%
Employer	28	1.6%
Total	1768	100.0

Table (3)

Profile Distribution

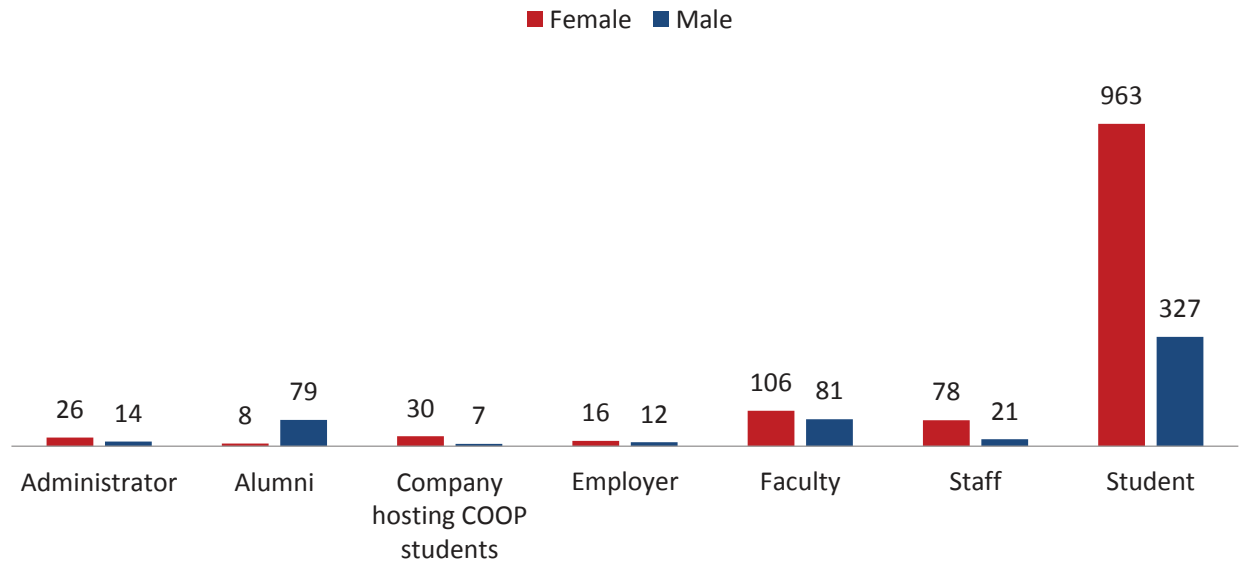


Figure (5)

Q#1: The PSU Mission Statement is brief and memorable

	Frequency	Percent
YES	1377	77.9%
NO	391	22.1
Total	1768	100.0

Table (4)

Q#1: The PSU Mission Statement is brief and memorable

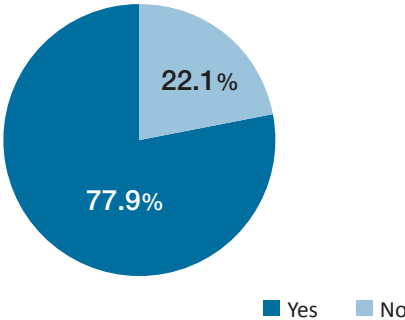


Figure (6)

Q#1: Profile Distribution

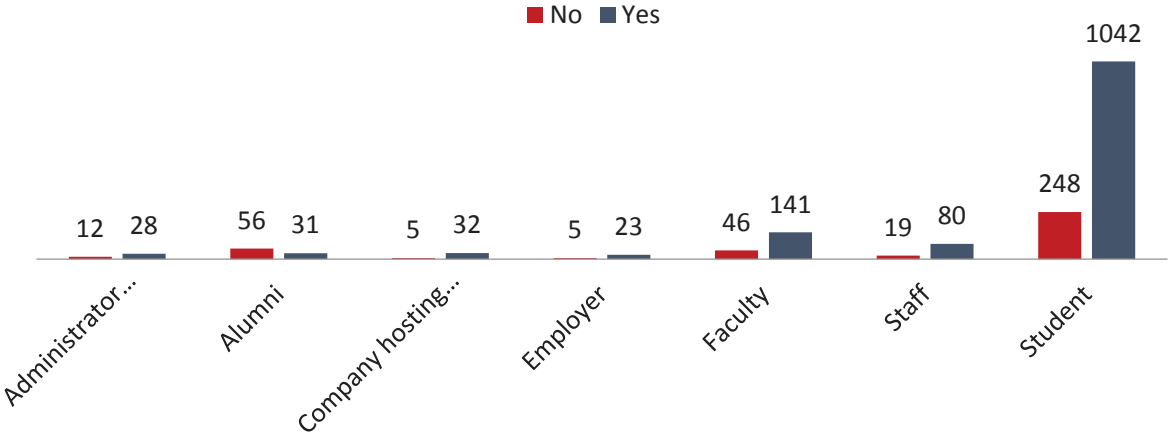


Figure (7)

Q#2: It clearly states the purpose of the university

	Frequency	Percent
YES	1592	90
NO	176	10
Total	1768	100.0

Table (5)

Q#2: It clearly states the purpose of the university

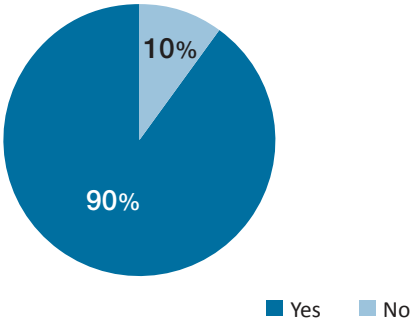


Figure (8)

Q#2: Profile Distribution

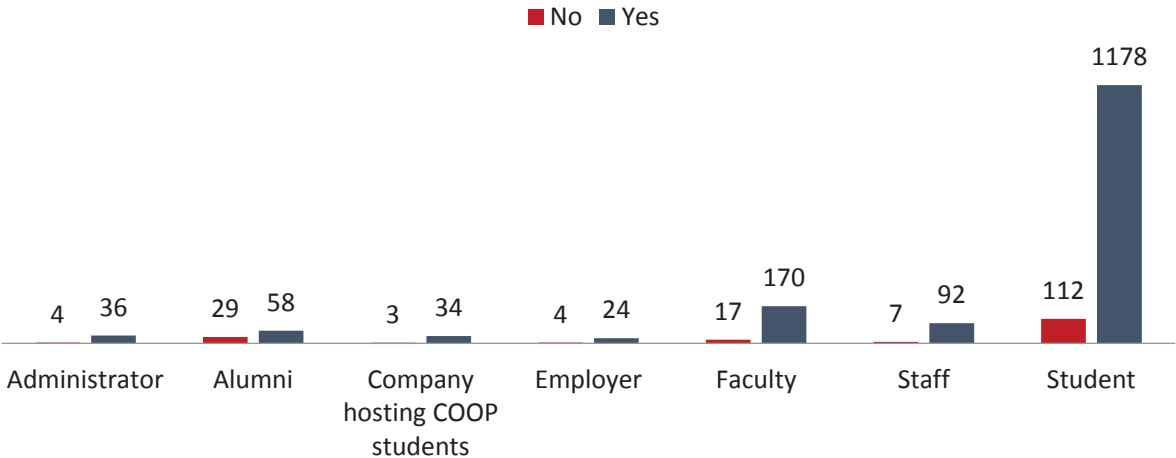


Figure (9)

Q#3: It indicates the primary functions or activities of the university

	Frequency	Percent
YES	1507	85.2
NO	261	14.8
Total	1768	100.0

Table (6)

Q#3: It indicates the primary functions or activities of the university

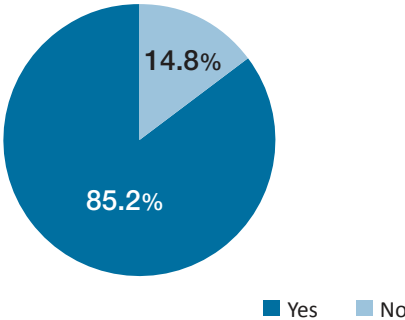


Figure (10)

Q#3: Profile Distribution

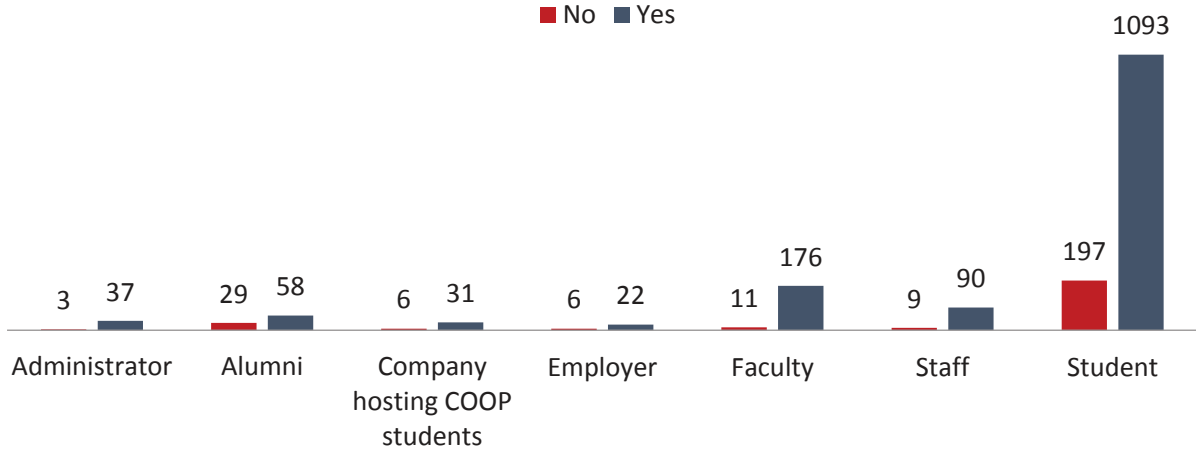


Figure (11)

Q#4: The Mission identifies who the key stakeholders are

	Frequency	Percent
YES	1237	70
NO	531	30
Total	1768	100.0

Table (5)

Q#4: The Mission identifies who the key stakeholders are

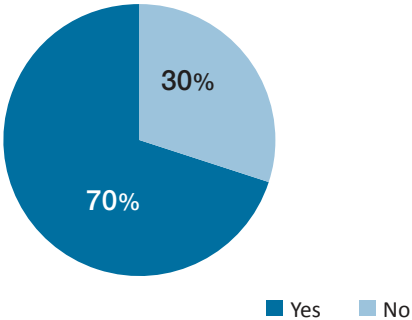


Figure (12)

Q#4: Profile Distribution

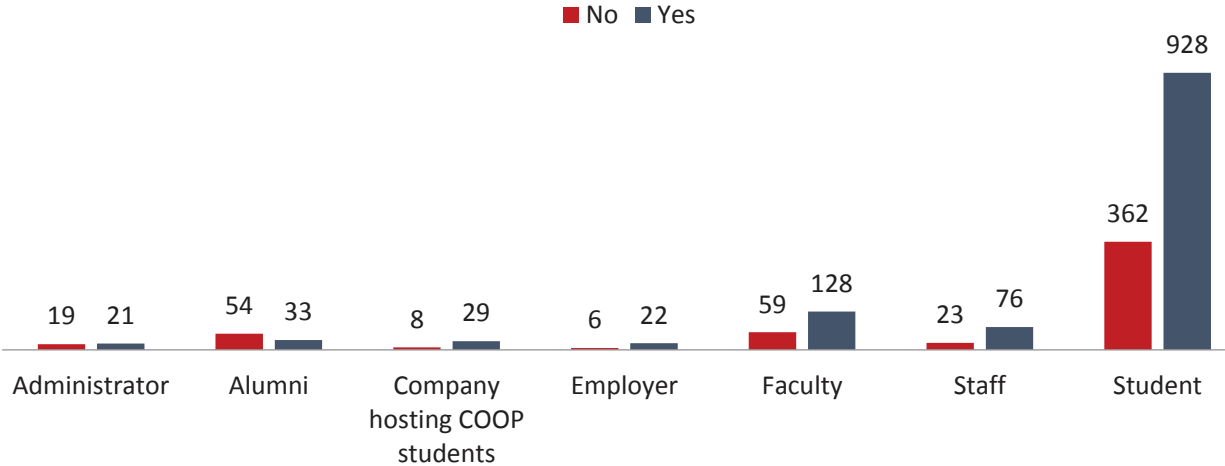


Figure (13)

Q#5: It clearly supports the expectations and objectives for learning and development

	Frequency	Percent
Yes	1533	86.7
No	235	13.3
Total	1768	100.0

Table (8)

Q#5: It clearly supports the expectations and objectives for learning and development

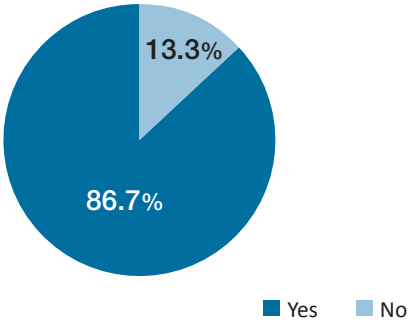


Figure (14)

Q#5: Profile Distribution

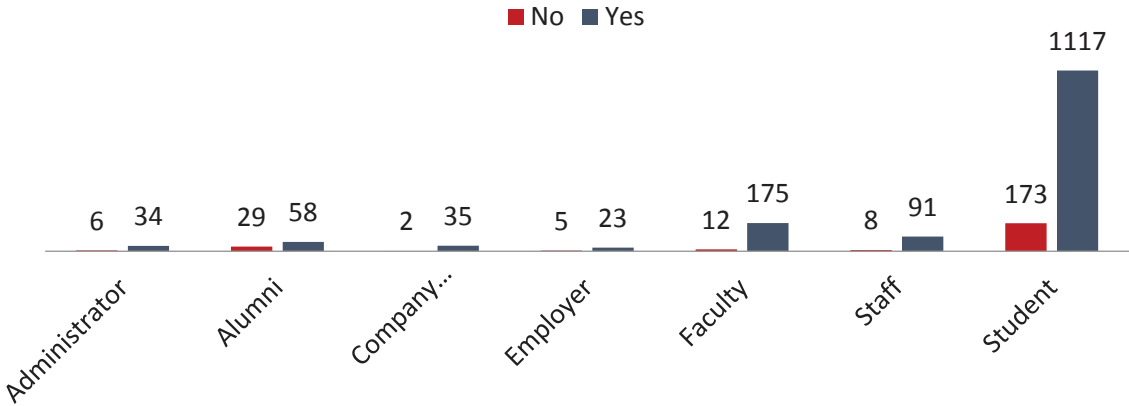


Figure (15)

Q#6: The statement expresses PSU's core competencies and a distinct competitive edge

	Frequency	Percent
Yes	1408	79.6
No	360	20.4
Total	1768	100.0

Table (9)

Q#6: The statement expresses PSU's core competencies and a distinct competitive edge

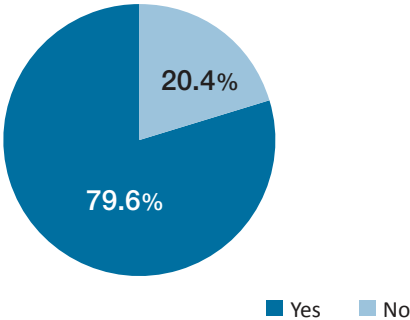


Figure (16)

Q#6: Profile Distribution

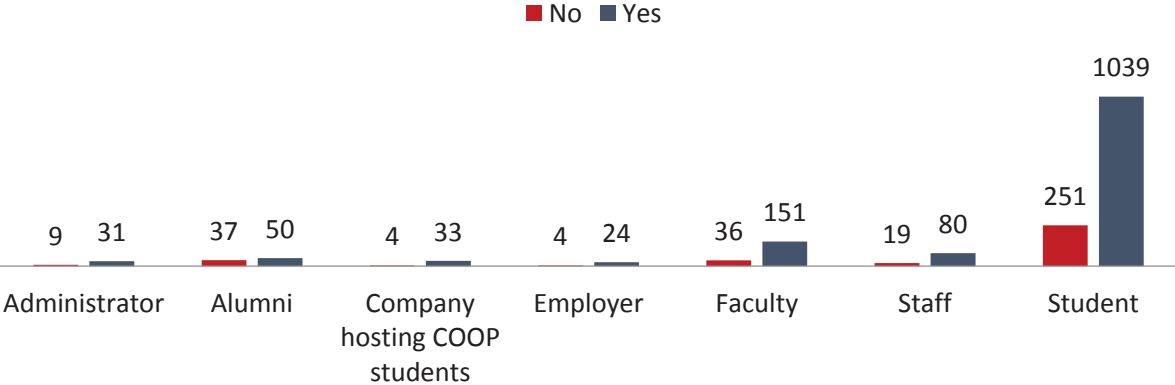


Figure (17)

Q#7: The standards and policies that support the institution's value system are communicated

	Frequency	Percent
YES	1408	79.6
NO	360	20.4
Total	1768	100.0

Table (10)

Q#7: The standards and policies that support the institution's value system are communicated

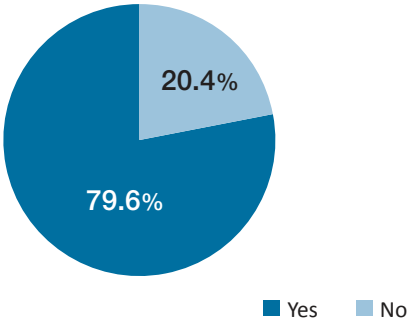


Figure (18)

Q#7: Profile Distribution

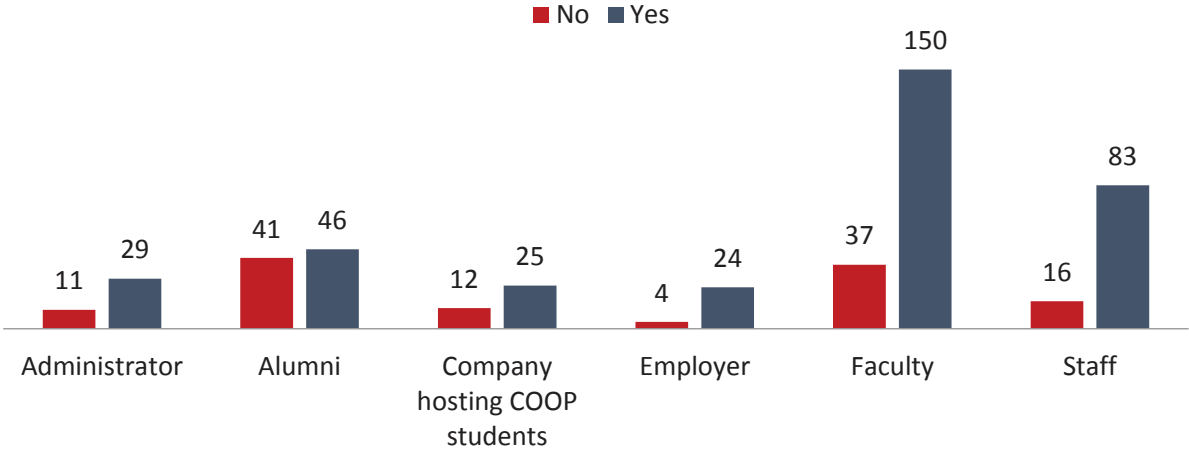


Figure (19)

Summary

- 77.9% reported that the PSU Mission Statement is brief and memorable.
- 90% reported that it clearly states the purpose of the university.
- 85.2% reported that it indicates the primary functions or activities of the university.
- 70% reported that the Mission identifies who the key stakeholders are.
- 87% reported that it clearly supports the expectations and objectives for learning and development.
- 76.6% reported that the statement expresses PSU's core competencies and a distinct competitive edge.
- 79.6% reported that the standards and policies that support the institution's value system are communicated.
- 44% of male faculty answered the survey against 40% of female faculty, while 30% of students answered the survey.

VERBATIM COMMENTS

1. The PSU Mission Statement is brief and memorable.

- Yes, it provides full information about the PSU Mission.
- It's very hard to understand, there are many tough words that not everyone can understand it.
- It is difficult to remember the statement and it is not easy to read.
- Yes, because plan for long time.
- Yes, because the university applies these statements.
- It outlines the important points in an effective way.
- Too complicated, not touching the student's hearts.
- The mission statement is too specific and hard to for some students.
- Because it explains the PSU mission.

2. It clearly states the purpose of the university.

- The university is counted as one of the best university in the Middle East.
- I think they should be more specific.
- Because of the clear and obvious goal to the university which is graduate qualified students.
- Yes, top quality education with international standards.
- It delivers a clear and brief response, regarding its purpose.
- It does in some way but not fully.
- Yes, to provide quality education.

3. It indicates the primary functions or activities of the university.

- The university teaching, students how to get busy with their work, how to understand everything and how to make it on time?
- Yes, it does.
- The university has a lot of activities that was useful for me.
- Yes, it identifies all the means to reach the goal.
- Need to have one primary fun or activity relate to students.
- It accurately meets the primary functions.
- Because the mission doesn't write about it.
- Education, advancement of scientific research, national and international partnerships, continuous studies, professional growth, community service.

4. The Mission identifies who the key stakeholders are.

- Student-faculty try to make them the best.
- The mission does not give who are the stakeholders, I can't find any point in this.
- They are the students and all workers in the university.
- It identifies education not students, faculty members, and society.
- The students, staff, and faculty.

5. It clearly supports the expectations and objectives for learning and development.

- It doesn't tell who is the responsible about complete the mission.
- It shows that the community wants from the university students.
- When it is talk about the modern technology and the human value.
- Clearly stated in the statement.
- Doesn't show what the future holds for PSUs students.
- Not really accurate.

6. The statement expresses PSU's core competencies and a distinct competitive edge.

- It says it with reach the highest international standards of education.
- Provide the Middle East with equality, it is clear enough.
- The statement expresses PSU's core competencies but does not express the distinct competitive edge.
- It does states PSU's key edge over others.
- It does not express PSU's core components.
- PSU integrates modern technology, an effective management of institutional resources.

7. The standards and policies that support the institution's value system are communicated through the Mission.

- International standards.
- Yes, it does. It is clear enough.
- Because the policy is easy and simple.
- Standards mentioned clearly. Policies should be more elaborated.
- It highly does support the value system.
- International standards.

Appendix C

Action Planning Workshop Report

After the initial approval of the goals and objectives by the Institutional Strategic Planning Higher Committee (ISPHC), the Rector requested the commencement of the final phase – institutional action plans.

To lay the foundation and broaden participation, SPDC initiated the activities with a launch event that oriented the participants to the process and expectations. This process was augmented with a mapping to show the linkage between each theme and all the relevant colleges, centers and units in the university.

The Institutional action plan workshops ran for approximately ten days from the 13th to the 28th of November 2017. Each focus group session lasted approximately four hours. In addition, a Google Drive folder was created to continue to receive suggestions and feedback until the close of the action planning phase.

The process was completed with a further week of thorough review by the Institutional Strategic Planning Steering Committee (ISPSC) from the 27th of November 2017 to the 7th of December 2017.

The action plans were finally presented to the ISPHC over the course of three meetings from the 17th to 20th of December.

List of Workshops

Date	Theme/Activity	Number of Participants
13/11/2017	Action Planning Orientation	61
14/11/2017	Educational Excellence	36
15/11/2017	Management, Governance and Quality Assurance	24
19/11/2017	Professional Development	31
20/11/2017	Outreach, Marketing and Partnership	21
21/11/2017	Wide Ranging Technology and expanding recourses and Facilities	26
22/11/2017	Economic Sustainability	7
22/11/2017	Research and Initiatives	37
	Total	243

Table (11)

Appendix D

Strategic Planning KPIs and Institutional Performance Indicators

Objective Number	Objective	NCAAA KPIs	Institutional Performance Indicators
1.1.1	To strengthen the recruitment and retention of highly valued faculty members	S.4.3 Proportion of teaching staff with verified doctoral qualifications S.9.1 Proportion of teaching staff leaving the institution in the past year for reasons other than retirement	
1.1.2	To enhance the multidisciplinary initiatives among stakeholders		P.S.4.1 Proportion of multidisciplinary courses offered
1.2.1	To nurture and sustain a culture that supports and strengthens teaching and learning excellence	S.4.2 Students overall rating on the quality of their courses S.4.5 Proportion of full time students commencing undergraduate programs who complete those programs in minimum time S.5.3 Student evaluation of academic and career counselling	
1.2.2	To enhance students experiential and life-long learning skills	S.3.1 Students overall evaluation on the quality of their learning experiences at the institution	
1.2.3	To enhance the curriculum review process		P.S.4.2 Proportion of courses that undergo periodic curriculum review P.S.4.3 Proportion of programs that complete their assessment cycle
1.2.4	To improve learning outcome review process.		
1.2.5	To broaden the curricula to keep PSU at the cutting edge of teaching and learning across all disciplines		P.S.4.4 Initiatives incorporated into the curriculum across the institution
1.3.1	To utilize the most recent technology-based teaching strategies across the curricula		P.S.6.1 Proportion of faculty who actively utilize the LMS

Objective Number	Objective	NCAAA KPIs	Institutional Performance Indicators
1.3.2	To strengthen the educational impact of international opportunities and experiences for students.		P.S.4.5 Number of students who participate in international educational opportunities
1.4.1	To enhance student involvement in extracurricular activities		P.S.4.6 Proportion of students participating in extracurricular activities during the last year
1.4.2	To provide co-curricular student activities within the academic programs		P.S.4.7 Proportion of courses per program that offer co-curricular activities
2.1.1	To obtain and maintain national program and institutional accreditations		P.S.3.1 Proportion of Programs that pass annual audits for the EEC-NCAAA documentation
2.1.2	To obtain international accreditation for eligible programs		P.S.2.1 Percentage of planned activities that have been accomplished
2.2.1	To strengthen the implementation of PSU Quality Management system (QMS)		P.S.5.1 Stakeholders overall satisfaction rating of the quality of the services provided by various academic and administrative offices during the past year
2.2.2	To foster the accessibility and the usage of institutional key information by all stakeholders		P.S.2.2 Stakeholder satisfaction of information accessibility
2.2.3	To reinforce PSU's approach in improving academic and administrative governance	S.2.1 Stakeholder evaluation of Policy Handbook including administrative flowchart and job responsibilities (Average rating on the adequacy of Policy Handbook on a five-point scale)	
2.2.4	To improve organizational performance by optimizing business processes across the university		P.S.3.2 Processes re-engineered or optimized
2.3.1	To strengthen the KPI management process		P.S.3.3 Stakeholder satisfaction of KPI management process P.S.3.4 Benchmarking MOUs signed P.S.9.1 Proportion of faculty who join professional societies or obtain credentials

Objective Number	Objective	NCAAA KPIs	Institutional Performance Indicators
2.3.2	To enhance national and international benchmarking processes		
3.1.1	To encourage faculty to have membership of professional societies and obtain credentials aligned with their programs		
3.1.2	To promote professional growth for educational excellence	S.9.2 Proportion of teaching staff participating in professional development activities during the past year	
3.1.3	To devise and implement new mechanisms for administrative excellence		P.S.9.2 Proportion of administrative staff participating in professional development activities during the past year
3.2.1	To establish a mechanism for professional growth of academic and administrative leaders		P.S.9.3 Professional development programs attended by academic and administrative leaders
4.1.1	To increase faculty and student involvement in community service events and programs	S.11.1 Proportion of full time teaching and other staff actively engaged in community service	P.S.11.1 Proportion of students engaged in community service
4.1.2	To strengthen engagement with third parties to support and sponsor community service and continuing education initiatives		P.S.11.2 Proportion of community service and continuing education initiatives supported by third parties
4.1.3	To expand community services	S.11.2 Number of community education programs provided as a proportion of the number of programs	
4.2.1	To enhance PSU's image nationally, regionally and internationally		P.S.11.3 External stakeholder satisfaction rate of PSU's image and outcomes
4.2.2	To promote all PSU programs		P.S.11.4 Marketing activities and events
4.3.1	To enhance relationships and agreements with stakeholders		P.S.4.8 Active national and international partners

Objective Number	Objective	NCAAA KPIs	Institutional Performance Indicators
5.1.1	To enhance and integrate the e-learning policy and procedures		P.S.2.3 Stakeholder satisfaction of e-learning policy and procedures
5.1.2	To develop a technological ecosystem to enhance teaching and enable active learning	S.7.3 Stakeholder evaluation of: a) Websites, b) e-learning services. Hardware and software d) Accessibility e) Learning and Teaching	
5.2.1	To continue the implementation of the campus master plan for institutional expansion and development		P.S.7.2 Percentage completion rate of the campus master plan
5.2.2	To assess the adequacy of resources and facilities		P.S.7.3 Stakeholder satisfaction rating of resources and facilities
5.2.3	To develop and optimize sustainable campus resources		P.S.7.4 Cost-saving initiatives
5.2.4	To maintain high safety standards to protect PSU community and buildings		P.S.7.5 Stakeholder satisfaction rating of safety standards
5.3.1	To implement new applications and services in which automation can enhance university processes		P.S.7.6 Applications and services automated
5.3.2	To provide enterprise resources and processes that foster continuous improvement and organizational effectiveness		P.S.7.7 Enterprise processes developed
5.3.3	To advance PSU cyber security infrastructure and management practices using industry standards		P.S.7.8 Proportion of identified cyber security breaches that have been mitigated
5.4.1	To improve and expand accessibility to library resources	S.6.1 Stakeholder evaluation of library and media center. (Average overall rating of the adequacy of the library & media center, including: a) Staff assistance, b) Current and up-to-date c) Copy & print facilities...	

Objective Number	Objective	NCAAA KPIs	Institutional Performance Indicators
5.4.2	To optimize the library collections and technologies	<p>S.6.2 Number of website publication and journal subscriptions as a proportion of the number of programs offered.</p> <p>S.6.3 Stakeholder evaluation of the digital library. (Average overall rating of the adequacy of the digital library, including: a) User friendly website b) Availability of the digital databases</p>	
6.1.1	To strive to grow through increasing student numbers and income	S.8.1 Total operating expenditure per student	<p>P.S.8.1 Operating surplus as percentage (%) of turnover</p> <p>P.S.8.2 Increase in total revenue per staff FTE year-on-year</p> <p>P.S.8.3 Academic staff expenses to total operating expenses</p> <p>P.S.8.4 Increase Return on Capital Employed (ROCE)</p>
6.1.2	To continually review financial management systems and enhance efficiency		<p>P.S.8.5 Composite Financial Index CFI</p> <p>P.S.8.6 Financial Responsibility Composite Scores (FRCS)</p>
6.2.1	To diversify revenue sources to decrease reliance on tuition fees		<p>P.S.8.7 Income from sources other than tuition</p> <p>P.S.8.8 Proportion of identified risks that have been mitigated</p> <p>P.S.10.1 Stakeholder satisfaction rating for research facilities and resources</p> <p>P.S.10.2 Proportion of faculty members publishing at least one Scopus or ISI research article during the past year</p>

Objective Number	Objective	NCAAA KPIs	Institutional Performance Indicators
6.2.2	To manage risks to ensure continued sustainability		
7.1.1	To expand research facilities and resources		
7.2.1	To enhance the quality, quantity and impact of research	S.10.1 Number of refereed publications in the previous year per full time equivalent member of teaching staff S.10.2 Number of citations in refereed journals in the previous year per full time equivalent teaching staff S.10.3 Proportion of full time member of teaching staff with at least one refereed publication during the previous year	
7.2.2	To strengthen research collaboration nationally and internationally		P.S.10.3 Proportion of collaborative research publications to overall publications per year
7.2.3	To promote the involvement of undergraduate and postgraduate students in research		P.S.10.4 Proportion of courses per program with a research or innovative project component
7.2.4	To publish and maintain PSU Research review		P.S.10.5 Number of downloads per year
7.3.1	To contribute to the Saudi Arabia vision 2030 through PSU research activities		P.S.10.6 Proportion of research or consultation projects aligned with Vision 2030
7.3.2	To attract funding opportunities that support innovative ideas and research	S.10.5 Research income from external sources in the past year as a proportion of the number of full time teaching staff members	

Appendix E

SWOT Alignment

SWOT Alignment – Educational Excellence

	Institutional Weaknesses		Opportunities	
	Items	Strategic Plan	Items	Strategic Plan
1	Limited number of programs and majors	ST1-G2-O2	Curriculum review	ST1-G2-O3
2	Absence of necessary IT software/services/support	ST1-G3-O2	Partnering with stakeholders	ST1-G3-O3
3	Unavailability of practical courses as perceived by students	ST1-G4-O3	Expanding extracurricular activities	ST1-G4-O2
4	Unavailability of practical courses as perceived by students	ST1-G4-O3		

	External Threat	
	Items	Strategic Plan
1	Competition with national and international universities	ST1-G1-O1
2	Low student enrollment	ST1-G2-O2
3	Lack of training opportunities by companies	ST1-G4-O2

Legend

ST

Strategic Theme

G

Goal

O

Objective

SWOT Alignment – Management, Governance & Quality Assurance

	Institutional Weaknesses		Opportunities	
	Items	Strategic Plan	Items	Strategic Plan
1	Absence of necessary IT software/services/support	ST1-G2-O2	Partnering with stakeholders	ST2-G3-O2
2	Absence of necessary IT software/services/support	ST1-G3-O2		

	External Threat	
	Items	Strategic Plan
1	Pressure to comply with national and international accreditation standards	ST2-G1-O1

Legend

ST

Strategic Theme

G

Goal

O

Objective

SWOT Alignment – Professional Development

	Institutional Weaknesses		Opportunities	
	Items	Strategic Plan	Items	Strategic Plan
1	Low research publication of PSU faculty in indexed international journals	ST3- G1-O2	More professional development for administrative staff and faculty	ST3-G1-O1
2	Unavailability of practical courses as perceived by students	ST1- G2-O2		

	External Threat	
	Items	Strategic Plan
1	Competition with national and international universities	ST3-G1-O1
2	Lack of training opportunities by companies	ST1-G3-O1

Legend

ST

Strategic Theme

G

Goal

O

Objective

SWOT Alignment – Outreach, Marketing and Partnerships

	Institutional Weaknesses		Opportunities	
	Items	Strategic Plan	Items	Strategic Plan
1	Weak diversification of PSU’s portfolio of income	ST4-G2-O1	Partnering with stakeholders	ST2-G3-O2
2	Lack of effective marketing and outreach program	ST4-G3-O2	Benefiting from reputation and image in connecting with stakeholders	ST4-G2-O3
3			Benefiting from PSU’s location	ST4-G3-O2

	External Threat	
	Items	Strategic Plan
1	Competition with national and international universities	ST4-G1-O1
2	Low student enrollment	ST4-G1-O2
3	Lack of training opportunities by companies	ST4-G2-O2

Legend

ST

Strategic Theme

G

Goal

O

Objective

SWOT Alignment – Wide-ranging Technologies and Expanding Resources and Facilities

	Institutional Weaknesses		Opportunities	
	Items	Strategic Plan	Items	Strategic Plan
1	Limited space and campus facility	ST5-G2-O1	Contributing to the Kingdom’s Vision 2030 and NTP 2020	ST5-G1-O2
2	Absence of necessary IT software/services/support	ST5-G3-O1		
3	Outdated library, bookstore	ST5-G4-O3		
4	Lack of Business Intelligence	ST5-G3-O1		

	External Threat	
	Items	Strategic Plan
1	Competition with national and international universities	ST5-G1-O2

Legend

ST

Strategic Theme

G

Goal

O

Objective

SWOT Alignment – Economic Sustainability

	Institutional Weaknesses		Opportunities	
	Items	Strategic Plan	Items	Strategic Plan
1	Limited number of programs and majors	ST6-G1-O1	Increasing enrollment	ST6-G1-O2
2	Weak diversification of PSU’s portfolio of income	ST6-G2-O1	Benefiting from reputation and image in connecting with stakeholders	ST6-G2-O1

	External Threat	
	Items	Strategic Plan
1	Competition with national and international universities	ST6-G1-O1
2	Withdrawal of scholarships by the government	ST6-G2-O1

Legend

ST

Strategic Theme

G

Goal

O

Objective

SWOT Alignment – Research and initiatives

	Institutional Weaknesses		Opportunities	
	Items	Strategic Plan	Items	Strategic Plan
1	Low research publication of PSU faculty in indexed international journals	ST7-G2-O1-O2	Benefiting from reputation and image in connecting with stakeholders	ST7-G2-O3

	External Threat	
	Items	Strategic Plan
1	Competition with national and international universities	ST7-G2-O1

Legend

ST

Strategic Theme

G

Goal

O

Objective

Appendix F

NCAA Standards Alignment

NCAA Standard 1: Mission and Objectives

Section 1.1: Appropriateness of the Mission

Item	Description of Good Practice	Specific Plan
1.1.1.	The mission statement is consistent with the establishment charter of the institution. (including any objectives or purposes in by-laws, company objectives or comparable documents)	OK
1.1.2.	The mission statement is appropriate for an institution of its type. (e.g. a small private college, a research university, a girl's college in a regional community, etc.)	OK
1.1.3.	The mission statement is consistent with Islamic beliefs and values.	OK
1.1.4.	The mission is relevant to needs of the community or communities served by the institution.	OK
1.1.5.	The mission is consistent with the economic and cultural requirements of the Kingdom of Saudi Arabia.	OK
1.1.6.	The appropriateness of the mission is explained to stakeholders in an accompanying statement commenting on significant aspects of the environment within which it operates. (which may relate to local, national or international issues)	OK

Section 1.2: Usefulness of the Mission Statement

Item	Description of Good Practice	Specific Plan
1.2.1.	The mission statement is sufficiently specific to provide an effective guide to decision-making and choices among alternative planning strategies.	OK
1.2.2.	The mission statement is relevant to all of the institution's important activities.	OK
1.2.3.	The mission is achievable through effective strategies within the level of resources expected to be available.	OK
1.2.4.	The mission statement is clear enough to provide criteria for evaluation of the institution's progress towards its goals and objectives.	OK

Section 1.3: Development and Review of the Mission

Item	Description of Good Practice	Specific Plan
1.3.1.	Major stakeholders within the institution and the communities it serves have been consulted and support the mission.	Ok
1.3.2.	The governing body of the institution formally approved the mission statement.	Ok
1.3.3.	The governing body periodically reviews the mission statement and confirms or amends it in the light of changing circumstances.	Ok
1.3.4.	Stakeholders are kept informed about the mission and any changes in it.	Ok

Section 1.4: Use Made of the Mission

Item	Description of Good Practice	Specific Plan
1.4.1.	The mission is used as a basis for a strategic plan over a medium-term planning period. (e.g. five years).	OK
1.4.2.	The mission statement is widely publicized, known about and supported by teaching and other staff and students.	OK
1.4.3.	The mission is used consistently as a guide in resource allocations and consideration of major program and project proposals and policy decisions.	OK

Section 1.5: Relationship between Mission, Goals and Objectives

Item	Description of Good Practice	Specific Plan
1.5.1.	Goals for the development of the program should be consistent with and support the mission	OK
1.5.2.	Medium and long term goals for the development of the institution and its programs and organizational units are consistent with and support the mission.	OK
1.5.3.	Goals are stated with sufficient clarity to effectively guide planning and decision-making in ways that are consistent with the mission.	Periodic review is required after 2.5 years due to the changing internal and external circumstances.
1.5.4.	Specific objectives for total institutional initiatives and for internal organizational units are consistent with the mission and broad goals for development.	OK
1.5.5.	Statements of major objectives are accompanied by specification of clearly defined and measurable indicators that are used to judge the extent to which objectives and the mission are being achieved.	OK See the Mapping of Goals and objectives with NCAAA and PSU Key Performance Indicators.

NCAA Standard 2: Governance and Administration

Section 2.1: Governing Board		
Item	Description of Good Practice	Specific Plan
2.1.1.	The governing body has as its primary objective the effective development of the institution in the interests of its students and the communities it serves.	ST2-G2-O2
2.1.2.	Membership of the governing body provides for the range of perspectives and expertise needed to guide the educational policies of the institution.	OK
2.1.3.	Members of the governing body are familiar with the range of activities within the institution and the needs of the communities it serves.	OK
2.1.4.	New members of the governing body are thoroughly inducted into their role with information about the institution and about the role and processes of the governing body itself.	Ok
2.1.5.	The governing body periodically reviews the mission, goals and objectives of the institution.	Periodic review is required after 2.5 years due to the changing internal and external circumstances
2.1.6.	The governing body ensures that the mission goals and objectives of the institution are reflected in detailed planning and activities.	OK
2.1.7.	The governing body monitors and accepts responsibility for the total operations of the institution, but avoids interference in management or academic affairs.	Ok
2.1.8.	Sub committees of the governing body (including members of the governing body, senior faculty and staff, and outside persons as appropriate) are established to give detailed consideration to major responsibilities such as finance and budget, staffing policies and remuneration, strategic planning, and facilities.	Ok

2.1.9.	Responsibilities are defined in such a way that the respective roles and responsibilities of the governing body for overall policy and accountability, the senior administration for management, and the academic decision making structures for academic program development, are clearly differentiated, defined, and followed in practice.	ST2-G2-01 ST2-G2-02
2.1.10.	In a private institution the relative responsibilities of the owners or company directors and the governing body are clearly specified and avoid interference in academic matters.	Ok
2.1.11.	In their role as members of the governing body members who are also members of staff of the institution act in the interests of the institution as a whole rather than as representatives of sectional interests.	OK
2.1.12.	The governing body regularly reviews its own effectiveness and develops plans for improvement in the way it operates.	Periodic review of objectives and actions is required after 2.5 years due to the changing internal and external circumstances

Section 2.2: Leadership

Item	Description of Good Practice	Specific Plan
2.2.1.	The responsibilities of managers are clearly defined in position descriptions.	OK
2.2.2.	Managers (including the Rector or Dean and others throughout the institution) anticipate emerging issues and opportunities and exercise initiative in response.	ST2-G2-03 ST2-G2-04
2.2.3.	Managers ensure that action needed in their area of responsibility is taken in an effective and timely manner.	ST2-G2-02
2.2.4.	The levels of supervision and approval for academic affairs should provide for monitoring of quality and approval of major changes by senior administrators and the senior academic committee while allowing appropriate flexibility at course and program levels. (e.g. to change text and reference lists, modify planned teaching strategies, details of assessment tasks and updating of course content.) (see also section 4.1.3)	OK

2.2.5.	Managers encourage teamwork and cooperation in achievement of institutional goals and objectives within their area of responsibility.	OK (Assignment of the Strategic Themes, Goals, Objectives and Action to units depending on their area of responsibility)
2.2.6.	Senior managers and managers at all levels in the institution work cooperatively with colleagues in other sections of the institution to ensure effective overall functioning of the total institution.	OK
2.2.7.	Managers at all levels accept responsibility for the quality and effectiveness of activities within their area of responsibility regardless of whether those activities are undertaken by them personally or by others responsible to them.	OK
2.2.8.	When responsibilities are delegated to others this is done appropriately within a clearly defined reporting and accountability framework.	ST2-G2-O1 ST2-G2-O2
2.2.9.	Delegations are formally specified in documents signed by the person delegating and the person given delegated authority, and that describe clearly the limits of delegated responsibility and responsibility for reporting on decisions made.	OK
2.2.10.	Regulations governing delegations of authority should be established for the institution and approved by the governing board. These regulations should indicate key functions that cannot be delegated, and specify that delegation of authority to another person or organization does not remove responsibility for consequences of decisions made from the person giving the delegation.	ST2-G2-O4
2.2.11.	Managers provide leadership and encourage and reward initiative on the part of subordinates within clear policy guidelines.	ST1-G2-O1
2.2.12.	Regular and constructive feedback is given on performance of subordinates in a manner that contributes to their personal and professional development.	ST4-G4-O1
2.2.13.	Senior managers ensure that submissions to the governing body are fully documented and presented in a form that clearly identifies the policy issues for decision and the consequences of alternatives.	ST2-G2-O1

Section 2.3: Planning Processes

Item	Description of Good Practice	Specific Plan
2.3.1.	Major stakeholders within the institution and the communities it serves have been consulted and support the mission.	Ok
	Planning is strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long term-results.	ST3-G1-O3
2.3.2.	Plans take full and realistic account of aspects of the external environment affecting development of the institution.	ST3-G1-O3
2.3.3.	The processes for developing major plans for the institution provide for involvement and understanding with stakeholders throughout the institutional community.	ST3-G1-O3
2.3.4.	When major planning decisions are announced they are effectively communicated to all concerned with impacts and requirements for different constituencies made clear.	ST2-G2-O3
2.3.5.	Implementation of plans is monitored in relation to short term and medium term targets and outcomes evaluated	ST2-G3-O1O2
2.3.6.	Plans are reviewed, adapted and modified, and corrective action taken as required in response to operational developments, formative evaluation, and changing circumstances.	ST2-G3-O1O2
2.3.7.	Information management systems provide regular feedback on both ongoing routine activities and progress in strategic initiatives through key performance indicators and other information as required.	ST2-G2-O1O4
2.3.8.	Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.	ST6-G2-O2
2.3.9.	Strategic planning is integrated with annual and longer term budget processes with capacity for medium term adjustments as required.	ST6-G1-O2

Section 2.4: Relationship between Sections for Male and Females Students

Item	Description of Good Practice	Specific Plan
2.4.1.	Male and female sections are adequately represented in the membership of relevant committees and councils through processes that are consistent with bylaws and regulations of the Higher Council of Education.	OK
2.4.2.	There is effective communication between members of committees and councils and between individuals in the different sections carrying out related activities.	OK
2.4.3.	Programs, facilities and services are planned and resources provided that ensure comparable standards are achieved in each section, while taking account of variations appropriate for different needs.	OK
2.4.4.	Quality indicators, evaluations and reports show results for both sections indicating similarities and differences as well as overall performance.	ST2-G3-O1

Section 2.5: Integrity

Item	Description of Good Practice	Specific Plan
2.5.1.	Codes of practice for ethical and responsible behavior have been developed that require that teaching and other staff and students, and all committees and organizations, act consistently with high standards of ethical conduct and avoidance of plagiarism in the conduct and reporting of research, in teaching, performance evaluation and assessment, and in the conduct of administrative and service activities.	ST3-G1-O2
2.5.2.	The institution regularly reviews and modifies its policies and procedures as necessary to ensure continuing high standards of ethical conduct.	OK
2.5.3.	Administrators and others speaking on behalf of the institution represent it honestly and accurately to both internal and external agencies. (Advertising and promotional material is always be truthful, avoids any actual or implied misrepresentations or exaggerated claims, or negative comments about other institutions).	ST4-G1-O1O2
2.5.4.	Regulations are established and are consistently followed dealing with declarations of pecuniary interest or conflict of interest for faculty and staff at all levels of the institution. (The regulations apply to the governing board and to all committees and other decision making bodies in the institution).	OK

Section 2.6: Policy and Regulation

Item	Description of Good Practice	Specific Plan
2.6.1.	A policy and procedures manual has been prepared setting out internal regulations and procedures for dealing with major areas of activity within the institution.	ST2-G2-O1
2.6.2.	Terms of reference or statements of responsibility have been specified for major committees and administrative and academic positions.	ST2-G2-O1
2.6.3.	Policies and regulations are accessible to teaching and other staff and students including new members of staff, and members of committees, and effective strategies used to ensure they are understood and complied with.	ST2-G2-O1
2.6.4.	Student responsibilities, codes of conduct, and regulations affecting their behavior are defined and made known to students when they begin studies at the institution.	ST2-G2-O1
2.6.5.	The institution has a program for the periodic review and amendment of all its policies and regulations over specified time periods.	ST2-G1-O1O2

Section 2.7: Organizational Climate

Item	Description of Good Practice	Specific Plan
2.7.1.	A systematic approach is adopted by senior managers to develop and maintain a positive organizational climate. (defined as one that is characterized by a sense of involvement in decision making, capacity to take initiative and pursue career goals, and a belief among faculty and staff that their contributions are value.)	ST2-G2-O1
2.7.2.	Opinions of staff on major initiatives are sought and information is provided on how those opinions have been considered and responded to.	ST2-G2-O1
2.7.3.	Significant achievements and contributions to the institution and the community by staff or students are recognized and appropriately acknowledged.	OK
2.7.4.	Information about issues, plans and developments at the institution are regularly communicated to teaching and other staff through means such as newsletters, internal publications or electronic communications.	OK
2.7.5.	Responsibility is given to a senior administrator or central unit to conduct periodic surveys dealing with issues relevant to organizational climate including such matters as job satisfaction, confidence in future development, sense of involvement in planning and development.	ST2-G2-O1

NCAAA Standard 3: Management of QA and Improvement Processes

Section 3.1: Institutional Commitment to Quality Improvement

Item	Description of Good Practice	Specific Plan
3.1.1.	The Rector or Dean strongly supports involvement in quality assurance processes.	OK
3.1.2.	Adequate resources are provided for the leadership and management of quality assurance processes, and provision of assistance where it is needed.	OK
3.1.3.	All teaching and other staff participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.	OK
3.1.4.	Creativity and innovation combined with clear guidelines and accountability processes are actively encouraged at all levels.	OK
3.1.5.	Mistakes and weaknesses are recognized and used as a basis for planning for improvement.	OK
3.1.6.	Improvements in quality are appropriately acknowledged.	OK
3.1.7.	Evaluation and planning for quality improvement are integrated into normal administrative processes.	ST2-G2-O1 ST2-G3-O1

Section 3.2: Scope of Quality Assurance Processes

Item	Description of Good Practice	Specific Plan
3.2.1.	All academic and administrative units within the institution (including the governing body, and senior management) participate in the processes of quality assurance and improvement.	ST2-G2-O1
3.2.2.	Regular evaluations are carried out and reports prepared to provide an overview of performance for the institution as a whole, and organizational units and functions within it.	ST2-G2-O1O4
3.2.3.	Evaluations consider inputs, processes and outcomes, with particular attention to quality of outcomes.	ST2-G2-O1
3.2.4.	Evaluations are carried out for both routine activities and for strategic priorities for improvement.	ST2-G2-O1

3.2.5.	Processes are designed to ensure both that acceptable standards are met, and that there is continuing improvement in performance.	ST2-G2-O4
3.2.6.	A program of institutional research on quality issues is carried out to investigate and report to the Rector or Dean and the governing body, and inform the institution as a whole on the quality of the institution's activities and achievement of its objectives.	ST2-G3-O1
3.2.7.	In institutions with sections for male and female students detailed evaluations in relation to all standards should be carried out in a consistent way in both sections and quality reports on those standards should note any significant differences found and make appropriate recommendations for action in response to what is found.	OK

Section 3.3: Administration of Quality Assurance Process

Item	Description of Good Practice	Specific Plan
3.3.1.	A senior member of faculty is assigned responsibility and given a sufficient time allowance to provide guidance and support for the quality processes within the institution.	OK
3.3.2.	A quality center is established within the institution's central administration and given sufficient staff and resources to operate effectively.	OK
3.3.3.	A quality committee is formed with members drawn from all major sections of the institution. As a general guideline this might involve 12 to 15 members and in a large institution might require representatives from groups of Colleges in similar fields rather than from each college.	Ok
3.3.4.	The committee is chaired by a member of the institution's senior administration who works closely with the director of the quality center in guiding and supporting quality initiatives throughout the institution.	Ok
3.3.5.	The roles and responsibilities of the head of the quality centre, the centre itself, and the quality committee are formally defined and their relationship with other planning and administrative units made clear.	Ok
3.3.6.	If quality assurance functions are managed by more than one organizational unit, the activities of these units are effectively coordinated under the supervision of a senior administrator.	Ok

3.3.7.	The institution's quality assurance system is fully integrated into normal planning and development strategies in a defined cycle of planning, implementation, assessment and review.	ST2-G2-O1
3.3.8.	Evaluations are (i) based on evidence, (ii) linked to appropriate standards, (iii) include consideration of predetermined indicators, and (iv) take account of independent verification of interpretations.	ST2-G3-O1
3.3.9.	Common forms and survey instruments are prepared for use for similar activities across the institution (eg. programs, courses, libraries etc.) and responses used in independent analyses of results including trends over time. (This does not preclude additional questions relevant to different programs or special instruments dealing with particular functions eg. specialized libraries or student services)	ST2-G3-O1
3.3.10.	Statistical data (including pass rates, progression and completion rates and other data required for indicators) are retained in a central data base and provided routinely and promptly to colleges and departments (normally each semester or at least annually) for their use in preparation of reports on indicators and other tasks in monitoring quality.	ST2-G2-O3O4 ST2-G3-O1
3.3.11.	The administrative arrangements and processes used for quality assurance in the institution are evaluated and reported on in a way that is comparable to the quality assurance processes for other functions and organizational units.	ST2-G2-O3O4
3.3.12.	Processes for evaluation of quality should be transparent with criteria for judgments and evidence considered made clear.	ST2-G3-O1

Section 3.5: Independent Verification of Standards

Item	Description of Good Practice	Specific Plan
3.5.1.	Self-evaluations of quality of performance are checked against related evidence including feedback through user surveys and opinions of stakeholders such as students and faculty, graduates and employers.	ST2-G2-O1O3
3.5.2.	Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are used to reconcile differing opinions.	ST3-G2-O1-S1
3.5.3.	Institutional policies and procedures have been established for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework.	ST2-G2-O1

NCAA Standard 4: Learning and Teaching

Section 4.1: Institutional Oversight of Quality of Learning and Teaching		
Item	Description of Good Practice	Specific Plan
4.1.1.	New program proposals and proposals for major changes in programs are thoroughly evaluated and approved by the institution's senior academic committee.	ST1-G2-O3
4.1.2.	The evaluation of new programs or major changes in programs by the senior academic committee includes consideration of the matters described in the standard for learning and teaching, including any special requirements applicable to the field of study concerned and requirements for graduates in Saudi Arabia.	ST1-G2-O3
4.1.3.	Guidelines are established defining the levels for approval of changes in courses and programs and for considering indicators and reports on courses and programs. (for example a head of department might consider course reports for all courses and a departmental committee approve minor changes to keep courses up to date. A dean might consider program reports that include summary information about courses. The vice rector responsible for academic affairs, the quality committee and the senior academic committee might consider a general summary of program reports and data on key performance indicators, and approve more significant changes in programs.)	ST1-G2-O3
4.1.4.	Guidelines have been established defining the levels for approval of changes in courses and programs. Minor changes required to keep programs up to date and respond to course and program evaluations should be made flexibly and rapidly at departmental level and more substantial changes referred to the relevant senior committees for approval.	ST1-G2-O3
4.1.5.	Data on key performance indicators for all programs are reviewed at least annually by senior administrators responsible for academic affairs, the institution's quality committee and the institution's senior academic committee, with overall institutional performance reported to the governing board.	ST2-G3-O1
4.1.6.	Annual reports are prepared for all programs, and reviewed by department/college committees, with appropriate action taken in response to recommendations in those reports.	ST2-G2-O1
4.1.7.	Self-evaluations using the self-evaluation scales for higher education programs are undertaken periodically (e.g. every two or three years) for each program and reports prepared for consideration by the quality committee and the relevant academic committees.	ST2-G1-O102

4.1.8.	Reports on the overall quality of teaching and learning for the institution as a whole are prepared periodically (e.g. every three years) indicating common strengths and weaknesses, and significant variations in quality between programs/departments and sections.	ST2-G2-O1 ST1-G2-O3
4.1.9.	Reports by departments to their college, or by departments or colleges to the central administration, are acknowledged with responses made to any queries or proposals made.	ST1-G2-O3
4.1.10	The senior administrator responsible for academic affairs takes responsibility, in cooperation with the quality committee and deans/heads of department, for developing and implementing strategies for improvement to deal with common issues affecting programs across the institution.	Ok
4.1.11.	Colleges/departments cooperate with and participate in general institutional strategies for improvement, and arrange complementary further initiatives to deal with quality issues found in their own programs.	Ok
4.1.12.	If programs are offered in different sections, including sections for male and female students, or in branch campuses, the standards of learning outcomes, the resources provided (including learning resources and staffing provisions and resources to undertake research) should be comparable in all sections. Data used for evaluations and performance indicators should be provided for all sections as well as for the programs in total.	Ok

Section 4.2: Student Learning Outcomes

Item	Description of Good Practice	Specific Plan
4.2.1.	Intended learning outcomes are specified after consideration of relevant academic and professional advice.	ST1-G2-O1O2
4.2.2.	Intended learning outcomes are consistent with the Qualifications Framework. (covering all of the domains of learning at the standards required).	ST1-G2-O1O2
4.2.3.	Intended learning outcomes are consistent with requirements for professional practice in Saudi Arabia in the fields concerned. (These requirements should include local accreditation requirements and also take account of international accreditation requirements for that field of study, and any Saudi Arabian regulations or regional needs).	ST1-G2-O1O2

4.2.4.	If an institution has identified special attributes to be developed in students graduating from the institution comprehensive strategies are established for these to be developed. (This means that the attributes to be developed in students are clearly defined, strategies for developing them planned and implemented across all programs, and mechanisms for assessing and reporting on the extent to which graduating students have developed them are in place.)	ST1-G2-O2
4.2.5.	Graduates are surveyed and employers are consulted periodically to check the appropriateness of intended learning outcomes and the extent to which needed knowledge and skills have been developed. (see also sections 4.3 and 4.5.2 dealing with program evaluation processes and verification of standards of student achievement).	ST2-G2-O1

Section 4.3: Program Development Processes

Item	Description of Good Practice	Specific Plan
4.3.1.	Plans for the delivery of programs and for their evaluation are set out in detailed program specifications. (These should include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning.)	ST1-G2-O1O2
4.3.2.	Plans for courses are set out in course specifications that include knowledge and skills to be acquired and strategies for teaching and assessment for the domains of learning to be addressed in each course.	ST1-G2-O1O2
4.3.3.	The content and strategies set out in course specifications are coordinated to ensure effective progressive development of learning for the total program in all the domains of learning.	ST1-G2-O1O2
4.3.4.	Planning includes any actions necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications.	ST1-G2-O1O2
4.3.5.	The academic or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in programs and in text and reference materials to ensure continuing relevance and quality.	ST2-G2-O1
4.3.6.	In professional programs practitioners from the relevant occupations or professions are included in continuing advisory committees that monitor and advise on content and quality of programs.	ST2-G2-O1
4.3.7.	New program proposals are assessed and approved or rejected by the institution's senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation.	ST1-G2-O1 ST2-G2-O1

Section 4.4: Program Evaluation and Review Processes

Item	Description of Good Practice	Specific Plan
4.4.1.	Courses and programs are evaluated and reported on annually and reports include information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.	ST1-G2-O1 ST2-G2-O1
4.4.2.	When changes are made as a result of evaluations details of those changes and the reasons for them should be retained in course and program portfolios.	ST2-G2-O1
4.4.3.	Quality indicators that include learning outcome measures are used for all courses and programs.	ST2-G3-O1
4.4.4.	Records of student completion rates are kept for all courses and for programs as a whole and included among quality indicators.	ST2-G3-O1
4.4.5.	Reports on programs are reviewed annually by senior administrators and quality committees. (See also item 4.1 3 relating to the level of detail for these reports at different levels of academic administration).	ST2-G2-O1 ST2-G3-O1
4.4.6.	Data on quality indicators for programs are compared across the institution and with appropriate external benchmarks.	ST2-G3-O1
4.4.7.	If problems are found through program evaluations appropriate action is taken to make improvements, either within the program concerned or through institutional action as appropriate.	ST2-G2-O1
4.4.8.	In addition to annual evaluations a comprehensive reassessment of every program is conducted at least once every five years.	ST2-G1-O1O2
4.4.9.	Program reviews involve experienced people from relevant industries and professions, and experienced teaching staff from other institutions.	ST2-G1-O1O2
4.4.10	In program reviews opinions about the quality of the program including the extent to which intended learning outcomes are achieved is sought from students and graduates through surveys and interviews, discussions with faculty, and other stakeholders such as employers.	ST2-G1-O1O2

Section 4.5: Program Evaluation and Review Processes

Item	Description of Good Practice	Specific Plan
4.5.1.	Student assessment mechanisms are appropriate for the forms of learning sought.	ST1-G2-O1 ST2-G2-O1
4.5.2.	Assessment processes are clearly communicated to students at the beginning of courses.	ST1-G2-O1 ST2-G2-O1
4.5.3.	Appropriate, valid and reliable mechanisms are used in programs throughout the institution for verifying standards of student achievement in relation to relevant internal and external benchmarks. The standard of work required for different grades should be consistent over time, comparable in courses offered within a program and college and the institution as a whole, and in comparison with other highly regarded institutions. (Arrangements for verifying standards may include measures such as check marking of random samples of student work by teaching staff at other institutions, and independent comparisons of standards achieved with other comparable institutions within Saudi Arabia, and internationally.)	ST1-G2-O1 ST2-G2-O1
4.5.4.	Grading of students tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed.	ST1-G2-O1 ST2-G2-O1
4.5.5.	Arrangements are made within the institution for training of teaching staff in the theory and practice of student assessment.	ST3-G1-O1
4.5.6.	Appropriate procedures are followed to deal with situations where standards of student achievement are inadequate or inconsistently assessed.	ST1-G2-O1 ST2-G2-O1
4.5.7.	Effective procedures are followed that ensure that work submitted by students is actually done by the students concerned.	OK
4.5.8.	Feedback to students on their performance and results of assessments during each semester is given promptly and accompanied by mechanisms for assistance if needed.	OK
4.5.9.	Assessments of students work are conducted fairly and objectively.	Ok
4.5.10	Criteria and processes for academic appeals are made known to students and administered equitably (see also item 5.3).	OK

Section 4.6: Educational Assistance for Students

Item	Description of Good Practice	Specific Plan
4.6.1.	Teaching staff are available at sufficient scheduled times for consultation and advice to students. (this is confirmed, not simply scheduled, and if there are part time as well as full time students the scheduled times provide for access by both groups)	OK
4.6.2.	Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) should be sufficient to ensure achievement of the intended learning outcomes.	ST5-G1-O2 ST5-G1-O2 ST5-G4-O2
4.6.3.	If arrangements for student academic counselling and advice include electronic communications through email or other means the effectiveness of those processes is evaluated through means such as analysis of response times and student evaluations.	ST5-G3-O1
4.6.4.	Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	ST1-G2-O1
4.6.5.	Appropriate preparatory and orientation mechanisms are used to prepare students for study in a higher education environment. Particular attention is given to preparation for the language of instruction, self-directed learning, and transition programs if necessary for students transferring to the institution with credit for previous studies.	ST1-G2-O1
4.6.6.	For any programs in which the language of instruction is English, action is taken to ensure that language skills are adequate for instruction in that language before students begin their higher education studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in universities in English speaking countries. (Verification of standards should involve testing of at least a representative sample of students on a generally accepted standard English language test and a benchmark for performance equivalent to what is required for international students by universities in English speaking countries)	ST1-G2-O1

4.6.7.	If preparatory programs are required but outsourced to other providers the institution accepts responsibility for ensuring the quality of these programs and ensures that required standards for entry are met.	NA
4.6.8.	Systems are in place within each program throughout the institution for monitoring and coordinating student workload across courses.	ST1-G2-O1
4.6.9.	Systems are in place for monitoring the progress of individual students and assistance and/or counselling is provided to those facing difficulties.	ST1-G2-O1
4.6.10	Year to year progression rates and program completion rates are monitored, and action taken to help any categories or types of students needing help.	ST2-G3-O1
4.6.11.	Adequate facilities are available for private study with access to computer terminals and other necessary equipment.	ST5-G2-O1 ST5-G2-O2 ST5-G2-O3
4.6.12.	Teaching staff are familiar with the range of support services available in the institution for students, and refer them to appropriate sources of assistance when required.	ST2-G3-O1
4.6.13.	The adequacy of arrangements for assistance to students should be periodically assessed through processes that include, but are not restricted to, feedback from students.	ST2-G2-O1

Section 4.7: Quality of Teaching

Item	Description of Good Practice	Specific Plan
4.7.1.	Effective orientation and training programs are provided for new, short term and part time staff. (To be effective these programs should ensure that faculty are fully briefed on required learning outcomes, on planned teaching strategies, and the contribution of their course to the program as a whole.)	ST4-G1-O2
4.7.2.	Teaching strategies are appropriate for the different types of learning outcomes programs are intended to develop.	ST4-G1-O2
4.7.3.	Strategies of teaching and assessment set out in program and course specifications are followed by teaching staff with flexibility to meet the needs of different groups of students.	ST1-G2-O1
4.7.4.	Students are fully informed about course requirements in advance through course descriptions that include knowledge and skills to be developed, work requirements and assessment processes.	ST1-G2-O1
4.7.5.	The conduct of courses is consistent with the outlines provided to students and with the course specifications.	ST1-G2-O1
4.7.6.	Textbooks and reference materials are up to date with latest developments in the field of study.	ST1-G3-O1
4.7.7.	Textbooks and other required materials are available in sufficient quantities before classes commence.	ST1-G3-O1
4.7.8.	Student attendance requirements in classes are made clear in student orientations, attendance is monitored, and regulations rigorously enforced.	ST1-G3-O1
4.7.9.	A comprehensive system , (including but not limited to student surveys) is in place for evaluation of teaching effectiveness in all courses.	ST1-G1-O2 ST1-G2-O1
4.7.10	The effectiveness of planned teaching strategies in developing learning outcomes is regularly assessed, and adjustments made in response to evidence about their effectiveness.	ST1-G2-O1 ST1-G2-O2 ST2-G2-O1
4.7.11.	Regular (at least annual) reports are provided to program coordinators on the delivery of each course including any material that could not be covered and any difficulties found in using planned strategies.	ST1-G2-O1 ST2-G2-O1
4.7.12.	Appropriate adjustments made in plans for teaching as a result of course reports.	ST1-G2-O1 ST2-G2-O1

Section 4.8: Support for Improvement in Quality of Teaching

Item	Description of Good Practice	Specific Plan
4.8.1.	Training programs in teaching skills are provided for both new and continuing teaching staff including those in part time positions.	ST3-G2-O1 ST3-G2-O1
4.8.2.	Training programs in teaching should include effective use of new and emerging technology.	ST3-G2-O1 ST1-G2-O2
4.8.3.	Adequate opportunities are provided for the professional and academic development of teaching staff with special assistance given to any who are facing difficulties.	ST3-G1-O1
4.8.4.	The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.	ST2-G2-O1
4.8.5.	Teaching staff develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.	ST2-G2-O1
4.8.6.	Formal recognition is given to outstanding teaching, with encouragement given for innovation and creativity.	ST1-G1-O1
4.8.7.	Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies associated with them.	ST1-G3-O1

Section 4.9: Qualifications and Experience of Teaching Staff

Item	Description of Good Practice	Specific Plan
4.9.1.	Teaching staff have appropriate qualifications and experience for the courses they teach.	ST1-G1-O1
4.9.2.	If part time teaching staff are needed there is an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75% of teaching staff should be employed on a full time basis.)	ST1-G1-O1 ST1-G1-O2
4.9.3.	All teaching staff are involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.	ST3-G1-O1 ST3-G1-O1
4.9.4.	Full time staff teaching post-graduate courses, are themselves active in scholarship and research in the fields of study they teach.	ST3-G1-O1 ST3-G1-O2
4.9.5.	In professional programs teaching teams include some experienced and highly skilled professionals in the field.	ST1-G1-O1 ST1-G1-O2

Section 4.10: Field Experience Activities

Item	Description of Good Practice	Specific Plan
4.10.1.	In programs that include field experience activities the student learning to be developed through that experience is clearly specified and appropriate steps taken to ensure that those learning outcomes and expected experiences to develop that learning are understood by students and supervising staff in the field setting.	ST1-G3-O1 ST1-G3-O3
4.10.2.	Supervising staff in field locations are thoroughly briefed on their role and the relationship of the field experience to the program as a whole.	ST1-G3-O1
4.10.3.	Teaching staff from the institution should visit the field setting for observations and consultations with students and field supervisors often enough to provide proper oversight and support. (Normally at least twice during a field experience activity)	ST1-G2-O3
4.10.4.	Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.	ST1-G3-O1
4.10.5.	Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.	ST1-G3-O3
4.10.6.	Field experience placements are selected because of their capacity to develop the learning outcomes sought and their effectiveness in doing so is evaluated.	ST1-G3-O1
4.10.7.	In situations where the supervisors in the field setting and teaching staff from the institution are both involved in student assessments, criteria for assessment are clearly specified and explained, and procedures established for reconciling differing opinions.	ST1-G2-O3
4.10.8.	Provision is made for evaluations of the field experience activity (i) by students, (ii) by supervising staff in the field setting, and (iii) by staff of the institution, and results of those evaluations considered in subsequent planning.	ST1-G3-O1
4.10.9.	Preparation for the field experience includes thorough risk assessment for all parties involved, and planning to minimize and deal with those risks.	ST1-G3-O1 ST1-G3-O3

Section 4.11: Partnership Arrangements with other Institutions

Item	Description of Good Practice	Specific Plan
4.11.1.	Responsibilities of the local institution and the partner are clearly defined in formal agreements enforceable under the laws of Saudi Arabia.	NA
4.11.2.	The effectiveness of the partnership arrangements is regularly evaluated..	NA
4.11.3.	Briefings and consultations on course requirements are adequate, with mechanisms available for ongoing consultation on emerging issues.	NA
4.11.4.	Teaching staff from the partner institution who are familiar with the content of courses visit regularly for consultation about course details and standards of assessments.	NA
4.11.5.	If arrangements involve assessment of student work by the partner in addition to assessments within the institution, final assessments are completed promptly and results made available to students within the time specified for reporting results under Saudi Arabian regulations.	NA
4.11.6.	If programs are based on those of partner institutions, courses, assignments and examinations are adapted to the local environment, avoiding colloquial expressions, and using examples and illustrations relevant to the setting where the programs are to be offered.	NA
4.11.7.	Programs and courses are consistent with the requirements of the Qualifications Framework for Saudi Arabia, and when relevant include regulations and conventions relevant to the Saudi environment.	NA
4.11.8.	If courses or programs developed by a partner institution are delivered in Saudi Arabia adequate processes should be followed to ensure that standards of student achievement are at least equal to those achieved elsewhere by the partner institution as well as by other appropriate institutions selected for benchmarking purposes.	NA
4.11.9.	If an international institution or other organization is invited to provide programs, or to assist in the development of programs for use in Saudi Arabia full information should be provided in advance about relevant Ministry regulations and NCAAA requirements for the National Qualifications Framework and requirements for program and course specifications and reports.	NA

NCAA Standard 5: Student Administration and Support Services

Section 5.1: Student Admission		
Item	Description of Good Practice	Specific Plan
5.1.1.	The admission and student registration processes are efficient and user friendly for enrolling students.	ST2-G2-O3 ST5-G3-O1
5.1.2.	Computerized systems used for admission processes are linked to data recording and retrieval systems. (For example, to fee payment requirements, the issue of student identity cards, program and course registrations, and statistical reporting requirements.)	ST5-G3-O1 ST5-G3-O2
5.1.3.	Admission requirements are clearly described, and appropriate for the institution and its programs.	OK
5.1.4.	Admission requirements are consistently and fairly applied.	OK
5.1.5.	If programs or courses include components offered by distance education, or use of e-learning in blended programs information should be provided before enrolment about any special skills or resources needed to study in these modes. (For distance education programs a separate set of standards that include requirements for that mode of program delivery are set out in a different document, Standards for Quality Assurance and Accreditation of Higher Education Programs Offered by Distance Education.	NA
5.1.6.	Student fees, if required, are paid at the time of registration unless deferral has been approved in advance.	OK
5.1.7.	If the institution's regulations provide for deferral of payments, the conditions and dates for payment are clearly specified in a formal agreement signed by the student and witnessed, and opportunities for financial counselling provided.	Policy on Deferral/ Installment Payment
5.1.8.	Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process.	OK
5.1.9.	Rules governing admission with credit for previous studies are clearly specified.	OK
5.1.10.	Decisions on credit for previous studies are made known to students by qualified faculty or authorized staff before classes commence.	OK
5.1.11.	Complete information about the institution, including the range of courses and programs, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.	OK
5.1.12.	A comprehensive orientation program is available for commencing students to ensure thorough understanding of the range of services and facilities available to them, and of their obligations and responsibilities.	ST3-G1-O2

Section 5.2: Student Records

Item	Description of Good Practice	Specific Plan
5.2.1.	Effective security is provided for student records. (Central files containing cumulative records of student's enrolment and performance should be maintained in a secure area with back up files kept in a different and secure location, preferably in a different building or off campus).	ST5-G3-O2
5.2.2.	Formal policies establish the content of permanent student records and their retention and disposal.	ST2-G1-O1 OK (cohort policy)
5.2.3.	The student record system regularly provides statistical data they require for planning, reporting and quality assurance to departments, colleges, the quality center and senior managers.	ST5-G3-O1
5.2.4.	Clear rules are established and maintained governing privacy of information and controlling access to individual student records.	Policy on students' records access
5.2.5.	Automated procedures are in place for monitoring student progress throughout their programs.	ST5-G3-O1
5.2.6.	Timelines for reporting and recording results and updating records are clearly defined and adhered to.	ST5-G3-O1
5.2.7.	Results are finalized, officially approved, and communicated to students within times specified in institutional and Ministry regulations.	ST5-G3-O1
5.2.8.	Eligibility for graduation is formally verified in relation to program and course requirements.	OK

Section 5.3: Student Management

Item	Description of Good Practice	Specific Plan
5.3.1.	A code of behavior is approved by the governing body and made widely available within the institution specifying rights and responsibilities of students.	ST3-G2-O1
5.3.2.	Regulations specify action to be taken for breaches of student discipline including the responsibilities of relevant officers and committees, and penalties, which may be imposed.	ST3-G2-O1
5.3.3.	Disciplinary action is taken promptly, and full documentation including details of evidence is retained in secure institutional records.	ST3-G2-O1

5.3.4.	Student appeal and grievance procedures are specified in regulations, published, and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available.	ST3-G2-O1
5.3.5.	Appeal and grievance procedures protect against time wasting on trivial issues, but still provide adequate opportunity for matters of concern to students to be fairly dealt with and supported by student counselling provisions.	ST3-G2-O1
5.3.6.	Appeal and grievance procedures guarantee impartial consideration by persons or committees independent of the parties involved in the issue, or who made a decision or imposed a penalty that is being appealed against.	ST3-G2-O1
5.3.7.	Procedures have been developed to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.	ST3-G2-O1
5.3.8.	Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.	ST3-G2-O1

Section 5.4: Planning and Evaluation of Student Services

Item	Description of Good Practice	Specific Plan
5.4.1.	The range of services provided and the resources devoted to them reflect the mission of the institution and any special requirements of the student population.	OK
5.4.2.	Formal plans are developed for the provision and improvement of student services and the implementation and effectiveness of those plans is monitored on a regular basis.	ST5-G2-O2
5.4.3.	A senior member of teaching or other staff is assigned responsibility for oversight and development of student services.	OK
5.4.4.	The effectiveness and relevance of services is regularly monitored through processes which include surveys of student usage and satisfaction. Services are modified in response to evaluation and feedback.	ST5-G2-O2
5.4.5.	Adequate facilities and financial support are provided for the services that are needed.	ST5-G2-O3
5.4.6.	If services are provided through student organizations, assistance is given in management and organization if required, and there is effective oversight of financial management and reporting.	OK
5.4.7.	If student newspapers or other student documents are published there are clear guidelines defining publication standards and editorial policy and the extent and nature of oversight by the institution.	ST3-G2-O1

Section 5.5: Medical and Counseling Services

Item	Description of Good Practice	Specific Plan
5.5.1.	Student medical services are staffed by people with the necessary professional qualifications.	OK
5.5.2.	Medical services are readily accessible with provision made for emergency assistance when required. (Fees for services may be charged and they may be provided on a part time basis but emergency access must still be available).	OK
5.5.3.	Provision is made for academic counselling and for career planning and employment advice in colleges, departments or other appropriate locations within the institution.	ST1-G3-O1
5.5.4.	Personal or psychological counselling services are made available with easy access for students from any part of the institution.	OK
5.5.5.	Adequate protection is provided, and supported by regulation or a code of conduct, to protect the confidentiality of personal issues discussed with teaching or other staff or students.	Policy on confidentiality of personal issues is required
5.5.6.	Effective mechanisms are established for follow up to ensure student welfare and to evaluate quality of service.	ST2-G1-O1

Section 5.6: Extra-Curricular Activities for Students

Item	Description of Good Practice	Specific Plan
5.6.1.	Opportunities are provided for participation in religious observances consistent with Islamic beliefs and traditions.	OK
5.6.2.	Arrangements are made to organize and encourage student participation in cultural activities such as clubs and societies and in the arts and other fields appropriate to their interests and needs	ST1-G4-O1 ST1-G4-O2
5.6.3.	Opportunities are provided through appropriate facilities and organizational arrangements for informal social interaction among students.	ST5-G2-O3
5.6.4.	Participation in sports is encouraged, both for skilled athletes and for others, and appropriate competitive and non-competitive physical activities in which they can be involved are arranged.	ST1-G4-O2
5.6.5.	The extent of student participation in extra-curricular activities is monitored and benchmarked against other comparable institutions, and where necessary strategies developed to improve levels of participation.	ST1-G4-O2

NCAA Standard 6: Learning Resources

Section 6.1: Planning and Evaluation

Item	Description of Good Practice	Specific Plan
6.1.1.	Policies for the development of library and other learning resources and support services give special attention to the requirements for programs and research requirements at the institution.	ST5-G4-O1
6.1.2.	A learning resource strategy is developed which is directly linked to strategic priorities for program development, and adjusted as required as new programs are introduced.	ST5-G4-O1
6.1.3.	The adequacy of library and resource center materials is formally evaluated at least once every two years.	OK
6.1.4.	Evaluation procedures include user surveys dealing with teaching staff and student satisfaction, extent of usage, consistency with requirements of teaching and learning at the institution, range of services, and comparisons of provision and user satisfaction with other comparable institutions.	OK
6.1.5.	Evaluation processes include gathering of information on the extent to which library and other learning resources are used and analysis of this data in relation to teaching and learning requirements for different programs in the institution.	OK
6.1.6.	Teaching staff responsible for courses and programs regularly provide advice on materials required to support teaching and learning early enough for appropriate provision to be made.	ST5-G2-O2
6.1.7.	Reserve book and other reference materials are regularly reviewed with advice from teaching staff to ensure adequate access to necessary materials for courses on offer at any time.	ST5-G4-O2

Section 6.2: Organization

Item	Description of Good Practice	Specific Plan
6.2.1.	Library and resource centers and associated facilities and services are available for sufficient extended hours to ensure access when required by users.	OK
6.2.2.	Collections are arranged appropriately and cataloged according to internationally recognized good practice.	OK

6.2.3.	Agreements are established for cooperation with other libraries and resource centers for interlibrary loans and sharing of resources and services.	ST5-G4-O2
6.2.4.	Reliable systems are in place for recording of loans and returns, with efficient follow up for overdue material.	OK
6.2.5.	Heavy demand and required reading materials are held in reserve collections.	ST5-G4-O2
6.2.6.	Ready access to on-line data-bases and research and journal material relevant to the institution's programs is provided for by institutional membership of organizations concerned.	ST5-G4-O2
6.2.7.	Rules for behavior within the library are established and enforced to ensure maintenance of an environment conducive to effective study and student and staff research.	OK
6.2.8.	Security systems are in place to prevent loss of materials and inappropriate use of the internet.	ST5-G3-O2

Section 6.3: Support for Users

Item	Description of Good Practice	Specific Plan
6.3.1.	Orientation and training programs are provided for new students and other users to prepare them to access facilities and services.	OK
6.3.2.	Assistance is available to assist users in conducting searches and locating and using information.	OK
6.3.3.	A reference service is available through which in-depth questions are answered by qualified librarians.	OK
6.3.4.	Electronic and/or other automated systems with search facilities are available to assist in locating resources within the institution and elsewhere.	OK
6.3.5.	Users are kept informed of library developments such as acquisition of new materials, training programs, or changes in services or opening hours.	ST5-G4-O1
6.3.6.	Printed or electronic guides are provided to help users find materials for popular subject areas, compiling reference lists or using data bases.	OK
6.3.7.	The library and resource centers are staffed by sufficient people qualified and skilled in relevant fields of librarianship and information technology.	OK

Section 6.4: Resources and Facilities

Item	Description of Good Practice	Specific Plan
6.4.1.	Adequate budget provision is consistently made for acquisitions, cataloguing, equipment, and for services and system development.	OK
6.4.2.	The availability of on line access and inter library loan facilities is not used to reduce commitment to providing adequate physical resources on site.	OK
6.4.3.	Adequate facilities are available to house collections in a way that makes them readily accessible.	ST5-G3-O3
6.4.4.	Up to date computer technology is available to support electronic access to resources and reference material.	Ok
6.4.5.	Copying facilities supported by efficient payment mechanisms are available for users.	OK
6.4.6.	Adequate facilities are provided for use of personal laptop computers.	OK
6.4.7.	Books and journals and other materials are available in Arabic and English (or other languages) as required for the programs taught and research undertaken in the institution.	OK
6.4.8.	Sufficient facilities are provided for both individual and small group study and research.	OK
6.4.9.	The level of resources (facilities and materials) is benchmarked against provisions at similar good quality institutions and is adequate for the size of the institution and the programs offered.	ST5-G2-O2

NCAA Standard 7: Facilities and Equipment

Section 7.1: Policy and Planning

Item	Description of Good Practice	Specific Plan
7.1.1.	The institution has a long-term master plan approved by the governing body, that provides for capital developments and maintenance of facilities.	ST5-G2-O1 ST5-G2-O3
7.1.2.	Equipment planning processes include plans and schedules for major equipment acquisitions and for servicing and replacement following a planned schedule.	ST5-G2-O1 ST5-G2-O3
7.1.3.	Future users of facilities or major equipment are consulted prior to acquisitions or development to ensure that current and anticipated future needs are accurately met.	ST5-G2-O2
7.1.4.	The institution has an equipment policy designed to ensure to the greatest feasible extent, compatibility of equipment and systems across the institution.	ST5-G2-O1 ST5-G2-O3
7.1.5.	Business plans are prepared prior to major equipment acquisitions, with evaluation of alternatives of leasing or shared use with other agencies.	ST5-G2-O1 ST5-G2-O3
7.1.6.	Proposals for leasing of major facilities and for outsourced building and management of facilities are fully evaluated in the long-term interests of the institution and managed in a way that ensures effective quality control and financial benefits.	ST5-G2-O1 ST5-G2-O3

Section 7.2: Quality and Adequacy of Facilities and Equipment

Item	Description of Good Practice	Specific Plan
7.1.1.	Buildings and grounds provide a clean attractive and well maintained physical environment.	ST5-G2-O2 ST5-G2-O3
7.1.2.	Facilities meet health and safety requirements.	ST5-G2-O2 ST5-G2-O3
7.1.3.	Quality evaluation processes include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.	ST5-G2-O2 ST5-G2-O3
7.1.4.	Standards of provision of teaching, laboratory and research facilities are benchmarked against equivalent provisions at other comparable institutions (This includes such things as classroom space, laboratory facilities and equipment, access to computing facilities and associated software, private study facilities, and research equipment).	ST5-G2-O2 ST5-G2-O3
7.1.5.	Adequate and accessible facilities are available for confidential consultation between faculty and students.	ST5-G2-O2 ST5-G2-O3

7.1.6.	Appropriate facilities are provided for religious observances.	ST5-G2-O2 ST5-G2-O3
7.1.7.	Food service facilities are adequate, and appropriate for the needs of staff and students.	ST5-G2-O2 ST5-G2-O3
7.1.8.	Provision is made for students and staff with physical disabilities or other special needs.	ST5-G2-O2 ST5-G2-O3
7.1.9.	Facilities appropriate for the needs of the students attending the institution are provided for cultural, sporting and other extra-curricular activities.	ST1-G1-O1 ST1-G1-O2 ST1-G4-O2

Section 7.3: Management and Administration

Item	Description of Good Practice	Specific Plan
7.3.1.	A complete inventory is maintained of equipment owned or controlled by the institution including equipment assigned to individual staff for teaching and research.	ST5-G2-O3
7.3.2.	Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management are efficiently and effectively carried out under the supervision of a senior administrative officer.	ST5-G2-O3
7.3.3.	Provision is made for regular condition assessments, preventative and corrective maintenance, and replacement.	ST5-G2-O2
7.3.4.	Effective security is provided for specialized facilities and equipment for teaching and research, with responsibility between individual faculty, departments or faculties, or central administration clearly defined.	OK
7.3.5.	Effective systems are in place to ensure the personal security of faculty, staff and students, with appropriate provisions for the security of their personal property.	OK
7.3.6.	Space utilization is monitored and facilities reallocated in response to changing requirements.	ST5-G2-O3 ST5-G3-O1
7.3.7.	Scheduling of general-purpose facilities is managed through an electronic booking and reservation system, and the extent and efficiency of use is monitored and reported.	ST5-G3-O1
7.3.8.	Arrangements are made for shared use of underutilized facilities with adequate mechanisms for security of equipment.	ST5-G2-O3

Section 7.4: Information Technology

Item	Description of Good Practice	Specific Plan
7.4.1.	Adequate computing equipment is available and accessible for teaching and other staff and students throughout the institution.	ST1-G3-O2 ST5-G1-O2
7.4.2.	The adequacy of provision of computer equipment and support services is regularly assessed (through surveys or other means and comparisons with other institutions).	ST5-G2-O2
7.4.3.	Policies are established and effectively implemented governing the use of personal computers by students.	ST5-G1-O1
7.4.4.	Technical support is available for staff and students using information and communications technology.	ST5-G1-O2
7.4.5.	Opportunities are available for teaching staff input into plans for acquisition and replacement of IT equipment.	ST5-G3-O2
7.4.6.	An institution-wide acquisitions and replacement policy is established for software and hardware to ensure that systems remain up to date and that compatibility is maintained as replacements are made.	ST5-G1-O1
7.4.7.	Security systems are in place to protect privacy of sensitive personal and institutional information, and to protect against externally introduced viruses.	ST5-G3-O2
7.4.8.	A code of conduct is established relating to inappropriate use of material on the Internet. Compliance with this code of conduct is checked and instances of inappropriate behavior dealt with appropriately.	ST5-G1-O1
7.4.9	Training programs are provided for teaching and other staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration.	ST3-G1-O1 ST3-G2-O2
7.4.10.	Effective use is made of information technology for administrative systems, reporting, and communications across the institution. Software systems are coordinated to ensure compatibility where relevant.	ST5-G3-O2
7.4.11.	Internal information systems are compatible and integrated with external reporting requirements.	ST3-G3-O1

NCAA Standard 8: Financial Planning and Management

Section 8.1: Financial Planning and Budgeting		
Item	Description of Good Practice	Specific Plan
8.1.1.	Budgeting and resource allocation reflect the mission and goals of the institution.	OK
8.1.2.	Annual budgets are developed within a framework of long term revenue and expenditure projections that are progressively adjusted in the light of experience.	ST6-G1-O1 ST6-G1-O2
8.1.3.	Budget proposals are developed by senior academic and administrative staff in consultation with cost center managers, carefully reviewed, and presented to the governing body for approval.	ST6-G1-O1 ST6-G1-O2
8.1.4.	Proposals for new programs or major activities, equipment or facilities are accompanied by business plans that include independently verified cost estimates and cost impacts on other services and activities.	ST6-G1-O1 ST6-G1-O2
8.1.5.	If new ventures are cross-subsidized from existing funding sources the cost sharing strategy is made explicit and intermediate and long term costs and benefits are assessed.	ST6-G1-O1 ST6-G1-O2
8.1.6.	If loans are used debt and liquidity ratios are monitored and benchmarked against commercial practice and equivalent ratios in other higher education institutions.	ST6-G1-O1 ST6-G1-O2
8.1.7.	Ratios of expenditure on salaries to total expenditure are planned and monitored, with variations for colleges or departments with different cost structures.	ST6-G1-O1 ST6-G1-O2
8.1.8.	Borrowing and other long term financing schemes are used sparingly as a strategic financing strategy to improve capacity rather than to meet unanticipated short term operating costs, with obligations to be met from projected additional revenue, or from known existing revenue sources.	ST6-G1-O1 ST6-G1-O2
8.1.9.	Financial planning aims to diversify revenue through a range of activities, which, while consistent with the charter and mission of the institution, reduce its dependence on a single funding source.	ST6-G1-O1 ST6-G1-O2

Section 8.2: Financial Management

Item	Description of Good Practice	Specific Plan
8.2.1.	The oversight and management of the institution's budgeting and accounting functions are coordinated by a business or financial office responsible to a senior manager.	OK
8.2.2.	Sufficient delegations of spending authority is given to managers of organizational units within the institution for effective and efficient administration.	ST6-G1-O1 ST6-G1-O2
8.2.3.	Financial delegations are clearly specified, and conformity with regulations and reporting requirements confirmed through audit processes.	ST6-G1-O1 ST6-G1-O2
8.2.4.	Cost center managers are involved in the budget planning process, and are held accountable for expenditure within approved budgets.	ST6-G1-O1 ST6-G1-O2
8.2.5.	The accounting system provides for accurate monitoring of expenditure and commitments against budgets with reports prepared for each cost center and for the institution as a whole at least once every semester.	ST6-G1-O1 ST6-G1-O2
8.2.6.	Discrepancies from expenditure estimates are explained and impact on annual budget projections assessed.	ST6-G1-O1 ST6-G1-O2
8.2.7.	Accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.	OK
8.2.8.	The accounting and reporting systems ensure that funds provided for particular purposes are used for those purposes.	OK
8.2.9.	Where possibilities of conflict of interest exist, either actual or perceived, the persons concerned declare their interest and refrain from participation in decisions.	OK
8.2.10.	Financial carry-forward provisions are sufficiently flexible to avoid rushed end of year expenditure or disincentives for long term planning.	OK

Section 8.3: Auditing and Risk Assessment

Item	Description of Good Practice	Specific Plan
8.3.1.	Planning processes include independently verified risk assessment.	ST6-G2-O1 ST6-G2-O2
8.3.2.	Risk minimization strategies are in place and adequate reserves maintained to meet realistically assessed financial risks.	ST6-G2-O1 ST6-G2-O1
8.3.3.	Internal audit processes operate independently of accounting and business managers, reporting directly to the Rector or Dean or chair of the relevant governing board committee.	OK
8.3.4.	External audits are conducted annually by an independent government agency or a reputable external audit firm that is independent of the institution, financial, or other senior staff in the institution, and members of the governing body.	OK

NCAAA Standard 9: Employment Processes

Section 9.1: Policy and Administration

Item	Description of Good Practice	Specific Plan
9.1.1.	A desired staffing profile appropriate to the mission and nature of the institution is approved by the governing body. (The profile includes matters such as age structure, gender balance where relevant, classification levels, qualifications, cultural mix and educational background, and objectives for Saudization.)	OK
9.1.2.	A comparison of current teaching and other staff provision with the desired staffing profile is maintained and progress towards the objective is monitored on a continuing basis.	OK
9.1.3.	A comprehensive set of policies and regulations is established and made widely available in an employment handbook or manual. (This should include rights and responsibilities of faculty and staff, recruitment processes, supervision, performance evaluation, promotion, counseling and support processes, professional development, and complaints, discipline and appeal procedures.)	OK
9.1.4.	Effective strategies are used for succession planning for senior positions.	Policy statement is required
9.1.5.	Teaching loads are established equitably across the institution, taking account of the nature of teaching requirements in different fields of study.	ST1-G2-O1
9.1.6.	Promotion policies and processes are clearly documented and fair.	ST1-G2-O4
9.1.7.	The exercise of delegations relating to employment processes is monitored and coordinated to ensure equitable treatment across the institution. (These delegations may relate to matters such as junior appointments, promotions, rewards for outstanding performance, and professional development opportunities.)	ST1-G2-O4
9.1.8.	Indicators of successful administration of staffing and employment policies are clearly specified and performance compared with successful practice elsewhere.	Needs Benchmarking
9.1.9.	The governing board studies annual reports from the person with overall responsibility for employment practices on implementation of policies on staffing and employment practices.	OK

Section 9.2: Recruitment

Item	Description of Good Practice	Specific Plan
9.2.1.	Recruitment processes are managed to ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.	ST1-G1-O2
9.2.2.	When appointments are to be made through promotion or transfer within the institution rather than by external appointment, the appointments made meet qualifications and skill requirements, and contribute to achievement of the desired staffing profile.	ST1-G1-O2
9.2.3.	If a particular appointment can be made either from within or from outside the institution the position is publicly advertised, internal candidates are given adequate opportunity to apply, and judgments made are equitable considering the applicants experience, qualifications, and current levels of performance.	ST1-G1-O2
9.2.4.	Candidates for employment are provided with full position descriptions and conditions of employment, together with general information about the institution and its mission and programs. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)	OK
9.2.5.	References are checked, and claims of experience and qualifications verified before appointments are made.	OK
9.2.6.	Assessment of qualifications includes verification of the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.	OK
9.2.7.	In professional programs, there are sufficient teaching staff with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.	ST1-G1-O1
9.2.8.	New teaching staff are given an effective orientation to ensure familiarity with the institution and its services, programs, and student development strategies, and institutional priorities for development.	OK
9.2.9.	The level of provision of teaching staff (i.e. the ratio of students per teaching staff member calculated as full time equivalents) is adequate for the program and benchmarked against comparable student/teaching staff ratios at good quality Saudi Arabian and international institutions.	Needs Benchmarking

Section 9.3: Personal and Career Development

Item	Description of Good Practice	Specific Plan
9.3.1.	Criteria for performance evaluation are clearly specified in advance and made known to teaching and other staff.	OK
9.3.2.	Consultations about work performance by supervisors (including heads of department, deans, administrative supervisors) are confidential and supportive, and occur on a formal basis at least once each year.	OK
9.3.3.	If performance is considered less than satisfactory clear requirements are established for improvement.	ST3-G1-O1
9.3.4.	Formal performance assessments of teaching and other staff are kept confidential but are documented and retained. Teaching and other staff have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.	OK
9.3.5.	Outstanding academic or administrative performance at any level of the institution is recognized and rewarded.	OK
9.3.6.	All teaching and other staff should be given appropriate and fair opportunities for personal and career development.	ST3-G1-O1
9.3.7.	Junior teaching and other staff with leadership potential are identified and given a range of experiences to prepare them for future career development.	ST3-G2-O1
9.3.8.	Promotion criteria include contributions to achievement of the mission of the institution, and in the case of teaching staff include proper recognition of quality of teaching and efforts to improve it, and service to the institution and the community as well as research.	OK
9.3.9.	Assistance is given in arranging professional development activities to improve skills and upgrade qualifications.	ST3-G1-O1
9.3.10.	Appropriate professional development activities are provided to assist with new programs or policy initiatives.	ST3-G1-O1
9.3.11.	Teaching staff are expected to participate in activities that ensure they keep up to date with developments in their field and the extent to which they do so is monitored.	ST3-G1-O1

Section 9.4: Discipline and Dispute Resolution

Item	Description of Good Practice	Specific Plan
9.4.1.	Procedures for dealing with complaints about or by teaching or other staff, and resolving disputes among them, are clearly specified in policies and regulations.	ST2-G2-O4
9.4.2.	The normal initial step in resolving disputes that cannot be settled by those directly involved is through conciliation by a person independent of the issue, with the possibility if required for referral to a committee or senior officer for determination.	ST2-G2-O4
9.4.3.	Disciplinary processes for neglect of responsibilities, failure to comply with instructions, or inappropriate behavior, are clearly specified in regulations and consistently followed.	ST2-G2-O4
9.4.4.	The regulations provide for rights of appeal against decisions to a person or committee at least one level beyond that at which the dispute occurs.	ST2-G2-O4
9.4.5.	Serious disputes are addressed through quasi-judicial processes including provision and verification of evidence and impartial judgments by a person or persons experienced in such procedures.	ST2-G2-O4

NCAA Standard 10: Research

Section 10.1: Institutional Research Policies

Item	Description of Good Practice	Specific Plan
10.1.1.	Research development plans consistent with the nature and mission of the institution and the economic and cultural development needs of the region are developed and published.	ST7-G1-O1
10.1.2.	The research development plans include clearly specified indicators and benchmarks of performance.	ST7-G1-O1 ST7-G1-O1
10.1.3.	Clear policies are established for defining what is recognized as research, consistent with international standards. (This normally includes both self-generated and commissioned activity, but requires creative original work, independently validated by peers, and published in media that are highly regarded by scholars in the field.)	ST7-G1-O1
10.1.4.	Reports on overall institutional research performance are published annually.	ST7-G1-O1
10.1.5.	Cooperation with local industry and with other research agencies is actively encouraged. Where appropriate these forms of cooperation may involve joint research projects, shared use of equipment, and cooperative strategies for development.	ST7-G1-O1
10.1.6.	Mechanisms are established for collaboration and cooperation with international universities and research networks.	NA
10.1.7.	The institution has policies that deal with the establishment, accountability, and periodic review of research institutes or centers.	ST7-G1-O1
10.1.8.	The establishment of research institutes or centers does not inhibit research activities of others who are not directly associated with them.	ST7-G1-O1
10.1.9.	A high level committee is established to monitor compliance with ethical standards and approve research projects with potential impact on ethical issues.	ST7-G1-O3
10.1.10	An adequate research budget is provided to enable the achievement of its research plan.	ST7-G1-O2 ST7-G1-O3

Section 10.2: Teaching Staff and Student Involvement

Item	Description of Good Practice	Specific Plan
10.2.1.	Expectations for teaching staff involvement in research and scholarly activities are clearly specified and considered in performance evaluation and promotion criteria. (For universities there is an expectation of at least some research and/or appropriate scholarly activity of all full time teaching staff.	ST2-G1-O1 ST7-G2-O1
10.2.2.	Support is provided for junior teaching staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and start up funding.	ST7-G1-O1
10.2.3.	Support is provided for junior teaching staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.	Ok – through orientation & written policy
10.2.4.	Postgraduate research students are given opportunities for participation in joint research projects.	OK
10.2.5.	When research students are involved in joint research projects their contributions are appropriately acknowledged. When a significant contribution has been made reports and publications carry joint authorship.	ST7-G1-O1
10.2.6.	Assistance is available for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.	ST7-G1-O1
10.2.7.	Research and scholarly activities of teaching staff that are relevant to courses they teach are reflected in their teaching together with other significant research developments in the field.	OK
10.2.8.	Strategies are developed for identifying and capitalizing on the expertise of teaching staff and postgraduate students in providing research and development services to the community and generating financial returns to the institution.	OK

Section 10.3: Commercialization of Research

Item	Description of Good Practice	Specific Plan
10.3.1.	A research development unit or center is established with capacity to identify and publicize institutional expertise and commercial development opportunities, assist in developing proposals and business plans, preparation of contracts, and when appropriate, development of spin off companies.	Ok
10.3.2.	Ideas with potential for commercial development are critically evaluated with advice from experienced persons from industry and relevant professions before investment by the institution is authorized.	ST7-G3-O1 ST7-G3-O2
10.3.3.	Intellectual property policies define ownership and establish procedures for commercialization of ideas developed by staff and students, and specify scales for equitable sharing of returns to the inventor(s), and the institution.	ST7-G3-O1
10.3.4.	A culture of entrepreneurship is actively encouraged throughout the institution, with particular emphasis on teaching staff and postgraduate students.	NA
10.3.5.	Regulations are established that require disclosure of pecuniary interest and avoidance of conflict of interest in activities related to research.	ST7-G1-O1

Section 10.4. : Research Facilities and Equipment

Item	Description of Good Practice	Specific Plan
10.4.1.	Adequate laboratory space and equipment, library and information systems resources are available to support the research activities of teaching staff and students in the fields in which programs are offered.	OK
10.4.2.	An adequate budget is provided for funding of research equipment and facilities in all academic sections of the institution.	OK
10.4.3.	Security systems are established that ensure safety for researchers and their activities, the institutional community and the surrounding area.	ST7-G1-O1
10.4.4.	Arrangements are made for joint ownership or shared access to major equipment items within the institution and with other organizations if appropriate.	NA
10.4.5.	Policies are established to make clear the ownership and responsibility for maintenance of equipment obtained through research grants, commissioned research or other external sources.	ST5-G2-O1

NCAAA Standard 11: Institutional Involvement with the Community

Section 11.1: Institutional Policies on Community Relationship

Item	Description of Good Practice	Specific Plan
11.1.1.	The service commitment of the institution is relevant to the community or communities within which it operates and included in its mission.	Ok
11.1.2.	Policies on the service role of the institution are formally established by the governing body and supported in decisions made by senior administrators.	Ok
11.1.3.	Annual reports are prepared on the institutions service contributions to the community.	ST4-G3-O1
11.1.4.	Promotion criteria and staff assessments include contributions made to the community.	ST2-G3-O1
11.1.5.	Websites providing details of institutional structures and activities, including news items of potential interest to potential students and members of the wider community, are provided and kept up to date.	ST4-G2-O1

Section 11.2: Interactions with the Community

Item	Description of Good Practice	Specific Plan
11.2.1.	Teaching and other staff are encouraged to participate in forums in which significant community issues are discussed.	ST4-G3-O1
11.2.2.	The institution encourages its colleges and departments to cooperate in the establishment of community support or professional service agencies relevant to the needs of the community, drawing on the expertise of staff members.	ST4-G1-O1
11.2.3.	The institution provides a range of community education courses in areas of interest and need.	ST4-G1-O1
11.2.4.	Strong positive relationships are established with local industries and employers to assist program delivery. (These may include, for example, placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)	ST4-G1-O2
11.2.5.	Local employers and members of professions are invited to join appropriate advisory committees considering programs and other institutional activities.	Ok

11.2.6.	The institution maintains continuing contact with schools in the region, offering assistance and support in areas of specialization, providing information about programs and activities at the institution and subsequent career opportunities for graduates, and arranging enrichment activities for students at the schools.	ST4-G2-O2
11.2.7	Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their financial and other support for new developments.	ST4-G1-O2
11.2.8.	Opportunities are taken to seek funding support from individuals and organizations in the community for research and other developments in the institution.	ST2-G3-O3
11.1.9.	A central data base is maintained in which records are maintained of community services undertaken by individuals and organizations throughout the institution.	OK

Section 11.3: Institutional Reputation

Item	Description of Good Practice	Specific Plan
11.3.1.	Comprehensive strategy for monitoring and improving the reputation of the institution in the local and other relevant communities is developed and implemented.	ST4-G1-O1 ST4-G1-O2
11.3.2.	Clear guidelines are established for public comments on behalf of the institution, normally restricting such comments to the Rector or Dean or a media office responsible to the Rector or Dean.	ST4-G1-O1
11.3.3.	Guidelines are established for public comments on community issues by faculty, where such comments could be associated with the institution.	ST4-G1-O1
11.3.4.	An institutional media office manages media communications, seeks information about activities of the institution of potential interest, and arranges for publication.	ST4-G1-O1
11.3.5.	Community views of the institution and its activities are systematically investigated and analyzed, and strategies developed for improving perceptions.	ST4-G1-O1
11.3.6.	If issues or concerns about operational issues are raised in public forums these are dealt with immediately and objectively by the Rector or Dean or other designated senior member of faculty or staff.	Ok

Appendix G

Institutional Strategic Planning Higher Committee (ISPHC)

	Name, Administrative	Academic Position	Committee Position
1.	Dr. Ahmed Yamani	<i>Rector</i>	<i>Chair</i>
2.	Dr. Fayez Alghamdi	<i>Acting Dean, DQAD</i>	<i>Co-Chair</i>
3.	Dr. Saad Al-Rwaita	<i>Vice Rector, Administrative and Financial Affairs</i>	<i>Member</i>
4.	Dr. Abdelhafez Feda	<i>Vice Rector, Academic Affairs</i>	<i>Member</i>
5.	Dr. Rimah Al-Yahya	<i>Vice Rector, Campus for women/Acting Dean, CH</i>	<i>Member</i>
6.	Dr. Mohammad Al-Misher	<i>Deputy Vice Rector, Academic Affairs</i>	<i>Member</i>
7.	Dr. Saad Almosa	<i>Dean, CBA</i>	<i>Member</i>
8.	Dr. Mohammad Al-Kanhal	<i>Dean, CCIS</i>	<i>Member</i>
9.	Dr. Abdelhakim Almajid	<i>Dean, CE</i>	<i>Member</i>
10.	Dr. Ibrahim Alhudaithy	<i>Dean, CL</i>	<i>Member</i>
11.	Dr. Abdulaziz Al-Sehibani	<i>Dean, DAR</i>	<i>Member</i>
12.	Dr. Abdullah Al-Hussaini	<i>Dean, DSA</i>	<i>Member</i>
13.	Dr. Heba Khoshaim	<i>Vice Dean, DAR</i>	<i>Member</i>
14.	Dr. Emna Chickhaoui	<i>Vice Dean, CL</i>	<i>Member</i>
15.	Dr. Khaled Almustafa	<i>Vice Dean, CE</i>	<i>Member</i>

	Name, Administrative	Academic Position	Committee Position
16.	Dr. Alia Mitchell	<i>Vice Dean, CH</i>	<i>Member</i>
17.	Dr. Fariza Hashim	<i>Vice Dean, CBA</i>	<i>Member</i>
18.	Dr. Mamdouh Alenezi	<i>Chief Information Technology Officer, ITC</i>	<i>Member</i>
19.	Dr. Yazeed Alfakhri	<i>Supervisor, PRMC</i>	<i>Member</i>
20.	Dr. Ken Klinkner	<i>Director, IAO – MC</i>	<i>Member</i>
21.	Ms. Fatima Almansour	<i>Director, IAO – CW</i>	<i>Member</i>
22.	Eng. Ibrahim Ghemlas	<i>Director, CSCEC – MC</i>	<i>Member</i>
23.	Ms. Faten Almobarak	<i>Director, CSCEC- CW</i>	<i>Member</i>
24.	Mr. Maruf Rahman	<i>Director, SPDC</i>	<i>Member</i>
25.	Ms. Hend Al-Bassam	<i>Associate director, SPDC</i>	<i>Member</i>
26.	Mr. Victor Mendoza	<i>Director, EAAC – MC</i>	<i>Member</i>
27.	Ms. Tahira Hoke	<i>Director, EAAC – CW</i>	<i>Member</i>
28.	Ms. Fatima Khan	<i>Associate Director, EAAC – CW</i>	<i>Member</i>
29.	Mr. Bryan Morales	<i>Assistant Director, EAAC – MC</i>	<i>Member</i>
30.	Ms. Nermeen Al-Hakim	<i>Accreditation Technical Coordinator, EAAC – CW</i>	<i>Member</i>

Appendix H

Institutional Strategic Planning Steering Committee (ISPSC)

Chair: Dr. Fayez Alghamdi

Co-chairs: Mr. Maruf Rahman, Ms. Hend Albassam

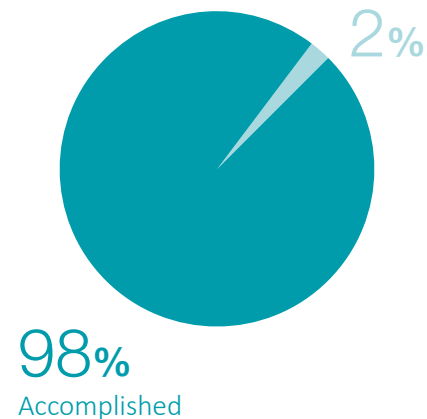
	Strategic Theme	Sub-committee Chair	Sub-committee Members	
1	Educational Excellence	Dr. Alia Mitchell	<i>Dr. Fariza Binti Hashim Dr. Jehad Alzabut Dr. Rehab Aburas Dr. Anis Zarrad</i>	<i>Dr. Fatma Abdullah Dr. Ihab Kattar Dr. Orchida Fayez Ms. May Alotaibi</i>
2	Management, Governance and Quality Assurance	Dr. Jaber Jemai	<i>Dr. Heba Khoshaim Ms. Mashail Aldemaigi Mr. Victor Mendoza Ms. Fatima Khan Dr. Mohammed Kaouache</i>	<i>Mr. Abdulaziz Alobeid Ms. Roohi Jan Ms. Tahira Hoke Ms. Saima Rashid</i>
3	Professional Development	Dr. Rimah Al Yahya	<i>Dr. Hala Ismail Ms. Jalila Zouhair Ms. Huda Al-Yemni Ms. Farah Obaid</i>	<i>Dr. Anis Zarrad Mr. Jonathan Shipstone Ms. Sarah Alshareef</i>
4	Outreach, Marketing and Partnerships	Dr. Yazeed Alfakhri	<i>Dr. Ken Klinkner Mr. Edward Armstrong Ms. Muneera Al-Dhubaiban Mr. Mohammed Alharbi Mr. Anas Abdulrazaq</i>	<i>Eng. Ibrahim Ghemlas Ms. Fatin Mubarak Ms. Hanan Al-Subai Ms. Sawsan A. Al-Madhi</i>

	Strategic Theme	Sub-committee Chair	Sub-committee Members	
5	Wide-ranging Technologies and Expanding Resources and Facilities	Dr. Mamdouh Alenezi	<i>Dr. Fouad Farsuni</i> <i>Mr. Vaseem Javed</i> <i>Ms. Lanie Klinkner</i> <i>Ms. Eman Jobran</i>	<i>Eng. Elsaed Barakat</i> <i>Ms. Ohoud Alrobayan</i> <i>Dr. Basit Qureshi</i> <i>Ms. Mashail Hussan</i>
6	Economic Sustainability	Dr. Mohammed Nurunnabi	<i>Mr. Muneer Shaiq</i>	<i>Dr. Umara Noreen</i>
7	Research and Initiatives	Dr. Khaled Mustafa	<i>Dr. Mohammed Nurunnabi</i> <i>Dr. Mohammed El-Affendi</i> <i>Dr. Abdulhakim Abdulhadi</i> <i>Dr. Rehana Parveen</i>	<i>Dr. Iman Momani</i> <i>Dr. Hazem Abu Farsakh</i> <i>Dr. Izanin Ibrahim</i> <i>Dr. Dina Dakhs</i>

Appendix I

Status of the 2nd Strategic Plan (LEADER)

Status of Theme 1
Learning and Teaching



Total Actions	Achieved	Carried over
34	32	2

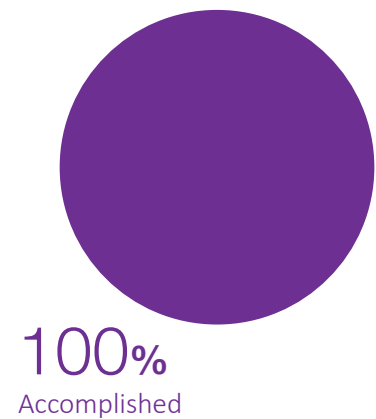
Carry-over Actions

1. Establish and implement a strategic plan to recruit highly qualified high school graduates to study in PSU.
2. Scout graduating high school students with high academic performance and high achievement scores and offer scholarship to study in PSU.

Major Accomplishments:

- Established formal partnering ties with Northeastern University [NU] that will launch an NU-designed course on Strategic Philanthropy at PSU
- Certified over 80 fellows of the Higher Education Academy (UK) and currently the only institution with Principal and Senior Fellows in the GCC
- Established two new colleges: College of Humanities and College of Law in August 2015, building on the basis of the already existing programs such as Applied Linguistics
- Hosted visiting international scholars from the UK and Mexico, and benefitted from visiting professor workshops

Status of Theme 2
Effective and Efficient
Management System

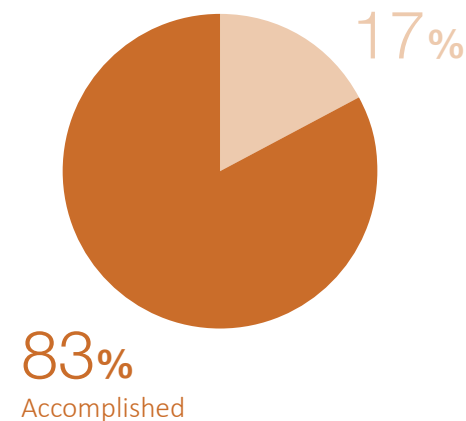


Total Actions	Achieved	Carried over
24	24	0

Major Accomplishments

- Increased Professional Associations e.g. AIS, ACM
- Implemented a comprehensive online orientation program
- Offered over 1000 Professional Development Workshops, Forums, Orientations at PSU Across Centers
- Created a mentoring system for junior academic and administrative staff

Status of Theme 3
Accountability



Total Actions	Achieved	Carried over
41	39	2

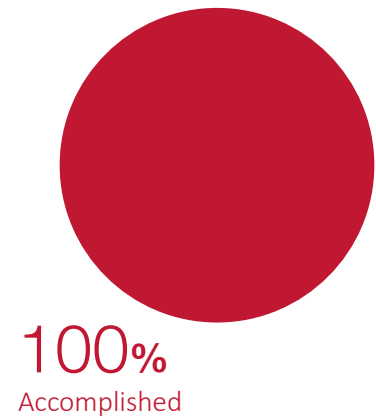
Carry-over Actions

1. Undergo the process of external review for accreditation from the AACSB.
2. Undergo the process of external review for accreditation from the ABET.

Major Accomplishments

- Received Full unconditional institutional accreditation from EEC-NCAAA
- Received Full program accreditation for Computer Science, Information Systems, Marketing, Accounting, Finance, Law, Applied Linguistics and Translation programs from EEC-NCAAA
- Implemented over 95% of the Five-Year Strategic Plan

Status of Theme 4
Diverse Educational Resources
and Facilities



Total Actions
29

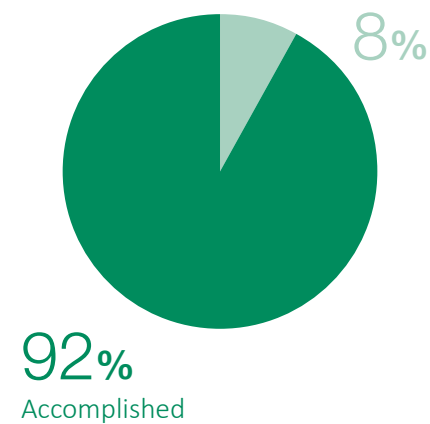
Achieved
29

Carried over
0

Major Accomplishments

- Completed 100% of the new PYP building and allocated classrooms and labs
- Established Inter-library cooperation relations with 9 Saudi University Libraries
- Established specialized labs for: networking, robotics and digital media
- Utilized state-of-the-art educational technology, including Intelligent Touch Boards

Status of Theme 5
Economic Sustainability



Major Accomplishments

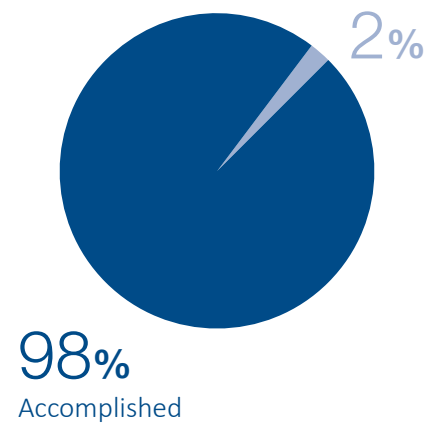
- Met Financial Target Benchmarks
- Conducted risk management workshops and awareness and published of the Risk Management Report 2016

Total Actions	Achieved	Carried over
23	19	4

Carry-over Actions

1. Continuously establish contacts to raise funds and to solicit donations with:
 - 1.1. Individuals
 - 1.2. Industries
 - 1.3. Government agencies
2. Establish endowment chairs
3. Continuously increase (financial) linkage with industry through research and consultancy
4. Provide scholarships to outstanding athletes to help create competitive varsity teams.

Status of Theme 6
Research and Community
Involvement



Major Accomplishments

- Established the Research Award
- Increased Community Service Programs and International Programs/Partnerships
- Placed over 95% of E4E participants in employment
- Achieved over 200% increase in Scopus publications
- Streamlined the research bylaws and policies to boost research output

Total Actions	Achieved	Carried over
38	35	3

Carry-over Actions

1. Establish a research center in the College for Women with appropriate hardware and software similar to the men’s section.
2. Conduct periodic benchmarking activity with comparable institutions
3. Ensure adequate human resources in the Alumni Center to keep up with the demands of workload.

Overall Accomplishment of the 2nd Strategic Plan

