



VISION رؤية
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA



Strategic Plan

Al-Imam Muhammad ibn Saud Islamic University

2014-2020

Vicerectorship for Planning, Development and Quality



Detailed Strategic Plan (Phase 2) for IMSIU Priority Strategies

2014-2020





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BACKGROUND AND INTRODUCTION

In 2010, Al-Imam Muhammad ibn Saud Islamic University (IMSIU) engaged SRI International to develop a High-Level Strategic Plan for the university. This High-Level Strategic Plan was Phase I of the strategic planning process, and it made strategic recommendations across 13 core areas of the university. Those areas are:

- Organizational Structure
- Finance
- Administration & Management
- Governance
- Information Technology
- Female Section
- Teaching & Learning
- Faculty Development
- Research
- Student Life & Services
- International Collaboration & Leadership
- Public Image & Community Connections
- University Culture

IMSIU and SRI are now working together on Phase II of the strategic planning. This involves developing far more detailed recommendations across each of the 13 core areas listed above.

The SRI team began this process by collecting information on what IMSIU has accomplished in adopting the new vision and implementing the strategy since 2010, and how circumstances at the university have changed. SRI also conducted an assessment of the broader context in which the university operates, in particular the Kingdom's evolving higher education landscape. These findings have been documented in two reports submitted to the IMSIU Strategic Planning team: "Initial Assessment and Findings," April 2013 and "Phase 1 Validation and Analysis," June 2013. IMSIU Strategic plan has been approved from the IMSIU Council that include the vision and mission as following:

IMSIU Vision:

IMSIU is the global exemplar of teaching and research excellence based on a foundation of Islamic values.





IMSIU Mission Statement

The mission of IMSIU is to nurture the intellect, creativity and moral values of men and women for leadership and service to society through high-quality learning and research. Guided by its Islamic traditions, IMSIU integrates academic excellence and Islamic commitment to build a peaceful, prosperous and caring world.

The analysis of the 13 core strategic areas from Phase 1 Strategic Plan suggests that they can be organized into four strategic clusters (see below). Organizing strategies into strategic clusters will ease implementation in several ways:

- It will simplify coordination among SRI project team and Imam stakeholders
- It encourages linkages among strategic components
- It will tie university-wide plans to unit level plans.

The four clusters are aligned with the primary functions of Imam University as a whole. They are:

1. Cross-Cutting Cluster – This cluster addresses university management and operations issue that have university-wide impacts
2. Academic Affairs – This cluster includes initiatives related to instruction, education, and research.
3. Student Affairs – This cluster address student life and services.
4. Engagement & Branding – This cluster focuses on university culture, collaboration, and communication.

The following sections present suggested initiatives in each strategic cluster, based on a defined set of objectives. Each initiative is mapped to specific objectives, as well as to the NCAAA Self-Evaluation Standards. Therefore, the strategic initiatives given below are

the result of a systematic process strictly tied to Imam's goals. These strategic initiatives are designed to bring Imam University toward NCAAA Accreditation while also transforming Imam University into the university described in the Phase I Vision: “a global exemplar of teaching and research excellence based on a foundation of Islamic values”.

The objectives are high-level and organized by cluster, however many initiatives support broad gains and improvements which will map to the objectives of multiple clusters. We present these objectives below:

Cross-cutting cluster:

- **1A:** Develop an organizational structure that matches IMSIU's size, scope and functions to support IMSIU's growth and to perform the university's key functions, and realizing its mission and objectives.





- **1B:** Make IMSIU a leader in the effective application of information technology to education, research, and administration.
- **1C:** Increase the university's flexibility to innovate, be responsive to a changing environment and student needs, while ensuring accountability.
- **1D:** Support greater female leadership across the university.

Academic Affairs Cluster

- **2A:** Update academic structure; match academic programs to market and societal needs; apply the most effective learning/teaching methods and technology.
- **2B:** Develop strong research culture. Provide first-rate research facilities and infrastructure. Integrate Academics with research. Increase collaboration.
- **2C:** Provide an effective incentive system and support structure to faculty and staff to achieve excellence in teaching and research according to their tasks.

Student Affairs Cluster

- **3A:** Provide equal quality of education and services to the female section by allocating adequate resources and developing efficient administrative structure in the female campus.
- **3B:** Support students to succeed academically, develop professional and life skills, and transition to careers and life after graduation.
- **3C:** Create a strong, cohesive community at IMSIU that centers around a culture of excellence.

Engagement & Branding Cluster

- **4A:** Create a unique brand for IMSIU that is built on the university's strengths and its contributions to Saudi Society and the world.
- **4B:** Engage Students and faculty in international knowledge exchanges, expand IMSIU's impact on the world, and increase global understanding of Islam.
- **4C:** Assure ample and stable funding to meet the university's mission, align financial incentives with objectives, and align accountability structure with financial decisions at all levels.

STRATEGIC INITIATIVES AND VETTING FRAMEWORK

Implementing a university-wide strategy will take many years, require an enormous amount of manpower and financial investment, and involve dozens of initiatives, priorities and activities. Imam University has been blessed with substantial government support, which has made it possible to expand and upgrade university campuses, programs, and human resource. However, resources are finite and only so much can be done in a given period of time. In order to assess and compare strategic initiatives and to plan their implementation over time, it is necessary to use a common framework at the leadership level and across the university

SRI recommends a vetting framework based on the three types of investments required for implementation. These include: *financial resources*, *staff effort*, and *political capital*. The





timeframe for implementation and completion also needs to be taken into account. In the sections that follow, SRI describes each individual strategic initiative and estimates the levels of investment required.

To help summarize the estimates and to allow comparison of strategic initiatives “at a glance,” SRI has defined three levels of investment:

- **Low** level of investment, denoted with an empty circle, ○;
- **Medium** level of investment, denoted with a half-filled circle, ◐; and
- **High** level of investment, denoted with a full circle full circle, ●.

The descriptions of these classifications vary for each type of investment, as described below.

Financial Resources

Financial investment is the estimated monetary cost of a particular strategic initiative. Financial investments may be spent on such things as buildings, infrastructure, equipment, staff, external contracts or consultants, external services, materials, and travel.

- **Low (○):** Initiatives that require low financial investment are inexpensive, with an estimated total cost of less than SAR 100,000.
- **Medium (◐):** Initiatives that require medium financial investment have an estimated total cost of between SAR 100,000 and SAR 1 million.
- **High (●):** Initiatives that require high financial investment are expensive, with an estimated total cost of over SAR 1 million.

Staff Effort

To implement any strategic initiative will require staff time. This includes time required from administrators, faculty, and skilled assistants for both the initial start-up and longer-term implementation.

- **Low (○):** Initiatives that require low staff effort can be implemented by a small team working part time, often on a temporary or periodic basis while they carry on other functions or duties in their current positions.
- **Medium (◐):** Initiatives that require medium staff effort will involve a larger team working part time and/or the assignment of 1-2 full time staff, and may require sustained or permanent commitment from all or part of that team. **High (●):** Initiatives that require high staff effort will be implemented by a large team of full and/or part-time faculty and staff, typically equivalent to 5 full-time employees or





more, and may require substantial time commitment and input from high-level leadership. These initiatives will generally require a sustained investment in staff time, such as the permanent assignment of leadership, faculty and support staff.

Political Capital

The political capital required to implement a strategic initiative is related to the level of resistance that it will likely encounter from internal and/or external stakeholders. Political capital will be required, for example, to navigate complex collaborations, overcome disagreement, and change university culture. The higher the complexity in achieving the consensus and collaboration, the higher the political capital will be needed for implementation.

- **Low (○):** Initiatives that require low political capital will encounter little or no resistance from the relevant internal stakeholders, who are expected to willingly cooperate to support implementation. For example, they may be initiatives that only require the support of one key senior leader.
- **Medium (◐):** Initiatives that require medium political capital are likely encounter some resistance from relevant internal stakeholders, and/or may require multiple units to collaborate on implementation or to reach consensus. They will require explicit endorsement and support at a high level of university leadership.
- **High (●):** Initiatives that require high political capital are expected to encounter opposition from internal stakeholders averse to culture and organizational changes, require the collaboration of units that may be resistant to participation in the initiative, and/or depend upon consensus from dissenting parties. Projects that may encounter resistance and will require major effort by the Rector and support from external stakeholders such as the Ministry of Higher Education also require high political capital.

Timeframe

In addition to the investments required to implement different initiatives, we also consider how long it will take for initiatives to achieve their objectives: the timeframe for implementation. The timeframe of a project is not necessarily correlated with the level of financial, human, or political capital required. For example, time must be built into strategic initiatives to allow for coordinating stakeholders, dealing with official approvals and administrative procedures, and identifying and appointing project staff. It should also be noted that the timeframe does not indicate that all activity and investment will cease at the end of that period, but instead indicates the timeframe within which the primary objectives can be achieved. For example, an initiative may achieve its intended results within 6 months, but require sustained or periodic effort to maintain or update well beyond that period.





- Short-term (○): Initiatives for which meaningful results can be achieved within 6 months or less are considered short-term.
- Medium-term (◐): Initiatives for which meaningful results can be achieved within 6 months to 2 years are considered medium-term.
- Long-term (●): Initiatives for which meaningful results can be achieved in 2 or more years are considered long-term.

CLUSTER 1: CROSS-CUTTING

The Cross-Cutting Strategic Cluster includes the following university elements:

- Organizational Structure
- Finance
- University Administration and Management
- Governance
- Information Technology

Cross-Cutting Cluster Objectives

The Cross-Cutting Cluster includes those university functions that provide the basis for success in all other university activities and operations. For example, effective and efficient university management and administration enables individual colleges to be more effective in providing educational services to students and research support to faculty. Advanced IT infrastructure allows for increased IT-supported services and instruction. To bring Imam University closer to achieving its vision and mission as a university, SRI International has identified the following objectives for the Cross-Cutting Cluster:

- **1A:** Develop an organizational structure that matches IMSIU's size, scope and functions to support IMSIU's growth and to perform the university's key functions, and realizing its mission and objectives.
- **1B:** Make IMSIU a leader in the effective application of information technology to education, research, and administration.
- **1C:** Increase the university's flexibility to innovate, be responsive to a changing environment and student needs, while ensuring accountability.
- **1D:** Support greater female leadership across the university.

Strategic Initiatives for the Cross-Cutting Cluster

Achieving these stated objectives for the Cross-Cutting Cluster will be a process. It will involve taking many smaller steps that will have the cumulative effect of transforming Imam





University. In order to assist Imam University in this transformation process, SRI International has identified key strategic initiatives to be adopted. These strategies are outlined in greater detail below:





SUMMARY TABLE: Strategic Initiatives for Cross-Cutting Cluster

Initiative	Explanation	Investment				Cluster Objectives Supported	NCAAA Self-Evaluation Standards Supported
		Financial	Staff	Political	Time		
Campus Master Plan	Plan to guide growth of physical campus in alignment with strategic vision and plan	●	●	●	●	1A, 1B, 1C	2.2 Governance and Administration: Leadership 7.1 Facilities and Equipment: Policy and Planning 7.2 Facilities and Equipment: Quality and Adequacy of Facilities 7.3 Facilities and Equipment: Management and Administration
Discretionary Budgets	Annual budgetary allotments for use by colleges on operational expenses	●	●	●	○	1A, 1B, 1C	2.2 Governance and Administration: Leadership 8.1 Financial Planning and Management: Financial Planning and Budgeting 8.2 Financial Planning and Management: Financial Management
Activity-Based Budgets	Allocate resources on the basis of university cost centers	●	●	●	●	1A, 1B, 1C	2.3 Governance and Administration: Planning Process 8.1 Financial Planning and Management: Financial Planning and Budgeting
Organizational Charts	Clearly codify administrative hierarchies and reporting structures	○	○	●	○	1A, 1B, 1C	2.2 Governance and Administration: Leadership
Pair Positions with Responsibilities	Clearly state job descriptions and tie job functions to positions, not people	●	●	●	●	1A, 1B, 1C	2.2 Governance and Administration: Leadership
University Policy Manual & Faculty Handbook	Produce a single document that outlines university policies and processes	●	●	●	●	1A, 1B, 1C	2.2 Governance and Administration: Leadership 2.5 Governance and Administration: Integrity 2.6 Governance and Administration: Policies and Regulations 9.1 Employment Processes: Policy and Administration





Initiative	Explanation	Investment				Cluster Objectives Supported	NCAAA Self-Evaluation Standards Supported
		Financial	Staff	Political	Time		
IT-Supported Management Process	Adopt IT-Supported Processes to enhance university administration efficiency	●	●●	○	●	1B	2.2 Governance and Administration: Leadership 7.1 Facilities and Equipment: Policy and Planning 7.2 Facilities and Equipment: Quality and Adequacy of Facilities 7.3 Facilities and Equipment: Management and Administration
Proactive IT Leadership	Based on regular solicitation of input, develop proactive leadership in meeting IT needs and opportunities	●	●●	○	●	1B	2.2 Governance and Administration: Leadership 8.1 Financial Planning and Management: Financial Planning and Budgeting 8.2 Financial Planning and Management: Financial Management
Female Leadership	Allocate resources on the basis of university cost centers	●	●	●●	●	1A,1C,1D	2.3 Governance and Administration: Planning Process 8.1 Financial Planning and Management: Financial Planning and Budgeting
Female Section Procedures and Reporting	Improve efficiency by streamlining procedures and reporting structures in the female section	○	●	●	●	1A, 1B, 1C,1D	2.2 Governance and Administration: Leadership
Diversify Revenue Streams	Expand IMSIU's operating budget by identifying funding sources outside MoHE	○	●●	●●	●	1B,4B	2.2 Governance and Administration: Leadership





Develop a Campus Master Plan

A strategic plan provides vision and direction for university development; a campus master plan guides the evolution of the campus’ physical facilities to support the university in realizing that vision. A campus master plan deals comprehensively with issues and planning related to land-use, facilities, infrastructure, architecture and landscaping, recreational space, traffic patterns, and more. Based on the expectations and initiatives of university leadership and individual colleges and programs, a master plan prioritizes and plans for the physical demands of strategic future growth and change. Given the many uncertainties of planning for the future (i.e., student enrollment, financial resources, changes in the job market for graduates, etc.), a master plan should be a flexible, living document that will guide decision-making and resource allocation through clear and transparent initiatives and procedures.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standard Supported
				Supported	
●	◐	◐	◐	1A, 1B, 1C	2.2 Governance and Administration: Leadership 7.1 Facilities and Equipment: Policy and Planning 7.2 Facilities and Equipment: Quality and Adequacy of Facilities 7.3 Facilities and Equipment: Management and Administration

Introduce Discretionary Budgets for Colleges

Providing Imam University’s colleges with annual discretionary budgets would streamline administrative processes for the university. The discretionary budgets would be intended for use on operational expenses (e.g., teaching supplies, publication expenses, etc.) rather than larger expenses (e.g., facility upgrades). This should also be accompanied by a strengthening of financial management capacity at the college level. SRI International recommends the creation of a financial management position within each college to manage budgets and financial requests, and report on expenditures. Regular expenditure reports would be generated and submitted to the Rector’s office for oversight purposes. This initiative will require engaging the other colleges and should be considered an objective to be completed in the medium term.





Investment				Cluster Objectives Supported	NCAAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
●	◐	◐	○	1A, 1B, 1C	2.2 Governance and Administration: Leadership 8.1 Financial Planning and Management: Financial Planning and Budgeting 8.2 Financial Planning and Management: Financial Management

Create Activity Based Budgets

Activity based budgets identify the cost centers in an organization and determine how those costs relate to one another. This differs considerably from cost based budgeting, which analyzes previous budgets and makes incremental adjustments year over year. The objective of activity based budgeting is to align resources with the functional services the university provides and with specific elements in unit-level and university strategic plans. The goal is also to realize savings by organizing costs by specific activities, rather than organizational units. This will help IMSIU to catalogue all of the services it provides.

Investment				Cluster Objectives Supported	NCAAA Self- Evaluation Standards Supported
Financial	Staff	Political	Time		
◐	◐	◐	◐	1A, 1B, 1C	2.3 Governance and Administration Leadership 8.1 Financial Planning and Management: Financial Planning and Budgeting

Develop and Publish Official Organizational Charts

One of the issues repeatedly raised in interviews at Imam University was a lack of certainty regarding reporting structures and managerial hierarchy. Imam University can address this issue, while also clarifying its administrative structure, by generating official organizational charts. This should be done at both the university and the college level. While this exercise is principally intended to codify the existing hierarchy and reporting structures, it is also an opportunity to examine and adjust the existing system to ensure the efficiency and consistency of reporting





structures across different departments, colleges, and the male and female sections. This would also help Imam University to catalogue all of the services it provides.

Investment				Cluster Objectives Supported	NCAA Self- Evaluation Standards Supported
Financial	Staff	Political	Time		
○	○	◐	○	1A, 1B, 1C	2.2 Governance and Administration: Leadership

Consistently Pair Positions with Job Responsibilities

Once an official organizational chart is complete, clear job descriptions need to be created for each position at Imam University. These descriptions should be consistent across departments, colleges, and male and female leadership, so the roles for each position are clear. For example, the expectations and responsibilities for an assistant dean should be consistent regardless of college, though the application of those skills to specific tasks will certainly vary across colleges (e.g., the programs overseen will vary by department, and the type of information needed by the dean will vary). Finally, these job descriptions should remain with the position, even if employees move. In other words, job functions should be assigned based on positions, rather than to people based on their particular capacity.

Investment				Cluster Objectives Supported	NCAA Self –Evaluation Standards Supported
Financial	Staff	Political	Time		
◐	◐	◐	◐	1A, 1B, 1C	2.2 Governance and Administration: Leadership

Establish a University Policy Manual and Faculty Handbook

Imam University has established policies and processes for many university functions. However, these policies and processes are not, at present, written down in a single document. Doing so will improve administrative efficiency and compliance by broadly disseminating proper procedures throughout the university. Moreover, it will force the university to codify approved policies and generate any policies that are currently not well established.





Investment				Cluster	NCAAA Self- Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	●	●	1A, 1B, 1C	2.2 Governance and Administration Leadership 2.5 Governance and Administration Integrity 2.6 Governance and Administration Policies and Regulations 9.1 Employment Processes Policy and Administration

Enhance IT-Supported Management Processes

Imam University has made great strides in deploying IT infrastructure and re-organizing computing services between Phase I and Phase II of the strategic plan. The next step in this process is to better leverage this IT infrastructure and the integrated administrative/ERP systems (Banner) to improve the efficiency and quality of university administration (e.g., track student admissions and enrollment electronically, submit financing requests through a formal online system, etc.). Going forward, issues of security, access, and rights should be discussed regularly with the appropriate stakeholders, and policies modified accordingly. These changes will strengthen university policy compliance, support Imam University in its effort to gain E-Government compliance, and greatly enhance Imam University's ability to track university KPIs.

Investment				Cluster	NCAAA Self- Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	●	●	1B	2.3 Governance and Administration: Planning Process 5.1 Student Administration and Support Services: Student Records 7.4 Facilities and Equipment: Information Technology





Proactive Leadership in Meeting IT Needs

IMSIU’s IT department views itself as a facilitator, rather than as a source of top down direction. So, it relies upon colleges, departments, and other administrators to express a need for a service before working with them to provide IT support for that service. In addition, the IT department should be a leader in recommending innovative use of information and communication technologies; for example, campus WIFI and cloud computing to support mobile/tablet/smartphone devices. It should be proactive in anticipating user needs, from 3D printing in engineering and medicine to Massively Open Online Courses (MOOCs) in Arabic language and sharia. The IT department would benefit from ongoing feedback regarding the level of service it provides. Creating a process for engaging the IT department should include monitoring service requests, regular solicitations from the IT department regarding service needs, and a method for obtaining feedback from current users.

Investment				Cluster Objectives Supported	NCAA Self Evaluation Standards Supported
Financial	Staff	Political	Time		
◐	●	○	◐		

Establish High-Level Female Leadership (Deans, University Council)

Imam University lacks high-level female leadership, most notably at the deanship level and on the University Council. Potential female deans within the university should be identified, provided with clear criteria for being promoted to deans, and given resources (e.g. consulting support, training, etc.) to achieve those criteria. The university should also work to attract and recruit talented and experienced female leaders from outside the university. Imam University has made progress in making the university experience equitable across the male and female sections, most notably with the construction of the new female campus. Giving females a voice in university administration and leadership is the next step in this process. It is also a component of receiving NCAA accreditation.

Investment				Cluster Objectives Supported	NCAA Self Evaluation Standards Supported
Financial	Staff	Political	Time		
◐	◐	●	◐		





Streamline Procedures and Reporting Structures in the Female Section

While the female campuses of Imam University are physically separated from the male campuses, reporting structures and chains of approval for administrative processes cut across the female and male sections. Working across this boundary can sometimes result in complex reporting structures, burdensome administrative processes, and various delays and complexities. To minimize such inefficiencies, SRI recommends revising organizational structures and procedures to be as streamlined, parallel (to the male section) and independent as possible. This could be accomplished by devolving authority to female leaders, allowing decisions to be provisionally approved at a lower level until confirmed, and increasing the availability of discretionary budgets for minor purchases. It is also important that the authority of female leaders not be diluted with the organizational chart: for example, all female vice deans should report directly to a dean and have authority parallel to their counterpart male vice dean. This will help avoid adding unnecessary additional layers to approval and reporting structures.

Investment				Cluster Objectives Supported	NCAA Self Evaluation Standards Supported
Financial	Staff	Political	Time		
○	◐	◐	◐		

Diversify Revenue Streams

Imam University can supplement its operating budget by looking for sources of revenue outside the Ministry of Higher Education. For example, the university is already charging a fee for its Distance Education program. Additional revenue sources could include 1) private and corporate donors, 2) additional fee-for-service programs (e.g., continuing education, adult intramural classes, consulting, etc.), and 3) sponsored research projects that yield IP and business start-ups. Additional revenues would allow Imam University to manage its rapid enrolment growth more effectively while also improving education quality.

Investment				Cluster Objectives Supported	NCAA Self Evaluation Standards Supported
Financial	Staff	Political	Time		
○	●	●	◐		





CLUSTER 2: ACADEMIC AFFAIRS

The Academic Affairs Cluster includes the following university elements:

- Teaching and Learning
- Faculty Development
- Research

Academic Affairs Cluster Objectives

The Academic Affairs Cluster includes those functions that are at the heart of every university: educating students and contributing to the body of knowledge and understanding through research. To raise Imam University's effectiveness as an educational institution and to raise Imam University's profile and impact as a research institution, SRI International has identified the following objectives for the Academic Affairs Cluster:

- **2A:** Update academic structure; match academic programs to market and societal needs; apply the most effective learning/teaching methods and technology.
- **2B:** Develop strong research culture. Provide first-rate research facilities and infrastructure. Integrate Academics with research. Increase collaboration.
- **2C:** Provide an effective incentive system and support structure to faculty and staff to achieve excellence in teaching and research according to their tasks.

Strategic Initiatives for the Academic Affairs Cluster

Achieving the objectives laid out for the Academic Affairs Cluster will require a steady evolution in the way Imam University operates, both as an educational institution and as a research institution. In order to assist Imam University in that evolution, SRI International has identified key strategic initiatives to be adopted, as detailed below.





SUMMARY TABLE: Strategic Initiatives for Academic Affairs Cluster

Initiative	Explanation	Investment				Cluster Objectives Supported	NCAAA Self-Evaluation Standards Supported
		Financial	Staff	Political	Time		
Continuous Improvement of Curricula	Review curricula and develop a faculty: led model for continuous update and improvement	●	●	●	◐	1C, 2A, 2B, 4A	4.1 Learning and Teaching: Institutional Oversight of Learning and Teaching 4.2 Learning and Teaching: Student Learning Outcomes 4.3 Learning and Teaching: Program Development Processes 4.4 Learning and Teaching: Program Evaluation and Review Processes
Interdisciplinary Study and Programs	Permit and encourage interdisciplinary study, teaching and research; develop interdisciplinary academic programs	◐	◐	●	●	2A, 2B, 2C, 3B, 4A	4.1 Learning and Teaching: Institutional Oversight of Learning and Teaching 4.2 Learning and Teaching: Student Learning Outcomes 4.3 Learning and Teaching: Program Development Processes 4.4 Learning and Teaching: Program Evaluation and Review Processes
Department-led Recruitment	Involve academic departments in recruitment of a large number of well:qualified faculty	●	●	●	●	1C, 2A, 2B, 2C, 3B, 4A	2.7 Governance and Administration: Organizational Structure 4.9 Learning and Teaching: Qualifications and Experience of Teaching Staff 9.2 Employment Processes: Recruitment
Use of Graduate Students	Increase use of graduate students as Teaching and Research Assistants	●	◐	○	◐	2A, 2B, 2C, 3B	4.2 Learning and Teaching: Student Learning Outcomes 4.7 Learning and Teaching: Quality of Teaching 10.2 Research: Teaching Staff and Student Involvement





Initiative	Explanation	Investment				Cluster Objectives Supported	NCAAA Self-Evaluation Standards Supported
		Financial	Staff	Political	Time		
Student Assignment	Review the process for ranking students and assigning them to majors	○	◐	●	◐	2A, 2B	4.4 Learning and Teaching: Student Assessment
Performance Evaluation and Promotion	Base faculty performance evaluation and promotion on KPIs aligned with university priorities	◐	◐	●	◐	1C, 2B, 2C	2.2 Governance and Administration: Leadership 4.7 Learning and Teaching: Quality of Teaching 4.8 Learning and Teaching: Support for Improvements in Quality of Teaching 9.3 Employment Processes: Personal and Career Development
Faculty Development in Teaching and Learning	Expand training programs for teaching and learning; incentivize/require faculty participation	◐	●	○	◐	2A, 2B, 3B, 4A	2.7 Governance and Administration: Organizational Structure 4.9 Learning and Teaching: Qualifications and Experience of Teaching Staff 9.2 Employment Processes: Recruitment
21st Century Learning Environments	Apply cutting:edge technology in accordance with best practices in learning environments	●	●	◐	◐	2A, 2B, 3B	4.7 Learning and Teaching: Quality of Teaching 4.8 Learning and Teaching: Support for Improvements in Quality of Teaching 6.4 Learning Resources: Resources and Facilities
Remove Publication Barriers	Revise and streamline publication permissions	○	◐	●	◐	1C, 2B, 2C, 4A	10.1 Research: Institutional Research Policies
Online Research Repository	process to promote timely publication and dissemination of research	◐	●	◐	◐	2B, 2C, 4A, 4B	10.1 Research: Institutional Research Policies
Research Leaders	researchers to lead research and mentor colleagues	●	●	◐	◐	2A, 2B, 2C, 3B, 4A	9.3 Employment Processes: Personal and Career Development 10.2 Research: Teaching Staff and Student Involvement





Initiative	Explanation	Investment				Cluster Objectives Supported	NCAAA Self-Evaluation Standards Supported
		Financial	Staff	Political	Time		
Faculty Development in Research	Support faculty professional development activities in research and offer trainings	●	●	◐	◐	2B, 2C, 4A	9.3 Employment Processes: Personal and Career Development 10.2 Research: Teaching Staff and Student Involvement
High-Visibility, High-Impact Publication	Provide professional help and guidance for submitting research to well-recognized publications	◐	●	○	◐	2B, 2C, 4A	10.1 Research: Institutional Research Policies
Research Management	Lead and enhance university research through collection and management of data, convening of research networks	◐	●	○	◐	2B, 2C, 3B, 4A, 4B	10.1 Research: Institutional Research Policies 10.2 Research: Teaching Staff and Student Involvement 10.3 Research: Commercialization of Research
External Research Partnerships	Continued focus on developing strategic partnerships with external research institutions	◐	◐	○	◐	2B, 2C, 3B, 4A, 4B	10.1 Research: Institutional Research Policies





Enable Continuous Update and Improvement of Curricula

The use of innovative, flexible, and current curricula focused on maximizing the value of students’ education and preparing them for careers after graduation is critical to Imam University’s success in teaching and learning. The university’s current curricula should be carefully evaluated against program-level and university-wide initiatives as well international best practices: SRI supports the Deanship of Development of University Education’s proposed formal curriculum review. It is also critical, however, that department faculty members have access to a timely and transparent process for proposing changes to curricula, allowing them to continuously improve, innovate, and remain abreast of changes in their fields. For faculty to perform effectively in this role, the policies on curriculum established by MoHE need to be well communicated and faculty need support in identifying trends and best practices. External stakeholders should be systematically engaged in the curriculum review and update process. For example, employers should be consulted on the knowledge and skills needed to compete in the KSA and international job markets, while international university partners can help Imam to ensure that graduates meet international standards and are well-prepared for graduate-study.

Investment				Cluster	NCAAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	●	◐	1C, 2A, 2B, 4A	4.1 Learning and Teaching: Institutional Oversight of Learning and Teaching 4.2 Learning and Teaching: Student Learning Outcomes 4.3 Learning and Teaching: Program Development Processes 4.4 Learning and Teaching: Program Evaluation and Review Processes

Promote Interdisciplinary Study and Create Interdisciplinary Programs

Interdisciplinary study and programs would allow students and faculty to explore and benefit from Imam University’s broad range of expertise. Interdisciplinary knowledge makes students more marketable to employers and fosters internal networks among faculty that can lead to compelling research outcomes. SRI therefore recommends that Imam University permit and encourage students to take elective courses outside their major field of study, promote interdisciplinary teaching and research strategies, and eventually develop formal interdisciplinary academic programs. Potential programs should be identified based on interdisciplinary knowledge and skill sets in-demand by employers, international trends in interdisciplinary study, creative leveraging of Imam’s strengths, and levels of faculty and student interest in collaboration.





Investment				Cluster Objectives Supported	NCAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
●	●	●	●	1C, 2A, 2B, 4A	4.1 Learning and Teaching: Institutional Oversight of Learning and Teaching 4.2 Learning and Teaching: Student Learning Outcomes 4.3 Learning and Teaching: Program Development Processes 4.4 Learning and Teaching: Program Evaluation and Review Processes

Improve Faculty to Student Ratio through Department-led Recruitment

The faculty to student ratio at Imam University is too high and, while recognizing the formidable financial and political constraints of hiring more faculty or limiting enrollment, the problem is critically important. Assuming that student enrollment will continue to grow, Imam university will need to place a high priority on hiring a large number of well-qualified, appropriately appointed faculty if it hopes to achieve strong educational outcomes, succeed in academic research, and achieve international recognition for those accomplishments. SRI therefore recommends that Imam University expand its budget for hiring new faculty, and increase the role of academic departments in the hiring process. Academic departments should have the opportunity to interact with and provide input on job candidates, and be trained in policies and procedures to eventually lead the hiring process – as is consistent with international best practices in academic recruitment.

Investment				Cluster Objectives Supported	NCAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
●	●	●	●	1C, 2A, 2B, 2C, 3B, 4A	2.7 Governance and Administration: Organizational Structure 4.9 Learning and Teaching: Qualifications and Experience of Teaching Staff 9.2 Employment Processes: Recruitment





Increase Use of Graduate Assistants

Research and Teaching Assistantships can provide valuable practical experience to graduate students, which also enhances Imam University’s research and teaching outcomes. This is especially critical given the faculty shortages at Imam University. Teaching Assistants can develop their instructional skills while also lessening the burden of professors (i.e., by assisting with grading, responding to student questions, etc.) and enhancing instruction in overcrowded classes (i.e., by holding small-group precepts and office-hours). Research Assistants develop their technical and investigative skills while also increasing the productivity and output of Imam University research strategies.

Investment				Cluster Objectives Supported	NCAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
◐	●	○	●		

Improve Student Performance Assessment and Assignment

It is necessary for Imam University to review the process by which students are ranked, prepared, screened, and assigned to majors. While the Foundation Year is a major component of this process that will be addressed with a detailed action plan, other university administration processes and programs (i.e. Academic Advising and Career Services) are also involved. For example, how the university weighs student preferences, test scores against grades, and the role of student rankings in assigning majors should be evaluated. The university could also consider implementing remedial programs for students who need additional help, and honors programs for students who demonstrate exceptional motivation and abilities. All processes of student assessment and assignment must be transparent and clearly documented.

Investment				Cluster Objectives Supported	NCAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
○	◐	●	◐		





Base Faculty Performance Evaluation and Promotion on University Priorities

Imam University aspires to be an internationally recognized model for excellence in teaching, learning and scientific research. Continued progress towards this goal depends upon the development and transparent implementation of a performance evaluation and promotion system that reflects these key priorities: teaching, learning and research. KPIs for teaching performance should be developed, and regular reviews should be utilized to reward excellence and facilitate improvement. For example, supervisors should work with low-performing teachers to develop a plan for improvement, such as mandatory teacher training programs or additional oversight. A faculty member who demonstrates outstanding research productivity, on the other hand, might be rewarded financially and granted a reduced teaching load in order to allocate more time to research. Tying career development, promotions, and other faculty management issues to performance metrics will promote a culture of accountability and improve overall education quality.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	●	●	1C, 2B, 2C	2.2 Governance and Administration: Leadership 4.7 Learning and Teaching: Quality of Teaching 4.8 Learning and Teaching: Support for Improvements in Quality of Teaching 9.3 Employment Processes: Personal and Career Development





Expand Faculty Development Programs in Teaching and Learning

Over the past few years, the Deanship of Academic Development has made a great deal of progress in offering training and support for teaching and learning at Imam University. SRI applauds the work of this Deanship, and recommends the continued growth of such programs, which should be expanded in scope and made accessible to an increasing number of faculty and students. For example, it may be helpful to institute required programs for new or weak faculty, or to offer specialized professional development resources (i.e., English, classroom technology) for interested faculty. The Deanship could take steps to monitor the performance of professors who have completed training programs, and benchmark this with the performance of those who have not undertaken training. Centers for teaching and learning frequently utilize student evaluations (the same utilized in faculty performance evaluation) to identify what types of assistance and enrichment will most benefit faculty. Incentives, including study leaves, could be awarded for faculty developing innovative courses and curriculum or experimental pedagogy.

Investment				Cluster Objectives Supported	NCAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
◐	●	○	◐	2A, 2B, 3B, 4A	4.7 Learning and Teaching: Quality of Teaching 4.8 Learning and Teaching: Support for Improvements in Quality of Teaching 4.9 Learning and Teaching: Qualifications and Experience of Teaching Staff

Develop 21st Century Learning Environments

With the development of IT-based pedagogy, the growth of online and distance education at Imam, and the consumer computing experience (i.e., games and gaming) of contemporary students, the classroom and extended and virtual learning spaces should be refitted. “Smart” classrooms encourage greater interactivity, more access to multiple resources, and collaborative student learning. Hybrid courses and “flipped” classroom pedagogy depend upon students and faculty having easy and pervasive access to the internet and deep web (password protected) resources such as LMS (Blackboard) and library databases. Online learning has the potential to play an increasingly important role in both traditional and distance-learning programs at Imam. The IT department could be tasked with the management of such facilities, and faculty and student training would be assigned to the Deanship of Academic Development in conjunction





with colleges and departments.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	◐	◐	2A, 2B, 3B	4.7 Learning and Teaching: Quality of Teaching 4.8 Learning and Teaching: Support for 2A, Improvements in Quality of Teaching 6.4 Learning Resources: Resources and Facilities

Remove Barriers to Publication and Dissemination

The first step in promoting visible and valuable research at Imam University is to remove any barriers to the timely publication of existing research. In some cases, Imam University's research publishing policies and processes serve to delay or completely





block (as in the case of graduate theses) research publication. Such barriers run contrary to standard international practices; universities do not typically restrict graduate student publication and, with the exception of certain fields (i.e., those that require ethics committee approval or review for Intellectual Property), faculty members typically submit publications directly to journals without university review. Undue delay compromises the value and visibility of Imam University’s contribution to the scientific literature.

Investment				Cluster Objectives Supported	NCAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
○	◐	●	◐	2B, 2C, 4A, 4B	10.1 Research: Institutional Research Policies

Create an Online Research Repository

An Imam-wide research repository would both help the university to track research internally, and also to disseminate results in timely, organized way. The information made available by the research repository would be a valuable tool for internal decision- making (i.e., identifying high- and low- productivity groups), as well as for public relations and branding. The public, online component would help to raise the visibility of university research and overcome the inevitable delays of the publication process. The peer-reviewed publication process can be lengthy and uncertain, a widely acknowledged problem in today’s rapidly evolving research landscape. Many universities have adapted by permitting and encouraging researchers to post results and ‘working-papers’ online prior to publication.

Investment				Cluster Objectives Supported	NCAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
◐	●	◐	◐	2B, 2C, 4A, 4B	10.1 Research: Institutional Research Policies





Recruit and Cultivate Research Leaders

While in certain subjects Imam University has a long-standing tradition of scholarly publication, many departments and faculty are relatively inexperienced in the research process. Strong, experienced researchers are needed to mentor, support, and direct research within these departments. A significant step in this direction was the creation of sponsored research chairs across the university. SRI recommends (1) the continuation and expansion of the sponsored research chairs program, (2) hiring a series of “superstar” International Research Chairs who will introduce faculty to cutting-edge research, provide leadership and mentoring to junior colleagues, and contribute directly to Imam University’s brand and reputation with cutting-edge research and publication, (3) hiring a larger number of faculty, including research teams of senior and junior faculty, with proven research capability who are capable of serving as research leaders in their departments, and (4) encouraging these leaders to collaborate with and mentor junior faculty who are new to the research process. Ideally, these research leaders should be distributed across colleges and departments so that all faculty should have access to in-house, experienced experts in their field. Given the physical separation of the male and female campuses and the compelling need for research leaders and mentors amongst the female faculty, we recommend that special attention be paid to attracting and cultivating female research leadership.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	●	●	2A, 2B, 2C, 3B, 4A	9.3 Employment Processes: Personal and Career Development 10.2 Research: Teaching Staff and Student Involvement

Support Faculty Professional Development in Research

In addition to mentoring from experienced in house colleagues, new researchers and researchers seeking to improve or expand their capabilities will benefit from broader networks and technical and procedural guidance and support. The university can play an important role in helping faculty to access broader research networks by brokering formal or informal research partnerships with other universities and research institutions, funding collaborative projects, and supporting the participation of Imam faculty at international conferences. The university may also be able to offer formal professional development programs on, for example presentation





skills, technical writing, new research methods, or the peer review process. Support programs for faculty development in research are especially needed in the female section, where many faculty members are new to research.

Investment				Cluster	NCAAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	◐	◐	2A, 2B,3B, 2C, 4A	9.3 Employment Processes: Personal and Career Development 10.2 Research: Teaching Staff and Student Involvement

Support High-Visibility, High Impact Publications

Where research is published will in part determine its reach and influence, visibility to the target audience, and weight in measures of university research activity (which are then utilized to calculate rankings). The University should have a professional staff that is well-versed in international perceptions and impact factors of different professional journals, so that they can guide faculty in choosing where to publish or present their research. The standards for publication in international journals can be highly competitive, and the procedures cumbersome. Professional staff should therefore be available to manage expectations and guide researchers through the publication process. We also highly recommend that native English language professional editors work with faculty on preparing papers for submission in international journals. Support staff can also help ensure that their research is identifiable and attributable to the university, for example by identifying Imam University in standard format on all publications and co-publications.

Investment				Cluster	NCAAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
◐	●	○	◐	2B, 2C, 3B, 4A, 4B	10.1 Research: Institutional Research Policies





Enhance Research Leadership and Management

Given the diversity of specializations and expertise across Imam University, department-level leadership and capacity must be the essential driver of research activity. Yet, the university has the potential to be more than the sum of its parts; centralized research leadership can play a role in building internal and external research networks, identifying potential collaborations, and defining the strengths, capabilities, and vision of the university as a research institution. Research leadership can encourage network building and cross-pollination by convening researchers from different departments, providing funding and support for inter-departmental collaboration, and hosting (or supporting Imam researcher attendance at) national and international conferences and events. The collection, management, and dissemination of internal data on research activity can be utilized both as an internal planning and as a management tool (i.e., to identify highly productive units, which may merit future targeting for expansion or serve as models to other groups), and internal and external communication of Imam’s research accomplishments through an annual research report and associated press releases. As research activity at Imam expands, the university must also begin to develop procedures for identifying and exploiting the social and economic value of research.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	○	●	2B, 2C, 3B, 4A, 4B	10.1 Research: Institutional Research Policies 10.2 Research: Teaching Staff and Student Involvement 10.3 Research: Commercialization of Research





Build External Research Partnerships

Under the newly established Vice Rector for International Communication and Knowledge Exchange an increasing number of partnerships have been established with other universities. SRI recommends a continued focus on developing strategic research partnerships and collaborations including corporations and other research institutions. External partnerships broaden the expertise and knowledge available to researchers from both universities, leading to new ideas and innovative research. Administering these partnerships at the university level promotes broad, sustainable partnerships, but collaboration should be encouraged at all levels as larger partnerships may grow from individual researcher networks. For example, it would be inadvisable to require a formal university-level permission or agreement in order for two researchers to work together and co-author a paper, as these may inadvertently stifle such activity.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	○	●	2B, 2C, 3B, 4A, 4B	10.1 Research: Institutional Research Policies

CLUSTER 3: STUDENT AFFAIRS

The Student Affairs Cluster refers to all university functions related to Student Life and Services.

Student Affairs Cluster Objectives

The Student Affairs Cluster deals with the quality of life for students at Imam University and the value those students receive from attending Imam. Throughout the world, students often view their time attending a university as one of the defining eras of their life. It is clearly critically important to the process of academic and social maturation and reaching adulthood. To help Imam’s students maximize the value of their education and their enjoyment of their time at Imam, SRI International has identified the following objectives for the Student Affairs Cluster:

- **3A:** Provide equal quality of education and services to the female section by allocating adequate resources and developing efficient administrative structure in the female campus.





- **3B:** Support students to succeed academically, develop professional and life skills, and transition to careers and life after graduation.
- **3C:** Create a strong, cohesive community at IMSIU that centers around a culture of excellence.

Strategic Initiatives for the Student Affairs Cluster

Achieving the objectives laid out for the Student Affairs Cluster will require a transformation in the student experience at Imam from where it stands today. In order to assist Imam University in that transformation, SRI International has identified key Strategic Initiatives to be adopted. These initiatives are outlined in greater detail below:





SUMMARY TABLE: Strategic Initiatives for Student Affairs Cluster

Initiative	Explanation	Investment				Cluster Objectives Supported	NCAAA Self-Evaluation Standards Supported
		Financial	Staff	Political	Time		
Student guided decision-making	Regularly gather student feedback as input for university decision4making	●	●	○	●	3A, 3B, 3C, 4C	5.4 Student Administration and Support Services: Planning and Evaluation of Student Services
Student Complaint and Feedback Procedures	Establish a process for mediating student concerns and grievances in a fair and balanced way	●	●	○	●	3A, 3B, 3C	5.3 Student Administration and Support Services: Student Management
Academic Advising	Provide all students with comprehensive guidance through professional, faculty and student advisors	●	●	○	●	3B, 3C, 4C	4.6 Learning and Teaching: Educational Assistance for Students
Career Services	Increase career services engagement with students and employers	●	●	○	●	3B, 3C, 4B, 4C	4.6 Learning and Teaching: Educational Assistance for Students
Expand Student Support Programs	Provide increased student training in practical academic and career skill sets	●	●	○	●	3A, 3B, 3C	4.6 Learning and Teaching: Educational Assistance for Students 5.4 Student Administration and Support Services: Planning and Evaluation of Student Services
Campus Life	Expand opportunities for student life outside the classroom; encourage and track participation	●	●	●	●	3A, 3B, 3C, 4C	5.6 Student Administration and Support Services: Extracurricular Activities for Students 6.2 Learning Resources: Organization 7.3 Facilities and Equipment: Management and Administration 7.5 Facilities and Equipment: Student Residences





Utilize Student Feedback to Guide Decision-Making

One of the ways that Imam University can improve university culture and the student experience is by increasing student input into decision-making. Students should have a way to provide input regarding courses and programs, as well as broader issues such as campus development and university strategic planning. To do so, the university will need to regularly and systematically gather broad student input via instruments such as course evaluations, surveys, forums and focus groups.

Investment				Cluster Objectives Supported	NCAAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
●	●	○	●		

Establish Fair and Balanced Student Complaint and Feedback Procedures

In addition to formally soliciting student feedback, students also need a process for voicing concerns or grievances. While Imam University has recently taken steps to improve capacity for receiving and reacting to student complaints and feedback, there is concern that some students may be abusing the process. It is therefore critical that student complaints be verified and mediated in a fair and balanced way. An ombudsman or other mediator would provide an established structure for hearing and addressing issues in the student body, ensuring that student grievances are properly addressed while also respecting the rights and authority of university faculty.

Investment				Cluster Objectives Supported	NCAAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
●	●	○	●		





Provide Effective Academic Advising

Academic advising as a tool for communication and guidance is of critical importance to student success. SRI recommends a blend of centralized and de-centralized academic advising for Imam University. A group of professional (non-faculty) advisors would guide students through their preparatory year, as well as be available for all students as a resource center. Faculty advisors in each academic unit, with appropriate training and dedicated time, would work with students who have already declared their academic major. Student peer advisors can be a useful supplement to faculty advising: for example, all incoming freshmen could be assigned an upper class student advisor to deal with personal or student life issues, and student mentors in specific colleges or programs could assist incoming students on academic matters. A strong academic advising program should not only ensure that students are meeting requirements for timely completion of their degree, but also assist students with establishing and working towards academic, personal and professional goals. For example, academic advisors can provide information and advice about different career-paths, or help students to align their studies with graduate school requirements. Academic advising should work closely with student career services and support programs, guiding students towards practical tools to overcome challenges and achieve their goals.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
◐	●	○	◐	3B, 3C, 4C	4.6 Learning and Teaching: Educational Assistance for Students





Enhance Career Services

A strong, engaged career services office is a critical asset to students and the long-term success of any university, and perhaps especially so at Imam. It is clear that Imam students are career motivated; according to the 2010 survey implemented by SRI and Imam University, career preparation was the most commonly cited reason for students’ decision to attend the university. In addition, Imam graduates will face a highly competitive domestic job market upon graduation. To help students succeed in this environment, the university’s career services must effectively manage engagement with both students and potential employers. Career Services offices provide information, guidance, and support to students in identifying and pursuing career opportunities. In order to more effectively connect students to such opportunities, career services can build relationships with industry and government to coordinate jobs and internships. To do this effectively, the career service offices should coordinate closely with alumni relations; alumni networks serve an important role in building such connections. Career services should also collect and be guided by data, for example by using surveys of graduates and employers to better serve both parties. The results of these external relationships and data collection will not only enhance student job prospects but can also enable academic programs to adapt their curriculum to changing conditions and respond to developing fields of employment.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	○	●	3B, 3C, 4B, 4C	4.6 Learning and Teaching: Educational Assistance for Students

Expand Student Support Programs

Student support programs can be utilized to complement academic and career advising by providing training in practical skills, which will help student to achieve their goals. Such programs will provide skills development opportunities for students, as in the case of writing centers, job-training centers, and similar programs (e.g., public speaking training, computer skills training, etc.). The selection and design of programs should be guided by feedback from the academic advising and career services units, and where possible by surveys of employers, students and graduates. Such programs are central to the university’s mission of imparting knowledge to students while also preparing them for careers after graduation.





Investment				Cluster Objectives Supported	NCAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
◐	●	○	◐	3A, 3B, 3C	4.6 Learning and Teaching: Educational Assistance for Students 5.4 Student Administration and Support Services: Planning and Evaluation of Student Services

Improve Campus Life

Building a strong university culture, which strengthens the sense of community, pride and belonging amongst students, requires a vibrant social and intellectual environment outside the classroom as well as within. Engendering such an environment requires the appropriate space, time and activities for campus life to flourish. We recommend that space for socialization, group activities, quiet and group study, and events be carefully considered in all land-use and facilities planning. In addition, while classes do not necessarily have to continue later into the day, the university’s services (food cafeterias, libraries, coffee shops) should remain open later into the day and evening.

Extracurricular activities, on-campus housing, and an inclusive university culture all depend upon students spending non-class time on campus. Opening facilities and extending service hours is a necessary precondition for these outcomes. Imam should also develop and expand extracurricular activities for students. Such activities could include sporting clubs and intramural sports, volunteer organizations, interest-driven clubs (e.g., music, debate, language, community service, etc.) and cultural clubs (e.g., clubs for those that appreciate certain kinds of books, art, films, etc.). Creation of new clubs should be student-led, and the process for doing so should be well communicated and clearly established. Clubs could be provided modest budgets from the university. Student participation rates in extracurricular activities and the creation of new organizations should be monitored and evaluated over time. The development of extracurricular activities could be coordinated with the facilities and activities of the new student center.

Investment				Cluster Objectives Supported	NCAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
●	●	◐	◐	3A, 3B, 3C, 4C	5.6 Student Administration and Support Services: Extracurricular Activities for Students 6.2 Learning Resources: Organization 7.3 Facilities and Equipment: Management and Administration 7.5 Facilities and Equipment: Student Residences





CLUSTER 4: ENGAGEMENT & BRANDING

The Engagement & Branding Cluster includes the following university elements:

- International Collaboration & Leadership
- Public Image & Community Connections
- University Culture

Engagement & Branding Cluster Objectives

The Engagement & Branding Cluster includes those university functions that deal with outside perception, outside cooperation, and Imam University's connection to its community. To raise Imam University's international profile, to enhance Imam University's standing in its community, and to continue building a culture of excellence and commitment at Imam University, SRI International has identified the following objectives for the Engagement & Branding Cluster:

- **4A:** Create a unique brand for IMSIU that is built on the university's strengths and its contributions to Saudi Society and the world.
- **4B:** Engage Students and faculty in international knowledge exchanges, expand IMSIU's impact on the world, and increase global understanding of Islam.
- **4C:** Assure ample and stable funding to meet the university's mission, align financial incentives with objectives, and align accountability structure with financial decisions at all levels.

Strategic Initiatives for the Engagement & Branding Cluster

Achieving the objectives laid out for the Engagement & Branding Cluster will be a process that involves carefully shaping Imam University's ongoing development and reshaping the way outsiders perceive the university. In order to assist Imam University in that process, SRI International has identified key strategic initiatives to be adopted. These strategies are outlined in greater detail below:





SUMMARY TABLE: Strategic Initiatives for Engagement & Branding Cluster

Initiative	Explanation	Investment				Cluster Objectives Supported	NCAAA Self-Evaluation Standards Supported
		Financial	Staff	Political	Time		
Strengthen Formal Faculty & Student Exchanges	Partner with other universities for formal student and faculty exchanges to promote cultural enrichment and professional development	◐	●	◐	●	2B, 3B, 4A, 4B	4.11 Learning and Teaching: Partnership Arrangements with Other Institutions
Create a Cause-Specific Public Outreach	Work with local partners to address critical issues in Riyadh and publicize	◐	◐	◐	○	3C, 4B, 4C	11.1 Institutional Relationships with the Community: Institutional Policies on Community Relationships
Campaign Strengthen Ties to Industry	progress made. Forge deeper relationships with employers in the Kingdom through internships, networking, etc.	○	◐	○	●	2A, 3B, 4B, 4C	4.9 Learning and Teaching: field Experience Activities 11.2 Institutional Relationships with the Community: Interactions with the Community
Develop Alumni Network	Engage alumni through email, events, etc. to keep them involved with the university	◐	◐	◐	●	4B, 4C	11.2 Institutional Relationships with the Community: Interactions with the Community
New International Connections	Expand Imam University's presence abroad through conferences, partnerships, and international campuses	◐	●	◐	●	1B, 2C, 3B, 4A, 4B	4.11 Learning and Teaching: Partnership Arrangements with Other Institutions
Shari'a and Arabic Teaching Materials	Develop textbooks, course materials, and other content for instruction of Shari'a and Arabic Studies	●	●	◐	●	4A, 4C	11.1 Institutional Relationships with the Community: Institutional Policies on Community Relationships





Strengthen Formal Faculty and Student Exchanges

One of the most effective tools Imam University can use to expand its outside engagement and strengthen its brand is to partner with other universities for formal student and faculty exchanges. Such exchanges enhance opportunities for cultural enrichment for students (both incoming and outgoing students) and provide critical opportunities for faculty development as well. Given its strengths in Arabic studies and Shari’a law, Imam may consider beginning the search for international partners with universities looking to expand their offerings in these areas. Formal Memoranda of Understanding (MOUs) should be established and coordinated through the Vice Rectorate for International Communication and Knowledge Exchange.

Investment				Cluster	NCAAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	●	●	1B, 2C, 4A, 4B	4.11 Learning and Teaching: Partnership Arrangements with Other Institutions

Create a Cause-Specific Public Outreach Campaign

Imam University can enhance its brand domestically by strengthening its connections with its local community. Specifically, the university could identify one or more critical issues in Riyadh and work with local partners to solve them. The effort could be well publicized to illustrate the ways in which Imam University is an important pillar of the community in Riyadh. Examples of such programs in other places have included adult literacy programs, park development, environmental cleanups, programs to serve the homeless, and so forth. The specific issue or issues combatted by Imam University should be a function of the university’s deep understanding of life in Riyadh. Participation in such programs by students and faculty members could provide enriching experiences and stimulate pride in the university.

Investment				Cluster	NCAAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	●	○	3C, 4B, 4C	11.1 Institutional Relationships with the Community: Institutional Policies on Community Relationships





Strengthen Ties to Private Industry

Imam University is tasked with expanding academic horizons and imparting a love of knowledge in its students. However, most students will leave Imam University and enter the workforce, rather than continue in academia. As such, Imam University should forge deeper relationships with employers in Riyadh and the Kingdom, more broadly. It is essential to work with employers to ensure the university endows students with skills that prepare them for the workforce. These stronger university-industry relationships will also make Imam University more attractive to students, who may perceive Imam University as a particularly effective channel for gaining employment. Experience has shown that university-industry linkages provide a “win-win” scenario in which both benefit. Activities could include the establishment of industry advisory committees (for the university as a whole or for specific colleges or programs), the development of internships, industry-sponsored research, scholarships, and graduate placement assistance and networking. Closer ties to private industry will also help to strengthen Imam’s certificate and continuing education programs, helping Imam to better prepare and connect students in those programs to jobs.

Investment				Cluster	NCAAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
○	◐	○	●	2A, 3B, 4B, 4C	4.9 Learning and Teaching: field Experience Activities 11.2 Institutional Relationships with the Community: Interactions with the Community

Develop Imam’s Alumni Network

Imam University has a long and prestigious history as one of Saudi Arabia’s oldest institutions of higher learning. As such, it has a large and distinguished alumni network. However, the university does not currently do enough to keep its alumni engaged with the university. These alumni are a valuable resource as potential donors, employers of new graduates, and promoters of the university. Imam should begin constructing a database to maintain contact with alumni and new graduates, and it should communicate with these alumni (through email, semi-regular events, etc.) often. Departments or colleges could offer continuing learning opportunities and events for graduates to network among themselves.





Investment				Cluster Objectives Supported	NCAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
●	●	●	●	4B, 4C	11.2 Institutional Relationships with the Community: Interactions with the Community

Forge New International Connections

The Vice Rectorship of International Communication and Knowledge Exchange has made promising strides in expanding Imam University’s international presence since the Vice Rectorship was created in 2010. The university should continue to build on this momentum to further enhance its international brand. The university has an opportunity to represent the idea of a global Islamic university to the rest of the world. More resources to attend conferences, more international university partnerships, more international teaching engagements, and more international student exchanges are all ways to enhance Imam University’s global brand. Moreover, the offerings at Imam University’s existing international campuses should be expanded.

Investment				Cluster Objectives Supported	NCAA Self-Evaluation Standards Supported
Financial	Staff	Political	Time		
●	●	●	●	1B,2C, 4A, 4B	4.11 Learning and Teaching: Partnership Arrangements with Other Institutions

Become a World Leader in the Development of Shari’a and Arabic Teaching Materials

One way for Imam University to strengthen its international brand while engaging more global institutions is to lead in the development of Arabic studies and Shari’a teaching materials for use throughout the world. Imam is an unquestioned leader in these fields, and developing textbooks, course materials, and other content to facilitate the instruction of these subjects could serve as a very effective method for expanding Imam University’s engagement and presence abroad. It could also represent the beginning of partnerships for instruction with other international universities.





Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
●	●	◐	●	4A, 2A	11.1 Institutional Relationships with the Community: Institutional Policies on Community Relationships

Become a World Leader in the Dissemination of Arabic Language Research

At present, much of the research published in Arabic language journals and other outlets is not readily accessible to much of the international academic community, a factor which lessens the reach and impact of these publications. In addition, Arabic language journals are often excluded from international publication databases, which are in turn utilized by university ranking agencies to measure research activity, leading to lower visibility and the systemic under-representation of research at universities like Imam, which publish much of their research in Arabic. We believe that Imam University can play a leadership role in overcoming these barriers. Imam can work towards stronger representation of Arabic language research in international systems, while also taking steps internally to increase dissemination of its own research products. Imam University could work to internationalize Arabic language research by lobbying publication databases to include Arabic language journals and conference proceedings, by working with Arabic research journals to expand their own international presence, and by working with international research organizations to integrate Arabic language research more deeply into academia. Internally, Imam can increase Arabic to English translation of important Arabic language research publications, and broadly translate titles and abstracts of research.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
◐	○	○	○	2C, 3C, 4A	11.1 Institutional Relationships with the Community: Institutional Policies on Community Relationships

Strengthen Internal Communication

An effective internal communications system is essential to effective day-to-day operations, as well as the creation of a strong organizational culture over time. One of the key hindrances to institutional change at Imam University is the slow pace at which





institutional knowledge is transferred throughout the campuses. Improving internal communication will require a technology-enabled approach, but must be backed by a commitment to increased dissemination and intake of information from leadership, and supported by policies and procedures that engender timely, streamlined communication at all levels. One effective technique for disseminating information would be the creation of a daily or weekly “newspaper” that would be transmitted via a website. This could note upcoming events, awards, conferences, historical news bits, policy changes, etc. Another technique could be “email blasts” that could be sent out periodically to predetermined mail lists of students, faculty members, administrators, etc.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
○	○	◐	◐	1B, 1C, 3C	2.4 Governance and Administration: Relationships Between Sections for Male and Female 2.7 Governance and Administration: Organizational Climate





Strengthen Organizational Culture

Robust communication networks are an important building block for organizational culture: a common sense purpose and vision for the future amongst Imam faculty, students and staff. Specifically, it is critical that the university leadership effectively engage faculty and students in planning and decision making, communicate and build buy in for the vision and direction of the university, and define the different roles of faculty and students in achieving those goals. Through broad, consistent engagement Imam can begin to build a common culture and identity at Imam University that will be invaluable to the university in the long-term. For example, for Imam to build its productivity and reputation in research, it is critical that faculty shares that goal and is motivated to play their role in achieving it. Similarly, students who identify strongly with the university are more likely to be involved, contributing members of the community. Upon graduating and entering the workforce, they are more likely to maintain connections with and give back to the university (i.e. connecting graduates with employers, making financial donations, or encouraging their own children to attend their alma mater). One productive way to enhance Imam’s organizational culture would be to establish or expand advisor and mentoring programs. More senior colleagues could provide mentoring to junior faculty members. Aspiring faculty leaders could have opportunities to shadow senior leaders or be assigned time in an administrative unit (e.g., IT, finance, student affairs). Another means to stimulate organizational culture is to organize and hold special lectures by national or global leaders, picnics, alumni gatherings or social events. These could be organized at different levels within the university.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
○	◐	●	●	1A, 1D, 3A	2.4 Governance and Administration: Relationships Between Sections for Male and Female 2.7 Governance and Administration: Organizational Climate 5.4 Student Administration and Support Services: Planning and Evaluation of Student Services

Strengthen Public Relations

In addition to improving internal communications and engagement, Imam University must





also strengthen its ability to communicate externally and publicize the university’s achievements locally, throughout Saudi Arabia, and internationally. To achieve this, SRI recommends that Imam increase utilization of the university website, establish processes for identifying public relations materials internally, and expand the frequency and reach of press releases. A university’s website is its principal face to the world, and while Imam has made strides in the development and content of its website, it remains underutilized and the English-language content is extremely limited. All major events and accomplishments should be covered on the university website in both Arabic and English, including important research findings, faculty awards and promotions, accomplishments of distinguished alumni, events, and more. In order to provide this content, the public relations unit must remain apprised of university accomplishments by sending representatives to events and maintaining strong communications with leadership, academic and program units.

Investment				Cluster	NCAA Self-Evaluation
Financial	Staff	Political	Time	Objectives	Standards Supported
				Supported	
○	●	◐	○	4A, 4B	11.3 Institutional Relationships with the Community: Institutional Reputation

Summary table: relation between Goals, Objectives and Mission

No	IMSIU Goals	Strategic Objectives	Relation to Mission
1	Improve university management operational issues that have university wide impacts	1- Develop an organizational structure that matches IMSIU’s size, scope and functions to support IMSIU’s growth and to perform the university’s key functions, and realizing its mission and objectives.	<i>.. intellect .. moral values .. Islamic traditions .. integrates academic excellence and Islamic commitment ..</i>
		2- Make IMSIU a leader in the effective application of information technology to education, research, and administration.	<i>.. service to society through high-quality learning and research</i>
		3- Increase the university’s flexibility to innovate, be responsive to a changing environment, while ensuring accountability	<i>.. intellect, creativity and moral values .. academic excellence</i>
		4- Support greater female	<i>.. nurture the intellect,</i>





No	IMSIU Goals	Strategic Objectives	Relation to Mission
		leadership across the university	<i>creativity and moral values of men and women</i>
2	Enhance instruction, education, and research.	5- Update academic structure; match academic programs to market and societal needs; apply the most effective learning/teaching methods and technology.	<i>.. leadership and service to society .. academic excellence</i>
		6- Develop strong research culture. Provide first-rate research facilities and infrastructure. Integrate Academics with research. Increase collaboration.	<i>.. high-quality learning and research</i>
		7-Provide an effective incentive system and support structure to faculty and staff to achieve excellence in teaching, research and administrative skills respectively.	<i>.. high-quality learning and research</i>
3	Develop faculty, staff and students skills and services	8-Provide equal quality of education and services to the female section by allocating adequate resources and developing efficient administrative structure in the female campus.	<i>.. nurture the intellect, creativity and moral values of men and women</i>
		9-Support students succeed academically, develop comprehensive social and life skills, and transition to life after graduation.	<i>.. nurture the intellect, creativity and moral values of men and women for leadership and service to society</i>
		10-Create a strong, cohesive community at IMSIU that centers around a culture of excellence.	<i>.. integrates academic excellence and Islamic commitment</i>
4	Improve university culture, collaboration, and communication.	11-Create a unique brand for IMSIU that is built on the university's strengths and its contributions to Saudi Society and the world.	<i>.. leadership and service to society .. build a peaceful, prosperous and caring world</i>
		12-Engage Students and faculty in international knowledge exchanges,	<i>.. IMSIU integrates academic excellence and Islamic commitment to</i>





No	IMSIU Goals	Strategic Objectives	Relation to Mission
		expand IMSIU's impact on the world, and increase global understanding of Islam.	<i>build a peaceful, prosperous and caring world</i>
		13-Assure ample and stable funding to meet the university's mission, align financial incentives with objectives, and align accountability structure with financial decisions at all levels.	<i>nurture the intellect, creativity and moral values</i>





Summary table: Strategic KPIs and Initiative

No	Initiative	KPIs	Objectives Supported	Standard Supported
1	Campus Master Plan	1. Campus area growth rate	1A,1B,1C	2.2 7.1 7.2 7.3
2	Discretionary Budget	2. Percentage of budget under the university's control for educational and research needs and community service.	1A,1B,1C	2.2 8.1 8.2
3	Activity Based Budgets	3. The number of colleges that allocate their annual budgets according to their educational activities, students number, research, and community services.	1A,1B,1C	2.3 8.1
4	Organizational Charts	4. The rate of modernization in the structure of the university, colleges and deanships.	1A,1B,1C	2.2
5	Pair Positions with Responsibilities	5. Update rate of the organizational and administrative manual and job description of the university.	1A,1B,1C	2.2
6	University Policy Manual & Faculty Handbook	6. The percentage of achievement in faculty members unified guide.	1A,1B,1C	2.2 2.5 2.6
7	IT-Supported Management Processes	7. Number of paper transactions converted to electronic transactions.	1B	2.3 5.1 7.4
8	Proactive IT Leadership	8. The proportion of IT requests accomplished by IT Committee.	1B	2.3 7.4
9	Female Leadership	9. Proportion of female leadership representation in the university.	1A,1C,1D	2.4 2.7
10	Female Section Procedures and Reporting	10. Proportion of unified procedures between male and female and students in terms of information technology, faculty members, quality and student affairs.	1A,1B,1C,1D	2.4 2.7
11	Diversify Revenue Streams	11. The percentage of increase in the external income.	1B,4B	8.1
12	Continuous Improvement of Curricula	12. Proportion of the programs reviewed.	1C,2A,2B,4A	4.1 4.2 4.3 4.4





No	Initiative	KPIs	Objectives Supported	Standard Supported
13	Interdisciplinary Study and Programs	13. Proportion of programs in which students study courses from other disciplines.	2A,2B,2C,3B,4A	4.1 4.2 4.3 4.4
14	Department-led Recruitment	14. Proportion of department role in recruitment.	1C,2A,2B,2C,3B,4A	2.7 4.9 9.2
15	Use of Graduate Students	15. Proportion of graduates who have been appointed as assistant lecturers or assistant researchers	2A,2B,2C,3B	4.2 4.7 10.2
16	Student Assignment	16. Colleges satisfaction with regard to admissions procedures at Deanship of Admission, Registration, Preparatory Year and Deanship of Graduate Studies.	2A,2B	4.4
17	Performance Evaluation and Promotion	17A. Achievement rate in the mechanism of evaluating staff performance. 17B. Achievement rate in the mechanism of their promotion procedures.	1C,2B,2C	2.2 4.7 4.8 9.3
18	Faculty Development in Teaching and Learning	18. Number of training programs provided for the development of faculty members in the field of teaching and learning.	2A,2B,3B,4A	4.7 4.8 4.9
19	21st Century Learning Environments	19. Proportion of the use of modern technologies available for teaching and learning.	2A,2B,3B	4.7 4.8 6.4
20	Remove Publication Barriers	20. The average teaching load of faculty members (5 hours).	1C,2B,2C,4A	10.1
21	Online Research Repository	21. Achievement rate of establishing the university's digital repository for research.	2B,2C,4A,4B	10.1
22	Research Leaders	22. Number of highly-qualified research experts who have been recruited (Full Prof. and Associate)	2.A,2B,2C,3B,4A	9.3 10.2
23	Faculty Development in Research	23. Number of programs offered to faculty members to support research.	2B,2C,4A	9.3 10.2





No	Initiative	KPIs	Objectives Supported	Standard Supported
24	High-Visibility High-Impact Publication	24. Number of researches published internationally.	2B,2C,4A	10.1
25	Research Management	25. Achievement rate in research strategic plan.	2B,2C,3B,4A,4B	10.1 10.2 10.3
26	External Research Partnerships	26. Number of reach contracts with external parties.	2B,2C,3B,4A,4B	10.1
27	Student-guided Decision-making	27. Number of committees and councils that include students as members.	3A,3B,3C,4C	5.4
28	Student Complaint and Feedback Procedures	28. Accomplishment rate in the complaints and grievances guide.	3A,3B,3C	5.3
29	Academic Advising	29. Proportion of students who have been assigned an academic advisors during their studies.	3B,3C,4C	4.6
30	Career Services	30. Number of programs offered by the Entrepreneurship Center to students to connect them to the labor market.	3B,3C,4B,4C	4.6
31	Expand Student Support Programs	31. Number of training programs offered to students.	3A,3B,3C	4.6 5.4
32	Campus Life	32. Number of extracurricular programs offered to students (by colleges, deanships and centers).	3A,3B,3C,4C	5.6 6.2 7.3 7.5
33	Strengthen Formal Faculty & Student Exchanges	33. Number of people / programs included in partnerships with other universities.	2B,3B,4A,4B	4.11
34	Create a Causal Specific Public Outreach Campaign	34. Number of outreach programs provided by the university to the community.	3C,4B,4C	11.1
35	Strengthen Ties to Industry	35. Number of programs that include field experience training.	2A,3B,4A,4C	4.9 11.2
36	Develop Alumni Network	36. The number of activities executed and tools developed by the university to communicate with	4B,4C	11.2





No	Initiative	KPIs	Objectives Supported	Standard Supported
		its graduates.		
37	New International Connections	37. Number of papers presented at international conferences.	1B,2C,4A,4B	4.11
38	Shari'a and Arabic Teaching Materials	38. Proportion of the programs developed by the College of Sharia and the Faculty of Arabic Language.	4A,2A	11.1
39	Internationalize Arabic Language Research	39. Achievement rate in the unified Arabic index.	2C,3C,4A	11.1
40	Strengthen Internal Communication	40. Update rate in network systems and internal communication.	1B,1C,3C,	2.4 2.7
41	Strengthen Organizational Culture	41. Number of committees and councils with representatives from all faculties.	1A,1D,3A	2.4 2.7 5.4
42	Strengthen Public Relations	42. Number of channels of communication with the community.	4A, 4B	11.3





Alignment with the Saudi Vision 2030

The Saudi Vision 2030 is a new issue that came afterwards, and therefore, an alignment was made between IMSIU strategic objectives and the Saudi Vision 2030 to contribute to the country's advancement. IMSIU has taken into account the surrounding variables, where it established the Transformation Management Office (TMO) to manage all new initiatives related to the Saudi Vision 2030. In addition, IMSIU established a committee to develop and prepare Phase 2 of its strategic plan in order to align with the Saudi Vision 2030 and to facilitate the forward movement into Phase 3.

In collaboration with all units of the university, TMO seeks to create initiatives that receive the support of the National Transition Initiatives 1 and 2 that contribute to the Saudi Vision 2030 in Higher Education and also to contribute to the current strategic plan of IMSIU (2014-2020). The following summarizes the four initiatives IMSIU received a special funding from of the National Transition Initiatives 1 and 2 that contribute to the Saudi Vision 2030. These initiatives are as follows:

- 1- **The electronic academic research portal:** The electronic academic research portal project for designing and establishing a research project funding system is linked to the electronic Academic Research Portal. This project aims at improving the educational environment that stimulates creativity and innovation. This portal can serve the local community and other communities outside the university. In this way, it can reduce expenditure on research and save money since other parties can benefit from this portal, which will be free and ready to use, this initiative is related to 1B of IMSIU strategic objectives.
- 2- **Initiating a business incubator to support investment:** Initiating a business incubator to support investment projects for IMSIU which contributes to creating employment opportunities for IMSIU graduates and develops strategic partnerships between the incubator and its economic environment. It also aims at improving the knowledge and skills of students and graduates, increase the recruitment of entrepreneurs, and enhance students and graduates' awareness and develop their pioneering thinking. These incubators will be effective for the community since other entrepreneurs from outside the university can benefit from these incubators in their future careers, this initiative is related to 3B and 2C of IMSIU strategic objectives.
- 3- **Electronic testing system:** Developing an electronic testing system for learning outcomes evaluation, which entails establishing a central computerized testing hall, and ensuring that tests are conducted in accordance with the policy to carefully achieve quality standards. This requires provision of training to faculty members and others on the electronic testing system. This electronic evaluation system can benefit internal and external community since other educational institutes can utilize this facility to electronically evaluate their learning outcomes, this initiative is related to 2A of IMSIU strategic objective.





- 4- **Electronic judicial training system:** Establishing of an electronic judicial training system, which entail an electronic judicial training system that provides training and e-learning in judicial and regulatory affairs. Instead of international students coming to the Higher Judicial Institute for a short-term training course, the system enables specialists to share their expertise and skills with the customers and individuals of the local and international community, this initiative is related to 3B, 4A and 4B of IMSIU strategic objectives.

