JAZAN UNIVERSITY VISION 2020: EXECUTIVE SUMMARY

Over a period of six months, a team from the Jazan University Strategic Planning Committee (SPC), and SRI International (hereafter, the team) along with other stakeholders worked together to develop a high-level strategy. Jazan University Vision 2020 sets the strategic directions for the university to realize its vision, and provides guidance and framework for its implementation.

GROUNDS STRATEGY ON CURRENT ASSESSMENT

The team conducted interviews with more than 160 university leaders to understand its development history, accomplishments, current challenges and the key issues that they face. They also interviewed select external stakeholders to understand regional needs, employer expectations, and what the community sees as priorities for Jazan University. Next, they conducted a survey of faculty and staff, which yielded 851 responses from students, and 285 responses from faculty. Finally, the team captured the relevant conditions and developments in the external environment through a PESTLE analysis.

Based on these assessments, the team developed an integrated SWOT analysis to identify major strategic implications, which inform the development of the university’s mission, vision, and strategic directions.

UNIVERSITY VISION

A new vision for Jazan University will capitalize on the concept of a gateway - a gateway to the future, made possible through world-class research, education, and service. Based on this concept, University vision shall:

- Jazan University will be a gateway to the future for Jazan Province and the Kingdom, recognized nationally and internationally for academic excellence, competent graduates, high impact research, and service that deliver social and economic impact to the region and the world.
JAZAN UNIVERSITY VALUES

The strategic plan values statements are:
- Leadership at all levels
- Quality and excellence, including commitments to critical inquiry, student success, professionalism, interdisciplinary study, and innovation
- Integrity, including honesty, transparency, and accountability
- Freedom of individuals and of thought
- Affiliation
- Respect, fairness, and diversity
- Sincere Citizenship and service to the community

STRATEGIC DIRECTIONS FOR THE FUTURES

Direction 1: Building world-class management:
- Complete campus infrastructure
- Decentralize decision-making
- Develop formal job descriptions and informal performance expectations
- Build a shared university culture through transparency and communication
- Continue the adoption of innovative IT infrastructure

Direction 2: Achieving intellectual excellence
- Demand increased preparation and performance from students
- Require the use of world-class teaching methods
- Establish a teaching and learning center
- Foster a culture of independent thinking
- Encourage international studies & international partnerships
- Develop a comprehensive system to recruit, evaluate, and reward faculty

Direction 3: Delivering social and economic impacts
- Invest in an analytical capability to understand and assess the region’s needs
- Enlarge or create academic units in fields of importance to the region and the kingdom
- Engage employers in curriculum development
- Invest in academic and research units of regional or national importance

STRATEGY IMPLEMENTATION

Jazan University Vision 2020 defines a high level strategy at the university level. The strategic directions and goals will need to flow down to individual colleges and units who will translate them into actionable “projects.” University units (colleges, deanships, departments, etc.) will be responsible for developing actions that support goals under the strategic directions.

The SPC will serve the important function of aligning unit-level strategies with the university-level strategy and KPIs. The SPC will also perform the coordinating and communications role to ensure that strategies that cut across units will have collaboration from relevant stakeholders.
INTRODUCTION

Jazan University has come a very long way in its short history, and it has already taken its place among the most established universities in the Kingdom. The university has accomplished much in just a few years, including the creation of an administrative infrastructure to manage large numbers of students and faculty, the establishment of channels of communication with its diverse elements, the recruitment of dozens of new faculty members each year from inside and outside the Kingdom, the planning and construction of a new campus, and many other accomplishments.

However, the university’s rapid growth has not been free of stress or without challenges. The university has been keenly aware of the need to develop, articulate and implement a strategic direction for its future development that transcends the imperatives of growth for its own sake.

Since March 2013, the team has been working to develop a strategy for the university. Jazan University Vision 2020 – the university’s high level strategy – is the culmination of this effort, as well as building on earlier work and on concerted efforts and collaboration among all stakeholders at the university. It sets the strategic directions that the university should take in order to realize its vision, and provides guidance and a framework to all university units so that they can work in alignment with the university-wide strategy.

STRATEGIC PLAN DEVELOPMENT PROCESS

Jazan University Vision 2020 is grounded in the work that the team has done over a six-month period, including:

- More than 160 face-to-face interviews with university leaders, administrators, faculty, students, and staff within Jazan University
- Meetings with selected external stakeholders in the Jazan region who will be major employers and beneficiaries of the Jazan University’s success
- Visits to various campuses
- Student survey completed by 851 students
- Faculty survey completed by 285 faculty
- SWOT and PESTLE analyses of the university’s situation
- Extensive reviews of quantitative and qualitative data provided to the SRI team
- University-wide strategic planning presentation to more than 140 participants to collect feedback
- 1.5 days of strategic planning workshops with more than 80 participants

Jazan University Vision 2020 is the product of a thorough and analytical method, reflecting the application of leading edge higher education best practices to Jazan University’s specific needs, circumstances, and opportunities.
A strategy defines the path of how an organization will get from its current situation to a desired future state. As such, it must be built on an honest and rigorous assessment of its starting point – i.e., its current situation. This document starts with a discussion of Jazan University’s current situation, incorporating the views of university leaders and external stakeholders collected through interviews, the opinion of faculty and students through surveys, and an assessment of the external environment in a PESTLE (Political, Economic, Social, Technological, Legal, and Environmental) analysis. This information is synthesizing into a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, from which strategic implications are drawn for Jazan University’s Vision 2020.

A successful strategy requires a succinct mission and a clear vision to set goals for where the organization wants to go. It needs to define the university values that will guide the behavior of all its members. Jazan University’s Vision 2020 revisits the University’s mission statement, vision, and values to align them with its future desired direction, incorporating inputs from university stakeholders received through engagement in presentations and workshops.

This document then presents the high-level strategies for Jazan University, beginning with the University’s key strategic directions. They serve as the guiding pillars for setting university-wide objectives, which, in turn, will guide the development of the strategic plans at the college and unit levels. Sample initiatives and quick win initiatives are also identified, drawing from best practices and lessons learned from elsewhere around the world.

Finally, it outlines a university-wide strategy implementation structure, as well as relevant Key Performance Indicators (KPIs). This will ensure that the results and impacts of the strategy will align with Aaafaq and NCAAA requirements, so that Jazan University will meet and exceed the established accreditation standards and requirements, while it realizes its Vision 2020.

**CURRENT ASSESSMENT**

**LEADERSHIP AND STAKEHOLDER VIEWS**

The team conducted interviews with more than 160 university leaders to understand its development history, accomplishments, current challenges, and the key issues that they face. They also interviewed select external stakeholders to understand regional needs, employer expectations, and what the community sees as priorities for Jazan University. These views are summarized below.

**Background**

- Young, quickly expanding institution with a growing reputation
- Shared commitment to quality, to serving young people, and to the needs of the region
- Beyond that, no clear vision yet of a distinctive future for Jazan University

**Leadership**

- Very centralized decision-making at the top
- Mid-level leadership lack capacity
- Women’s role in leadership varied and inadequate

**Management, Administration, and IT**

- Inefficiency from multiple systems in use
- Limited internet capacity in a wired world
- Lack of staff training and professional development
- Young faculty pushed into administrative roles, sometimes reluctantly
Faculty
- Persistent shortage in quantity and quality
- Heavy reliance on expatriate faculty, yet difficult to attract qualified expatriates to Jazan
- Creative packages and growing reputation attract Saudi faculty (returnees)
- Centralized hiring and lack of departmental involvement
- Increasing research capacity but need to develop further

Faculty Attitudes
- Overwhelmed by large class size; Inadequate facilities in some colleges
- Low administrative capacity and lack of training
- Limited resources for professional development
- Need better communication tools and channels
- Level of satisfaction/influence on curriculum varies across colleges
- Some pressure to lower standards to accommodate unprepared students

Student Attitudes
- Lack of preparation from high school; unsatisfactory Preparatory Year
- Complaints about unqualified instructors and theoretical, rote-style learning
- English as teaching medium creates learning barriers for students with weak English
- Inadequate facilities in some colleges and campuses
- Transportation and housing problems
- Lack of connection between future/career opportunities and coursework

External Stakeholder Views
- Healthcare expansion & Saudization will create high demand for health professionals
- There is a gap between the needs of the schools and the kind of graduates produced by Jazan University
- Jazan University should align its curricula around the specialized needs of the regional economy, such as fisheries, agriculture, and tourism

FACULTY AND STUDENT SURVEY FINDINGS
In order to gather broad-based views from the University’s faculty and student body, the conducted a survey over a three-week period at Jazan University. The team collected 851 responses from students, and 285 responses from faculty. Together they represent 22 colleges in several locations. The survey results, summarized below, mostly confirmed the views collected through stakeholder views.

University Culture

<table>
<thead>
<tr>
<th>High-level Outlook</th>
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<tbody>
<tr>
<td>Overall, students are satisfied with Jazan University</td>
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<tr>
<td>Overall, faculty are satisfied with Jazan University</td>
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<tr>
<td>Jazan University faculty think that the university is headed in the right direction</td>
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<thead>
<tr>
<th>Student Goals and Preferences</th>
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<tbody>
<tr>
<td>Students attend university to prepare for careers</td>
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<tr>
<td>At the time of admission, about half of students were enrolled in their preferred program of study</td>
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<tr>
<td>Half of JU students would change programs if they could</td>
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<tr>
<td>For most students, their studies are related to their future plans</td>
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<tr>
<td>Students from the Jazan region value having a university close to home</td>
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<tr>
<th>Faculty Satisfaction with Culture and Environment</th>
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<tbody>
<tr>
<td>Nearly all faculty are satisfied with their intellectual relationships with colleagues and interactions with students</td>
</tr>
<tr>
<td>More than half of faculty surveyed are satisfied with facilities and campus activities, while others see room for improvement</td>
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</table>

<table>
<thead>
<tr>
<th>University Leadership</th>
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<tbody>
<tr>
<td>According to faculty, the university is not successfully working towards a clear vision for the future</td>
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<tr>
<td>University leaders do not consistently seek broad faculty input on important decisions</td>
</tr>
<tr>
<td>Faculty views are divided on how well University leaders communicate with faculty</td>
</tr>
<tr>
<td>Female faculty are consulted less often on important decisions, and report less consistent communication with university leaders</td>
</tr>
</tbody>
</table>
### Teaching and Learning

#### Student Skills and Abilities
- Most students feel that their prior education has prepared them well for university
- Faculty report low student skill levels, especially in English and math
- Student English language skills are weak

#### Faculty Views on Teaching and Learning
- Faculty is generally satisfied with teaching and learning conditions, but focus group findings highlight areas in need of improvement
- Female faculty report less favorable teaching conditions than male faculty

#### Student Views on Teaching and Learning
- Professors rely heavily on lecture- and memorization-based teaching methods
- While some professors encourage critical thinking and discussion among students, many do not
- Libraries are not fully serving the needs of all students

### Internet and E-Learning
- Most students use the Internet for schoolwork, but do not have easy access to it
- Slightly less than half of students take classes through e-learning

### Student Life
- Overall, students report that they are satisfied with life outside of the classroom
- Most students are not satisfied with the availability of activities on and off-campus
- Satisfaction with academic and career advice is mixed

### Faculty Activities and Professional Development
- Slightly more than half of faculty have recently participated in a conference
- Roughly half of faculty report that they have recently published in an academic journal or book
- Less than ten-percent of faculty have been recently awarded a research grant
- Female faculty report lower rates of publication and collaborative research

### STRATEGY IMPLICATIONS OF THE PESTLE ANALYSIS
The growth and transformation of Jazan University has been driven by, and will continue to take place, under a dynamic external environment that requires the University to be responsible and adaptable. The relevant conditions and developments in the external environment are captured in the following PESTLE analysis.

#### Political Analysis - Implications
- Economic, social, and science and technology development is a national imperative
- Higher education and workforce development is critical to the national goal of building a knowledge society
- The development of Jazan province has received high-level attention and investments due to its strategic location to the Kingdom and in the region.

The success of Jazan University will contribute directly to the economic success and social development of the province and the Kingdom. The university strategic plan needs to focus on the needs of its stakeholders and the important role that the university will play as an economic development partner in the Jazan region.

#### Economic Analysis - Implications
- The goal of Saudization will require a rapid improvement in Kingdom-wide human resources skills in order to fill current gaps
- The Jazan region has received massive investments in recent years that will continue into the future, stimulating demand for private sector jobs
- Jazan’s recent growth has put enormous strain on its infrastructure and services – housing, education, health, transportation, etc.

Rapid economic development in the Kingdom and in Jazan province, along with the Saudization drive, will create tremendous job opportunities for Jazan University graduates.
Social Analysis – Implications
- Expanding higher education and raising its quality standards are top priorities in the Kingdom.
- Internationalization of higher education is creating more opportunities for Saudi men and women to study overseas.
- Increased numbers of male and female graduates have expectations for employment that will be challenging to fulfill.
- Population growth and Saudization will make healthcare one of the top fields where graduates will be in high demand.

Urgent and specific skills needs required by the Kingdom’s development and the employment expectations of graduates will require Jazan University to deliver the appropriate, just-in-time education and prepare its graduates to succeed in the future.

Technological Analysis – Implications
- IT innovations are rapidly changing the way that higher education is delivered and are offering enormous opportunities for efficiency, as well as improvements in educational experiences and outcomes.
- Many problems in today’s world require an interdisciplinary approach – among STEM (science, technology, engineering and mathematics) disciplines, and between STEM and other social sciences and humanities disciplines.

Jazan University has the opportunity to develop and offer new and innovative interdisciplinary programs, especially those tailored to solving regional problems. The university can also harness technology to improve the quality of teaching, learning, and administrative efficiency.

Legal Analysis – Implications
- The regulations from the Ministry of Higher Education and the Ministry of Finance form the overarching legal and regulatory framework for Jazan and other public universities.

Jazan University’s strategy needs to recognize what is changeable and what is not possible to change within the current legal framework. However, there is also some flexibility and opportunity to advocate for policy change.

Environmental Analysis - Implications
- Its unique geography and climate creates advantages for the Jazan region in certain economic activities such as agriculture, aquaculture and tourism.
- Jazan’s location as a gateway to the Red Sea, Yemen and the Horn of Africa gives the region a special significance in international commerce and specialized research.

Jazan University can develop special educational and research focus that will strongly distinguish itself within the Kingdom and bring important impacts to the Middle East and the world.

STRATEGY IMPLICATIONS OF THE SWOT ANALYSIS

Synthesizing the findings from the preceding sections that analyze the current situation of Jazan University – internal and external stakeholder views, faculty and student survey results, and PESTLE analysis – we present the analysis in a SWOT framework.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tbody>
<tr>
<td>Young, quickly expanding institution with growing reputation</td>
<td>Rapid increases in enrollment strain faculty, staff, and infrastructure (facility, housing, transport, etc.)</td>
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<tr>
<td>Strong leadership from Rector that engages and empowers</td>
<td>Challenge in recruiting qualified Saudi staff and heavy dependence on foreign faculty</td>
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<tr>
<td>Solid support from Governor who is engaged and committed to Jazan University’s success</td>
<td>Many students lack adequate preparation (e.g. in English) to succeed</td>
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<tr>
<td>Strong internal communication among leadership, deans, male/female sections, and central/remote campuses</td>
<td>Weak administrative staff and capacity at mid-level; lack of training</td>
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<tr>
<td>Ample funding for project and strategic initiatives</td>
<td>Authority and responsibility unclear across female campuses and colleges</td>
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<tr>
<td>Shared commitment to quality, to serving young people and regional needs</td>
<td>Academic programs and curricula not standardized across Jazan University according to international standards</td>
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<tr>
<td>Increasing national recognition – strong communication of success and progress</td>
<td>Limited research capacity</td>
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<tr>
<td>English language instruction</td>
<td>Inadequate academic advisory services</td>
</tr>
<tr>
<td>New branch campuses increase access to education for females</td>
<td>Fragmented IT systems create inefficiencies</td>
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<td></td>
<td>Remoteness of some branch campuses lead to problems with faculty recruitment, program offerings, and IT connectivity</td>
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<tr>
<td>Opportunities</td>
<td>Threats</td>
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<tr>
<td>Major investment projects (e.g. Jazan Economic City, Jazan Industrial City, infrastructure) create demand for well-trained Jazan University graduates</td>
<td>An incomplete vision of what will make Jazan University distinctive</td>
</tr>
<tr>
<td>Jazan University central to regional economic development strategy</td>
<td>Centralized decision-making through MoHE creates dependency on the personal efficacy of university leaders</td>
</tr>
<tr>
<td>Climate, topography, and location (coastal, proximity to Yemen, gateway to Africa) create distinct opportunities for research and service</td>
<td>Failing academic standards due to large number of unprepared students</td>
</tr>
<tr>
<td>New graduate programs can be molded to regional needs and offer new models - new degree programs, industry collaboration, and professional training</td>
<td>Unemployed Jazan University graduates who did not acquire skills and training relevant to job markets</td>
</tr>
<tr>
<td>Jazan University can become a model in the Kingdom for innovative programs (e.g. entrepreneurship) and regional engagement practices</td>
<td>Dissatisfaction and turnover of Saudi faculty pushed into administrative roles</td>
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**Integrated SWOT Analysis**

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
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<tbody>
<tr>
<td>Tailor academic programs degrees to regional needs and job opportunities</td>
<td>Invest in hiring the best faculty, and training and retaining them</td>
</tr>
<tr>
<td>Develop research strategy that take advantage of Jazan’s distinct location and characteristics</td>
<td>Use strong communication infrastructure to strengthen multi-campus cohesion</td>
</tr>
<tr>
<td>Become an active regional economic development partner and a national model</td>
<td>Advocate for more autonomy and flexibility from MoHE to develop new programs, and recruit and reward top faculty</td>
</tr>
</tbody>
</table>

**Strengths**

- Strategies that leverage strengths to take advantage of opportunities
- Strategies that use strengths to minimize threats

**Weaknesses**

- Strategies to mitigate weaknesses and take advantage of opportunities
- Strategies that mitigate weaknesses and minimize threats

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
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</thead>
<tbody>
<tr>
<td>Increase academic success via preparatory programs</td>
<td>Improve student preparedness for workforce/life via comprehensive student services</td>
</tr>
<tr>
<td>Engage industry and potential employers in developing innovative, demand-driven programs and curricula</td>
<td>Decentralize decision making to enhance responsiveness to needs of growth and to stakeholders</td>
</tr>
<tr>
<td>Create a culture of quality that aligns with, but extends beyond, NCAAA standards</td>
<td>Employ the best management and IT practices to increase administrative efficiency and transparency</td>
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The integrated SWOT analysis below shows the matrix of strategies that will allow the university to take advantage of its strengths and opportunities, and overcome or avoid obstacles as revealed in weaknesses and threats.
BENCHMARKING, BEST PRACTICES, AND PEERS

As it sets out to pursue its future strategic directions, Jazan University can learn from more experienced institutions in Saudi Arabia and around the world using a variety of modes, including:

- Personal observations made by faculty and administrators
- Informal discussions with persons who are knowledgeable about other institutions
- Emulation of leading institutions in higher education overall
- Participation in peer networks and organizations of officials from other universities
- Formal benchmarking studies that identify and characterize best practices

The concepts of benchmarks and best practices have great intuitive appeal, but can be challenging to use in practice. Defining appropriate benchmarks and determining what practices would be useful to emulate is fraught with difficulty and uncertainty. Furthermore, using benchmarking and best practices can focus undue attention on certain aspects of university operations while ignoring others. There is no guarantee that top-ranked institutions actually follow “best” practices, or that what works well in one leading institution will be successful at another that is seeking to improve. A more balanced and reasonable approach is to try to emulate the specific practices and performance of aspects of “peer” institutions — those that are similar in age, mission, size, circumstances, and other attributes to Jazan University. If peer institutions are chosen wisely, it should be possible to learn a great deal from them.

EMULATING LEADERS AND PEERS

Much of what Jazan University has already accomplished has been guided, directly or indirectly, by these modes of learning. Though a new institution, Jazan’s leadership and faculty have brought with them valuable knowledge and experience from other institutions which they have used to give shape to the university. As a part of the strategic planning process, the team have drawn from their own bodies of expertise in higher education to identify and learn from values, strategic directions, and actions that have worked for other institutions of similar character and circumstances. The team also created a companion report to this strategy that describes additional resources and practices of interest in six important categories for Jazan: faculty hiring, faculty development, student academic advising, e-learning, external research partnerships and regional economic engagement. Some brief highlights and examples from that report are presented here.

Faculty Hiring at the University of Florida

Faculty members execute the core university functions: teaching, research and service. Thus, hiring new faculty members is among the most important tasks of university leadership. The University of Florida has promulgated an especially detailed and useful guide to faculty recruitment and hiring processes. The university ensures that the existing faculty participates in identifying, recruiting, and evaluating potential new faculty members; that open positions at junior levels should be widely and openly publicized; and that candidates of whom the faculty does not approve should not be hired by administrators.

Faculty Development at the State University of New York (SUNY)

The State University of New York is a large system of sixty-four public universities that enroll nearly a half million students in total. Responsibility for faculty development at SUNY is dispersed among many administrative levels and units. SUNY has discovered that faculty members, while expert in their disciplines and experienced in university education as both students and faculty, have great need for systematic opportunities to build their skills, not only in their disciplines, but in teaching techniques, classroom management, research skills, publication practices, information technology operation, and many other topics.

Student Academic Advising at the American University of Kuwait

Academic advising at the American University of Kuwait faces numerous challenges, including incoming students who have weak secondary school preparation including limited English language skills and inadequate study habits. A useful overview of the philosophy and approach of the University Kuwait can be found in a recent article by two of its staff. Details of the advising program are on the AUK website.

http://www.ua.edu/Duto/Sites/18/media/documents/faculty_toolkit.pdf
The King Saud University Smart Campus Initiative

Universities in Saudi Arabia are typically large institutions that span multiple campuses and that educate male and female students separately. As the King Saud University Smart Campus Initiative illustrates, strong IT infrastructure and distance learning tools can play an important role in bridging these physical divides and supporting excellence in teaching and learning. Key components of the project include: a system engineering approach, which links human and technical systems to meet the needs of different stakeholder groups; a single portal of access to video conferencing, learning management, remote management, smart classrooms systems; and an e-learning system that serves multiple user groups (i.e. students, faculty and guest users).

External Research Partnerships at MIT

Universities engage in external research partnerships with companies, government laboratories and other universities in order to create teams with complementary capabilities, to facilitate use of university research results for practical purposes, or to qualify for funding from agencies that encourage such partnerships for strategic reasons. MIT’s “Industrial Liaison Program” is an early and continuingly excellent example of a mechanism created by a university to nurture active partnerships between its faculty and industry. More than 200 companies are members of this program. Such partnerships are usually built on a foundation of mutual understanding and trust between individual faculty members and researchers in other institutions; and rarely are based on “deals” done by central administrations.

Regional Economic Engagement at the University of Florida

Like JU, the University of Florida is a large, public university with a strong commitment to supporting the development of the regional workforce and economy - an economy that, like Jazan, has a strong focus on agriculture, engineering, health and medicine, and tourism. The University of Florida has developed academic and research programs that complement important social issues and economic focal points of the region, such as a multidisciplinary Emerging Pathogens Institute, designed to help protect the state’s health and economy. The university leverages these assets to accelerate economic growth in the region through programs such as UF Tech Connect®, a university center that promotes the commercialization of university research and creation of new technology-based companies.

JAZAN UNIVERSITY MISSION

A “mission” is the fundamental purpose of an organization – why it exists and what it does. As Jazan University begins to take a new strategic direction, it is necessary to review its mission and create a mission statement that is specific to Jazan University. A useful approach to create a specific, relevant and distinctive mission statement is to consider the elements of research, teaching and engagement from the point of view of the university’s stakeholders. Stakeholders have an interest in the university’s mission because they have needs, and the university has, or may develop, the capacity to meet those needs. The figure below is a helpful map of the way stakeholders at different levels (regional, national, and international) may relate to the three key elements of the university’s mission - research, teaching and engagement.

http://www.auk.edu.kw/academics/aalss_main.jsp
http://ilp.mit.edu
Based on the research conducted at the beginning of this project, Jazan University serves several important purposes:

- Jazan University will address the needs of the region, the Kingdom and the whole of the Middle East for high quality research and new knowledge in specialized areas that are important to society. For example, Jazan Province and the Kingdom need applied research on public health and environmental issues. The whole Middle East is in need of applied research in the area of tropical disease. This could become a leading area of research for the university with the potential for developing an international reputation.

- Jazan University will address the needs of the region and the Kingdom by developing a 21st Century workforce that is ready to play a leading role in a knowledge-based economy. For example, Jazan University should prepare health professionals and tourism professionals to serve a rapidly growing regional economy. Jazan should also produce engineers and entrepreneurs that are qualified to be leaders in business and industry across the Kingdom.

- Jazan University will also address the needs of Jazan Province with community service, continuing education programs, and leadership in economic development strategy that will support the regional community and economy directly.

Based on these observations, the Jazan University’s mission will be:

- Achieve academic excellence and prepare graduates to become regional and national leaders in business, industry, health, education, and government.
- Serve the community by addressing its problems and supporting its social and economic development.
- Produce internationally recognized research and new knowledge that meet the needs of Jazan Province, the Kingdom, and the world.

**JAZAN UNIVERSITY VISION**

A vision statement describes where an organization wants to be in the future. In order to redefine a vision that is both aspirational and achievable, high level and specific, the team conducted a visioning exercise in which committee members were invited to imagine the university in the future from the point of view of different stakeholders. The committee proposed a series of words and descriptions that captured their aspirations for Jazan University's future. These ideas are captured in the word cloud below.

In other words, Jazan University will be home to research that reaches across the Middle East (and even the world), it will produce graduates that will be leaders in the Kingdom and critical contributors to the region's economy, and it will support local communities and businesses through service and leadership.
One of the most interesting ideas in the word cloud reflects the geographic situation of Jazan Province. It is a gateway - a point of entry of goods, people, and ideas. Building on this concept, Jazan University will capitalize on the concept of a gateway - a gateway to the future, made possible through world-class research, education, and service.

The Jazan University Vision shall be:

Jazan University will be a gateway to the future for Jazan Province and the Kingdom, recognized nationally and internationally for academic excellence, competent graduates, high impact research, and service that deliver social and economic impact to the region and the world.

JAZAN UNIVERSITY VALUES

A university’s statement of values represents a shared commitment by faculty, administrators, students, and leadership to certain core philosophical and strategic perspectives.

Jazan University has adopted a statement of values, which are derived from teachings of the Islamic religion and are in accordance with the global academic standards and norms.

These values are:
- Leadership at all levels
- Quality and excellence, including commitments to critical inquiry, student success, professionalism, interdisciplinary study, and innovation
- Integrity, including honesty, transparency, and accountability
- Freedom of individuals and of thought
- Affiliation
- Respect, fairness, and diversity
- Sincere Citizenship and service to the community

STRATEGIC DIRECTIONS FOR THE FUTURE DEVELOPMENT OF JAZAN UNIVERSITY

Careful analysis of the PESTLE and SWOT above, in light of the mission and vision, yields three strategic directions for Jazan University:
- Building world class management
- Achieving intellectual excellence
- Delivering social and economic impacts

DIRECTION 1: BUILDING WORLD CLASS MANAGEMENT

This strategic direction focuses on coping with the rapid growth that has been assigned to the university by adopting the very best management practices. It reflects the interests of students and families in the region in ensuring that Jazan University will offer the very best educational opportunities to all who are interested and adequately prepared.

This direction involves a sustained effort to provide the infrastructure (physical, intellectual, electronic, transportation, etc.) that is needed to accommodate a growing and diversifying student population, to ensure that faculty members are available in sufficient numbers to teach all of the students who are admitted, and to improve management practices so that the quality of life of students and faculty is improved even as the university grows.

Some of the goals that Jazan University might pursue in support of world-class management might include:
- Complete campus infrastructure (new campus, upgrades on remote campuses)
- Decentralize decision-making to enhance speed and responsiveness while creating a culture of accountability (especially in financial management)
- Develop formal job descriptions and informal performance expectations of all university officials and staff (provide professional development, transparent evaluation, etc.)
- Build a shared university culture through transparency and communication within the university’s hierarchy and across campuses, schools, and academic disciplines
Continue the adoption of innovative IT infrastructure, especially in the area of e-management, digital libraries and e-learning.

World-class management is not an easy pathway for Jazan University to follow. In addition, by itself, it leaves unaddressed the fundamental question, “Growth for what purpose?” It represents a focus on the quantitative and efficiency aspects of university development, but by itself, it does not provide an answer to the related question, “What sort of university do we (its constituencies) want Jazan to be?”

**DIRECTION 2: ACHIEVING INTELLECTUAL EXCELLENCE**

The strategic direction, “achieving intellectual excellence,” will re-focus the university’s efforts and energies on enhancing the quality of its teaching and research.

At the outset, different aspects of intellectual excellence, or academic quality, must be recognized, as not all participants and stakeholders in higher education understand excellence in the same way. Some of the expectations of the university and some national practices aimed at “quality” may be at odds. The NCAAA has a set of criteria that certainly have to be achieved in order to meet accreditation standards. But the excellence hoped for by Jazan University goes beyond these requirements, and consists of a permanent search for improvement. This aspiration will set Jazan apart from other universities in the kingdom and, indeed, across the Middle East.

As part of its mission, Jazan will produce useful knowledge that meets needs around Jazan Province, the Kingdom and the wider world, and it will train graduates who will be leaders in industry and business across the region and the kingdom. This requires intellectual excellence far above the minimum necessary to meet existing quality assessments.

The goals that Jazan University should pursue in support of intellectual excellence could include:
- Demand increased preparation from incoming students and increased performance from existing students
- Require the use of world class methods and technologies in teaching and learning
- Establish a teaching and learning center focused on student retention and success, as well as faculty professional development

**Foster a culture of independent thinking, innovation, and entrepreneurship among students and faculty**

**Encourage international studies, international partnerships, and international research agendas**

**Develop a comprehensive system to recruit, evaluate, and reward faculty**

**DIRECTION 3: DELIVERING SOCIAL AND ECONOMIC IMPACTS**

The third strategic direction will be most important in differentiating Jazan University from other institutions in the Kingdom and across the region. It will focus its research programs and service activities on meeting the many needs of Jazan Province, the Kingdom, and the wider world. The goal is to establish itself as one of the leading engaged universities in the world, building a reputation for useful learning and dedicated service.

First, it should make decisions about educational programs and curricula, as well as research agendas, taking into account the employment and social needs of the region from which it draws most of its students and within which it expects to place most of its graduates. The team has noted that the region has many important unmet needs for university-trained graduates in such fields as healthcare, public health, and tropical medicine, agriculture, fisheries, environmental management, and tourism. Jazan University is at the center of the economic development strategy for the province, and Jazan University’s programs should reflect this fact.

Education is an especially important area to focus on. In discussions with faculty and administrators, it has become clear that primary and secondary education in the region does not meet sufficiently high standards to prepare graduates for university education. This suggests an opportunity for the university to improve the quality of existing teaching in the schools by providing programs that strengthen their skills, as well as improving the preparation and certification of the next generation of teachers.

Most importantly, the university will contribute to economic and social development through applied research. This research will not only focus on the region’s challenges, but also address the Kingdom’s needs. Based on this foundation, the university can establish itself in selected areas—for example tropical medicine—as a leader in the Kingdom, the Middle East, and even the world. In particular, the goal would be to become a leader whose research and service contributions always have very targeted and very valuable impacts. In this way, Jazan University would differentiate itself as the
home of useful learning and research rather than just academic learning and research.

Among the goals Jazan University might consider in focusing on serving society:

- Invest in an analytical capability to understand and assess the region’s needs on a continuing basis.
- Enlarge or create academic units (departments or schools) in key fields of importance to the region and the kingdom where such units do not exist, such as agriculture, fisheries, tourism management, etc.
- Engage industry and potential employers in curriculum development.
- Invest heavily in upgrading and/or expanding existing academic and research units of regional or national importance, such as engineering, medical sciences, tropical medicine, and environmental studies.

INTEGRATING STRATEGIES

Implementing a strategic plan takes place in an environment where goals overlap, and where their effects may address two or three goals at once. The best way forward is an integrated approach that combines all three directions into a series of linked goals with action steps. The following figure illustrates how the three strategic directions discussed

Students and faculty are the heart of any university, and all three of the strategic directions touch on their needs and their advancement. This suggests that initiatives associated with students and faculty will be high priority initiatives, addressing all three of the strategic goals of the university at once. However, this does not mean that initiatives in other domains should be neglected. For example, IT and the development of a smart campus have widespread consequences, and they will serve both goals of building world-class management and achieving intellectual excellence.

Strategic planning means setting priorities. You cannot pursue all goals at the same time. Mapping the connections among potential actions helps in understanding the implications of any particular set of priorities and allows an institution to develop an integrated plan.

STRATEGY IMPLEMENTATION, ACTIONS AND QUICK WINS

Implementing a university-wide strategy requires the mobilization of university stakeholders to take ownership of different pieces of the strategy. Jazan University Vision 2020 sets the high level strategy at the university level. The strategic directions and goals will then need to flow down to individual colleges and units who will translate them into actionable “projects” and be their owners.

The SPC will serve the important function of making sure that unit-level strategies are aligned with the university-level strategy. The SPC can also perform the coordinating and communications role to ensure that strategies that cut across units will have collaboration from relevant stakeholders.

University units (Colleges, Deanships of Teaching and Learning, IT, Research, Faculty Affairs, Student Affairs, etc.) will be responsible for developing actions that support goals under the strategic directions. In other words, the implementation of Jazan University Vision 2020 will follow a hierarchy, as illustrated below:

Strategic Direction: Deliver social & economic impacts
- Goal: Engage industry and potential employers in curriculum development
  - Action: Coordinate a workforce board
  - Action: Conduct workforce study
  - Action: Establish advisory group at each college to review and amend curricula.
Actions are how plans are actually implemented, and it is at this level that the necessary steps for success must be carefully identified. All of the strategic directions and goals above are listed below, together with suggestions for a few potential actions. These actions are by no means all that will be necessary, but they represent useful examples of steps that are actionable. Each of these initiatives is also tied to the relevant (high level) NCAAA accreditation standards and AFAQ goals.

What does “actionable” mean? It means that a series of critical questions have been asked and clearly answered, which will dramatically increase the probability that taking the action will result in success. For example:

- **Action:** Coordinate a workforce board
  - **Owner:** Person who wakes up every day with the responsibility for this action
  - **Resources:** Money, staff time & partners required to take action
  - **Obstacles:** Political and other obstacles to the action
  - **Time:** Time line with milestones for completion of action
  - **Output:** The result of the action

The team leading the implementation of the strategic plan must draw up a list of agreed actions for each initiative, and then identify all the elements listed above.

Finally, it is at the level of individual actions that you find the “quick wins” that are so important for the early stages of strategic plan implementation. Many critical initiatives take several years to successfully achieve. In order to measure success or plan implementation, and to keep the university team mobilized, it is very important to identify “quick wins”, actions that make an early and visible contribution to success. In the tables below we have singled out examples of quick wins. Quick wins are usually low cost, simple, and clear.

### INITIATIVES, ACTIONS, AND ACCREDITATION REQUIREMENTS

Below are three tables that contain strategic directions and goals identified by the plan, with some suggested actions (quick wins are flagged with ***and the relevant NCAAA and AFAQ standards/goals.

### DIRECTION 1: BUILDING WORLD CLASS MANAGEMENT

**Goal:** Complete campus infrastructure (new campus, upgrades on remote campuses)

- **Possible action steps**
  - Increase project monitoring by university leaders ***
  - Engage Deans & other unit heads in planning for move

- **NCAAA goals**
  - 2.3 Planning processes
- **AFAQ goals**
  - 8.1 Infrastructure Development

**Goal:** Decentralize decision-making to enhance speed and responsiveness while creating a culture of accountability (especially in financial management)

- **Possible action steps**
  - Increase professional development of administrative staff
  - Create new position for financial managers within Deanships and other units ***
  - Combine electronic and financial management systems

- **NCAAA goals**
  - 2.1 Governing Body
  - 2.2 Leadership
  - 8.2 Financial management
- **AFAQ goals**
  - 5.4 Develop Leadership & Administrative skills

**Goal:** Develop formal job descriptions and informal performance expectations of all university officials and staff, provide professional development, transparent evaluation, etc

- **Possible action steps**
  - Establish a university-wide committee to develop faculty manual of policies and procedures
  - Establish Deanship and unit-level committees to review manual and develop job descriptions

- **NCAAA goals**
  - 2.2 Leadership
  - 2.6 Policies & Regulations
  - 2.7 Organizational Climate
- **AFAQ goals**
  - 5.1 Continuous Development of Rules

**Goal:** Build a shared university culture through transparency and communication within the university’s hierarchy and across campuses, schools, and academic disciplines
### Possible action steps
- Develop an internal, social media site for free-flowing discussions
- Establish measurable protocols for administrative actions
- Conduct an annual survey of faculty, student and staff satisfaction

### NCAAA goals
- 2.2 Leadership
- 2.5 Integrity
- 2.7 Organizational Climate
- 3.4 Indicators & Benchmarks

### AFAQ goals
- 5.3 Agreement on University Performance

### Goal: Continue the adoption of innovative IT infrastructure especially in the area of e-management, digital libraries and e-learning

**Possible action steps**
- Invest in professional development of staff in e-management
- Finish the establishment of a wired campus, especially female section
- Shift coursework and text books to all-electronic formats

### NCAAA goals
- NCAA goals
  - 4.2 Student Learning Outcomes
  - 4.5 Student Assessment
  - 4.6 Educational Assistance for Students

### AFAQ goals
- 7.1 Developing the skills of students
- 7.2 Information systems in higher education
- 7.3 Providing a very fast educational network
- 7.4 Providing digital knowledge content

### Goal: Demand increased preparation from incoming students and increased performance from existing students

**Possible action steps**
- Work with Ministry of Education to offer college prep classes for high school seniors
- Organize faculty teams to grade classwork to avoid inconsistent standards
- Increase resources for academic counseling for students

### NCAAA goals
- 4.3 Program Development Processes
- 4.7 Quality of teaching
- 4.8 Improvements in Quality of Teaching

### AFAQ goals
- 2.1 Developing the creativity and excellence of faculty members
- 3.8 Enhance quality and development programs in higher education
**Goal:** Establish a teaching and learning center focused on student retention and success, as well as faculty professional development

**Possible action steps**
- Set aside resources and identify faculty***
- Identify and recruit leaders and faculty
- Support research on peer best-practice

**NCAA goals**
- 4.3 Program Development Processes
- 4.7 Quality of Teaching
- 4.8 Support for Improvements in Quality and Teaching
- 4.9 Qualifications and Experience of Teaching staff

**AFAQ goals**
- 1.2 Improve the academic performance of students
- 2.1 Developing the creativity and excellence of faculty members
- 3.8 Enhance quality and development programs in higher education

**Goal:** Foster a culture of independent thinking, innovation, and entrepreneurship among students and faculty

**Possible action steps**
- Establish a business plan competition***
- Expand student extracurricular activities such as debate clubs, investment clubs, intramural sports teams, etc. that encourage leadership, teamwork and entrepreneurship
- Establish internships/co-op with small and medium businesses in Jazan Province

**NCAA goals**
- 4.7 Quality of Teaching
- 10.1 Policy and Administration
- 11.2 Interactions With the Community

**AFAQ goals**
- 2.2 Developing the skills of students
- 3.1 Create Applied Universities
- 4.4 Partnership with the business and manufacturing sectors

**Goal:** Encourage international studies, international partnerships, and international research agendas

**Possible action steps**
- Establish a research institute for the region
- Conduct a regional needs assessment***

**NCAA goals**
- 10.1 Institutional research policies
- 11.2 Interactions with the community

**AFAQ goals**
- 3.1 Create applied universities

**Goal:** Invest in an analytical capability to understand and assess the region’s needs on a continuing basis

**Possible action steps**
- Establish a distinguished visiting lecturer series for overseas faculty***

**NCAA goals**
- 4.11 Partnership Arrangements
- 11.2 Institutional Reputation

**AFAQ goals**
- 1.3 Acceptance and international exchange of students
- 4.5 The Specialized Research University
- 6.2 Supporting innovation

**Goal:** Develop a comprehensive system to recruit, evaluate, and reward faculty

**Possible action steps**
- Reorganize current system so that individual departments have increased input
- Adopt best practice in faculty evaluation, including observation, continuous feedback, student evaluations
- Establish transparent rules that tie faculty rewards explicitly to faculty performance

**NCAA goals**
- 9.1 Policy and Administration
- 9.2 Recruitment
- 9.3 Personal and Career Development

**AFAQ goals**
- 2.3 Planning the needs for and attracting faculty members
- 2.4 Retain faculty members
- 2.5 Satisfy the need for staff members and developing their skills

**Goal:** Enlarge or create academic units (departments or schools) in key fields of economic importance to the region and the kingdom, such as agriculture, fisheries, tourism management, etc.

**Possible action steps**
- Establish a coordinating committee with regional stakeholders
- Based on stakeholder input, University Council identifies and funds new and expanded departments

**NCAA goals**
- 4.3 Program development processes
- 11.2 Interactions with the community

**AFAQ goals**
- 4.4 Partnership with the business and manufacturing sectors
- 4.5 The Specialized Research University

**DIRECTION 3: DELIVERING SOCIAL AND ECONOMIC IMPACTS**

**Goal:** Invest in an analytical capability to understand and assess the region’s needs on a continuing basis

**Possible action steps**
- Establish a research institute for the region
- Conduct a regional needs assessment***

**NCAA goals**
- 10.1 Institutional research policies
- 11.2 Interactions with the community

**AFAQ goals**
- 3.1 Create applied universities

**Goal:** Enlarge or create academic units (departments or schools) in key fields of economic importance to the region and the kingdom, such as agriculture, fisheries, tourism management, etc.

**Possible action steps**
- Establish a coordinating committee with regional stakeholders
- Based on stakeholder input, University Council identifies and funds new and expanded departments

**NCAA goals**
- 4.3 Program development processes
- 11.2 Interactions with the community

**AFAQ goals**
- 4.4 Partnership with the business and manufacturing sectors
- 4.5 The Specialized Research University
Goal: Engage industry and potential employers in curriculum development

Possible action steps
- Establish a workforce board
- Conduct a workforce study
- Establish curriculum advisory committees at the College level

NCAAA goals
- 4.3 Program development processes
- 4.10 Field experiences
- 11.2 Interactions with the community

AFAQ goals
- 3.1 Create Applied Universities
- 3.8 Enhance quality and development programs in higher education
- 3.9 Connecting with the community

Goal: Invest heavily in academic and research units of regional or national importance, such as engineering, medical sciences, tropical medicine, and environmental studies

Possible action steps
- Set aside a special fund to recruit star faculty
- Establish matching fund for research grants in targeted areas
- Build a commercialization incubator

NCAAA goals
- 10.2 Teaching staff and students Involvement in research
- 10.3 Commercialization of research
- 10.4 Research facilities and equipment

AFAQ goals
- 3.1 Create applied universities
- 4.3 Managing scientific research in higher education
- 4.4 Partnership with the business and manufacturing sectors
- 4.5 The Specialized Research University
- 6.2 Supporting innovation

PLANS, PERFORMANCE AND KPIs

The measure of successful plan implementation is the milestones assigned to each action. When the action items meet their milestones, it means that the plan is being implemented according to plan. The measure of the plan’s impact on the success of the university is through the Key Performance Indicators (KPIs) selected to measure university performance.

University-level KPIs should be aligned with the three strategic directions identified above. Since the actions taken by individual colleges and units should directly support Jazan University’s vision and strategy, implementing those actions will move the University toward its strategic directions, which will be measured by the KPIs. The relationships among the university vision, strategic directions, initiatives/actions, milestones, KPIs and NCAAA requirements are illustrated below.

The key characteristics of useful KPIs are as follows:
- Tied to the mission and strategic plan
- Timely
- Simple
- Accurate
- Easy to collect
- Aligned with MOHE requirements

In particular, no institution should commit to using KPIs that they cannot easily collect, analyze and use as a guide to corrective action.

Below are illustrative KPIs that can help measure Jazan University’s progress toward its new vision.
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<tr>
<th>Strategic Direction</th>
<th>Suggested Key Performance Indicator</th>
<th>Performance Target</th>
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<tr>
<td>Building World Class</td>
<td>Effectiveness of leadership communication</td>
<td>Annual increase from baseline (or previous measure)</td>
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<tr>
<td>Management</td>
<td>Average processing time for administrative procedures</td>
<td>Annual reduction from baseline (or previous measure)</td>
</tr>
<tr>
<td></td>
<td>Percentage of faculty and staff filing electronic forms</td>
<td>Annual increase from baseline (or previous measure)</td>
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<td></td>
<td>Faculty satisfaction with administration</td>
<td>Annual increase from baseline (or previous measure)</td>
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<td></td>
<td>Student satisfaction with library and e-learning resources</td>
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<tr>
<td>Achieving Intellectual</td>
<td>Participation in teaching training</td>
<td>Increase in participation from baseline (or previous year)</td>
</tr>
<tr>
<td>Excellence</td>
<td>Student learning assessment scores</td>
<td>Increase from previous year’s measure</td>
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<tr>
<td></td>
<td>Satisfaction of graduates with teaching &amp; learning</td>
<td>Increase from previous year’s measure</td>
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<tr>
<td></td>
<td>Number of students participating in extracurricular activities</td>
<td>Increase from previous year’s measure</td>
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<td>Number of international partnerships</td>
<td>Increase from previous year’s measure</td>
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<tr>
<td>Delivering Social and</td>
<td>Number of publications per full time teaching staff</td>
<td>Increase from previous year’s measure</td>
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<tr>
<td>Economic Impacts</td>
<td>Number of publication citations per full time teaching staff</td>
<td>Increase from previous year’s measure</td>
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<td></td>
<td>Number of papers presented in academic conferences per full time teaching</td>
<td>Increase from previous year’s measure</td>
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<td>Number of external advisory committees for colleges and research</td>
<td>Increase from previous year’s measure</td>
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<td>Employer satisfaction with graduates</td>
<td>Increase from previous year’s measure</td>
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<td></td>
<td>Graduates employed as % of graduating class</td>
<td>Increase from previous year’s measure</td>
</tr>
</tbody>
</table>