

**KFU 2015:**

**Inventing the Future**

**DRAFT 5-Year Strategic Plan for  
King Faisal University  
Al Hassa, Kingdom of Saudi Arabia**

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## **KFU 2015 – Inventing the Future KFU Strategic Plan**

### **Executive Summary**

The **vision** of KFU is to be among outstanding universities recognized for community engagement through excellence in education, research and leadership.

Our **mission** is to serve our community with excellent teaching and learning, relevant and respected research, lifelong learning opportunities, effective and efficient administration, leadership service and development, and community engagement for mutual enrichment.

Based on Islamic Principles, we **value**:

- Excellence
- Responsibility to community
- Lifelong learning
- Creativity
- Integrity

We use these values to guide decision-making and to shape our goals.

Our **graduates will be qualified for**:

- Advanced education and lifelong learning
- Active participation in the economy
- Responsible participation in society

Graduates will demonstrate competence in specific and generic abilities

Our **goals** and our **expected 2015 achievements** are:

1. Excellent teaching and learning
2. Relevant and respected research
3. Lifelong learning opportunities
4. Effective and efficient administration
5. Leadership service and development
6. Community engagement for mutual enrichment

Operational Plans and all KFU initiatives will be based on these goals.

To begin the process, our **Strategic Projects** are:

1. Planning and Organizational Effectiveness Infrastructure
2. Learning Excellence Program
3. Lifelong Learning Strategy
4. Community Engagement Office
5. NCAAA Accreditation

These projects cut across and support all of our goals.

In 2015, we will have addressed all of the Strengths, Weaknesses and Opportunities we identified in our SWOT analysis of 2010.

**In 2015, we plan to celebrate all of these achievements and more!**

Goal 1: excellence in learning and teaching

- Demonstration of all the Graduate Attributes by one graduating class and those who follow
- High levels of customer satisfaction with the total student experience
- High quality faculty with evidence-based competence in teaching, research, university and community service
- Achievement of national accreditation in the area of education excellence
- Increasing numbers of programs achieving national and international accreditation

Goal 2: relevant and respected research

- Increasing numbers of research projects focused on solving community problems
- Increasing collaborations with community partners in research and development
- High numbers of research projects achieving international excellence awards
- Achievement of national accreditation in the area of research excellence
- High numbers of publications in scholarly journals and in conference proceedings

Goal 3: lifelong learning opportunities

- A system of graduated diplomas and degrees that promotes variety in student participation
- A robust Continuing Professional Development program for the major professions and industries in our community
- An innovative and responsive distance education system serving 50,000 learners with formal and non-formal opportunities

Goal 4: effective and efficient administration

- Evidence-based assurance of quality in all system elements
- An evidence-based reputation for excellence
- Deliberate and monitored implementation of this Strategic Plan
- Consensus-based 3-year Operational Plans with annual reports
- KPIs for each department with annual achievement reports
- Transparent financial plans, budgets and audited reports linked to the Strategic Plan
- A full set of integrated policies and practices for all elements of the system
- A performance-based assessment system tied to the Strategic Plan
- Fair treatment of all – male and female faculty, male and female students, Saudi and non-Saudi employees, urban and rural students, on-site and online students
- Recruitment and compensation practices that ensure faculty excellence
- A Human Capital Management system that develops excellence in all University staff
- Achievement of national accreditation based on administrative excellence

Goal 5: leadership service and development

- Increasing numbers of graduates recognized for leadership in their communities.
- Increasing numbers of faculty prepared with skills to be university leaders.
- Increasing numbers of faculty working on community projects as leaders.
- Increasing numbers of university projects contributing to community leadership.
- Achievement of excellence awards, nationally and internationally, for community leadership by the University.
- Excellence awards for leadership in teaching and learning, research, lifelong learning and community engagement

Goal 6: community engagement for mutual enrichment

- An active alumni contributing to many university initiatives
- A comprehensive Service Learning Program engaging students with community
- A solid program serving schools to achieving high quality incoming students
- Community members serving on Advisory Committee for all programs
- An eBusiness development and support program for women entrepreneurs
- Regular community consultations and needs assessment activities
- New initiatives developed in partnership with local industries

This Strategic Plan has been developed with contributions from our external community, our University leadership and faculty members, several international experts, and especially our students. Together, we are ***Inventing the Future*** of King Faisal University.

## **Who are we?**

King Faisal University (KFU) is a public institution, one of 24 universities providing higher education and research in the Kingdom of Saudi Arabia (KSA). We are located in the city of Al Hassa in Hofuf Region in the Eastern Provinces, an area critical to KSA for agriculture and food production, water and oil resources, culture and traditional. Al Hassa is famous as the world's largest oasis and as the historical capital of eastern Arabia.

At KFU, we offer undergraduate degrees in a range of disciplines, and have three research centres in addition to new medical training facilities. As well as the main campus, KFU has teaching and research facilities spread across the Al Hassa. In 2010, we served 35,000 young adult learners at the combined facilities of KFU, and annually graduate approximately 11,000 students. We have made substantial investment in learning technologies, and are able to serve a new group of 12,000 distance education students as well. A new University City campus is under construction in Al Hassa – with two sets of facilities: one each for the female and the male students. King Faisal employs many local and international professionals as teaching, research and administrative faculty, and large numbers of technical and support staff, making it the largest employer in Al Hassa. With our technologies and international outreach, we are connected to the worlds of higher education and training, professional training and development, business and socio-economic development across the GCC and beyond.

***Our vision of KFU is to be among outstanding universities recognized for community engagement through excellence in education, research and leadership.***

## **Why will we focus on Community Engagement?**

King Faisal University (KFU) is both 35 years old and brand new. For 35 years, KFU has worked to provide education, research and leadership in two very large communities: Dammam and surrounding cities, Al Hassa and surrounding region. But no longer! Beginning in 2010, KFU stands alone in serving Al Hassa, while a second new university serves Dammam. This new status presents both challenges and opportunities for KFU.

For this reason, at KFU we have developed a new, unique Vision and Mission. We have examined trends in Saudi Arabia and in global higher education. We have consulted deliberately on our internal strengths and weaknesses, our external opportunities and threats; and you will find our Trend Analysis and SWOT analysis at the end of this Strategic Plan. We have considered our options for emphasis and excellence, and always we return to the essence of what we do: we serve our community with higher education and research as no other agencies do. We are the heart of advanced education and knowledge in our community, and we take this responsibility very seriously. We have a huge population of students to serve, we have a special place in the entire education system of the Eastern provinces, we have superb Research Centres that focus on our local resources, and we have links to all the major industries in the region.

***Our mission is to serve our community with excellent teaching and learning, relevant and respected research, lifelong learning opportunities, effective and efficient administration, leadership service and development, and community engagement for mutual enrichment.***

**How do we define community?** First and foremost, we serve the people, the business and industry, the culture and community of Al Hassa and the Eastern Provinces of Saudi Arabia. As importantly, we exist in a wider community of national higher education and economic development initiatives, regional socio-economic opportunities and priorities, global industries and professions. In serving and strengthening community, we are proud to serve and strengthen our nation. We are aware that our community looks to us for leadership, and we know that our graduates are the future business, learning and community leaders of Saudi Arabia.

## How will our graduates become leaders?

We have clear expectations of KFU graduates to ensure excellence in our teaching and learning services. Our graduates will be qualified for (1) advanced education and lifelong learning, (2) productive participation in the economy, and (3) active participation in Saudi and global society. All courses and programs will be expected to teach to and test for Specific Skills, Knowledge and Abilities associated with each of three areas. As well, woven through all courses and programs will be Generic Skills that contribute to all three areas of graduate excellence, and graduates will demonstrate evidence of competence in all areas. You will find detailed descriptions of these competencies at the end of this Strategic Plan.

<b>KFU Graduates Should Be Qualified for:</b>	<b>With evidence-based competence in such specific Skills, Knowledge and Abilities (SKA) as:</b>	<b>And additional evidence-based competence in such cross-cutting Generic Skills as:</b>
<b>1. Advanced education and lifelong learning</b>	<ul style="list-style-type: none"> <li>• Subject area expertise</li> <li>• Research and analysis skills</li> <li>• Cross-disciplinary awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Effective written and oral communications</li> <li>• Information and Communications Technology (ICT) skills</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Independent learning skills</li> <li>• Entry-level employability skills</li> <li>• English language proficiency</li> <li>• Ethical behaviour</li> <li>• Problem solving and decision-making</li> <li>• Planning</li> <li>• Leadership</li> <li>• Teamwork</li> </ul>
<b>2. Active participation in the economy</b>	<ul style="list-style-type: none"> <li>• Professional knowledge and skills</li> <li>• Advanced-level employability skills</li> <li>• Entrepreneurial skills</li> </ul>	
<b>3. Active participation in society</b>	<ul style="list-style-type: none"> <li>• Community knowledge</li> <li>• Social responsibility awareness</li> <li>• Environmental sustainability awareness</li> <li>• Personal responsibility and practical life skills</li> </ul>	

This focus on learners and learning reflects our commitment to our core values.



## **What are our core values?**

On the basis of the following values, we will make choices and deliberate decisions, we will frame our expectations of students and staff, we will develop systems and services, and we will implement and assess our strategic plan.

We value **excellence**, and with this in mind, we:

- Strive to create a higher education system of outcomes, practices and inputs that is complete, balanced, fully functioning and flourishing
- Expect effectiveness, efficiency and equity in all services and system elements
- Strive to meet international benchmarks for research, teaching and lifelong learning
- Expect all graduates to demonstrate competence in the Graduate Attributes
- Expect high professional standards from all staff members
- Strive to meet and exceed our customer and community expectations and needs

We value **responsibility to community**, and with this in mind, we:

- Broadly define community in many ways, from local to global in the context of our mandate for teaching, research and community engagement
- Accept partnership and leadership roles where necessary and appropriate
- Enter into community partnerships with the goal of mutual enrichment
- Strive to meet international benchmarks for excellence in community engagement and social responsibility

We value **lifelong learning**. With this in mind, we:

- Strive to remove barriers to inclusion in our learning services
- Demonstrate openness and flexibility in serving the learning needs of our community
- Accept our responsibility to create learning opportunities as well as academic programs
- Foster a commitment to learning throughout a lifetime
- Model lifelong learning by all faculty and staff
- Formally promote Continuing Professional Development
- Support continuous improvement activities for individuals and for the institution as a whole

We value **integrity**, and we:

- Demand adherence to ethical, moral, legal and professional codes of conduct by all those who work at and with KFU
- Strive for equity in all services and systems
- Assign responsibilities and account for decisions and resource allocations
- Demonstrate accountability and transparency in policies and practices

And because we value **creativity**, we:

- Train students and staff in creative thinking and problem-solving
- Encourage innovation and non-traditional decisions
- Use technology to enhance all system elements and services
- Continuously seek improvements in all aspects of teaching, research and community engagement

Based on Islamic Principles, these values help us shape our goals and achieve our objectives.

**What are our goals and objectives to achieve the vision and mission?**

Please note: we have provided a glossary of terms as we are using them in the following goals and objectives.

**KFU is dedicated to serving the community by:**

1. Providing excellent education in a wide spectrum of academic disciplines, by ensuring that:
  - 1.1. Students learn and experience positive impacts.
  - 1.2. Graduates are qualified for advanced education and lifelong learning, positive participation in the economy and active participation in society.
  - 1.3. Student management practices - recruitment, academic and career counseling, placement, records, communications – are effective and efficient.
  - 1.4. Teaching, learning, and assessment practices focus on learner success.
  - 1.5. Faculty are selected and supported to provide excellence in all four roles: teaching, research, community and university service.
  - 1.6. Budgets, facilities, technologies and resources for teaching create an optimum learning environment.
  - 1.7. Student support services - counseling, library, housing, health services, recreation, transportation, IT access – are effective and efficient.
  - 1.8. Programs are accredited to national and international standards and include an appropriate variety for the communities served.
  
2. Conducting scholarly and applied research that is respected and relevant, by ensuring that:
  - 2.1. Research processes and results are recognized in relevant disciplines and academic communities.
  - 2.2. Research activities and outcomes can be used to address community challenges and opportunities, and there is a system for knowledge transfer through community engagement
  - 2.3. Research meets the highest standards of conduct
  - 2.4. Management of research resources and facilities is effective and efficient
  - 2.5. Budgets, facilities, technologies and resources for research create an optimum scholarly and applied research environment
  - 2.6. Supports are available to include all faculty and students in research opportunities

3. Creating lifelong learning opportunities, by ensuring that:
  - 3.1. Flexible and open learning opportunities are available to adult learners.
  - 3.2. Students are prepared and motivated to be lifelong learners.
  - 3.3. Faculty members actively model lifelong and life-wide learning.
  - 3.4. Non-formal and informal learning can be tracked, managed and utilized by individuals.
  - 3.5. Service opportunities and responsibilities are continuously monitored and managed.
  - 3.6. Policies and practices reflect the value placed on community education and continuing education.
  
4. Demonstrating effective and efficient administration, by ensuring that:
  - 4.1. The KFU brand and reputation are recognized and respected.
  - 4.2. The expectations of stakeholders are met or exceeded.
  - 4.3. All resources are managed in an accountable and transparent manner.
  - 4.4. Policies, systems and technologies are continuously monitored, evaluated and improved.
  - 4.5. Communications are effective and efficient.
  - 4.6. University strengths and opportunities are built upon, threats and weakness minimized.
  - 4.7. Solid plans and quality assurance mechanisms are in place.
  - 4.8. All resources are available to ensure excellence in teaching, research and administration.
  
5. Providing exemplary community leadership and developing future leaders, by ensuring that:
  - 5.1. The University is recognized as a credible, responsible, and proactive leader in the community.
  - 5.2. All students develop leadership skills associated with employability and social responsibility.
  - 5.3. All faculty demonstrate leadership in service to the university and the community.
  - 5.4. The University deliberately chooses when and where it will take community leadership as guided by the consensus-based priorities.
  - 5.5. Training and leadership opportunities are available to all students and staff.
  - 5.6. Leadership is systematically studied, celebrated and promoted by the University.
  - 5.7. Resources are available to support excellence in leadership.

6. Motivating university and community engagement for mutual enrichment, by ensuring that:
  - 6.1. University services support the education, social, cultural, economic and sustainability goals and achievements of KFU learners and communities.
  - 6.2. Community engagement activities, of a wide variety and types, simultaneously address community issues while strengthening KFU.
  - 6.3. Communities and services are appropriately delimited, balanced and prioritized.
  - 6.4. Community services and engagement initiatives are coordinated, appropriately resourced, and systematically evaluated.
  - 6.5. Supports are in place so that all faculty members and students can participate in community service and engagement initiatives.

These Goals and Objectives serve as the basis for detailed Operational Plans.

## **What will we have achieved by 2015?**

Based on our values and our goals, by 2015, we will be celebrating the following:

### Goal 1: excellence in learning and teaching

- Achievement of Graduate Attributes by one graduating class and subsequent cohorts
- Evidence of formal and lifelong learning by one graduating class and subsequent cohorts through personal ePortfolios
- High levels of customer satisfaction with the total student experience.
- High quality faculty with evidence-based competence in teaching, research, university and community service
- Achievement of national accreditation in the area of education excellence
- Increasing numbers of programs achieving international accreditation

### Goal 2: relevant and respected research

- Increasing numbers of research projects focused on solving community problems
- Increasing collaborations with community partners in research and development
- High numbers of research projects achieving international excellence awards
- High numbers of publications in scholarly journals and in conference proceedings
- Achievement of national accreditation in the area of research excellence

### Goal 3: lifelong learning opportunities

- A system of graduated diplomas and degrees that promotes variety in student participation
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### Goal 4: effective and efficient administration

- Evidence-based assurance of quality in all system elements
- A reputation for excellent programs and excellent graduates
- Deliberate and monitored implementation of this Strategic Plan
- Consensus-based 3-year Operational Plans with annual reports
- KPIs for each department with annual achievement reports
- Transparent financial plans, budgets and audited reports linked to the Strategic Plan
- A full set of integrated policies and practices for all elements of the system

- A performance-based assessment system tied to the Strategic Plan
- Fair treatment of all – male and female faculty, male and female students, Saudi and non-Saudi employees, urban and rural students, on-site and online students
- Recruitment and compensation practices that ensure faculty excellence
- A Human Capital Management system that develops excellence in all University staff
- Achievement of national accreditation based on administrative excellence

**Goal 5: leadership service and development**

- Increasing numbers of graduates recognized for leadership in their communities
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**Goal 6: community engagement for mutual enrichment**

- An active alumni contributing to many university initiatives
- A comprehensive Service Learning Program engaging students with community
- A solid program serving schools to achieving high quality incoming students
- Community members serving on Advisory Committee for all programs
- An eBusiness development and support program for women entrepreneurs
- Regular community consultations and needs assessment activities
- New programs developed in partnership with local industries
- A major tourism program supporting the cultural and business communities of Al Hassa.

**In 2015 will celebrate the fact that we will have addressed  
all the Weaknesses and Opportunities  
in our 2010 SWOT analysis!**

## **Are all the pieces in place to do that?**

**No**, and so we need to immediately implement a targeted number of **critical Strategic Projects**.

1. **Planning Infrastructure** – immediately develop a unit for Strategic and Operational Planning that will:
  - Systematically draft plans and policies, support implementation and review progress
  - Develop a performance-based assessment system for all staff that links directly to Strategic and Operational Plans
  - Link directly to the Quality Assurance and Statistical Data Gathering infrastructure
  - Work with the budgeting process to link plans to necessary resources
  - Focus on Organizational Development and Organizational Effectiveness
  
2. **Learning Excellence** – launch a comprehensive strategy directly linked to the Strategic Plan that will:
  - Improve the total student experience
  - Ensure a clear system of stated learning objectives for all courses and programs together with evidence-based management of student learning and achievement
  - Implement plans for all students to achieve the Graduate Attributes
  - Ensure equity of services and achievements between male and female campuses
  - Ensure faculty have the necessary skills and tools to implement this learning-centered approach
  
3. **Community Engagement** – resource an Office to implement a comprehensive strategy directly related to the KFU vision and mission that will:
  - Coordinate engagement activities between the university and community
  - Measure and demonstrate excellence in community engagement
  - Manage marketing, communications and reputation management activities
  - Ensure appropriate community engagement in the key functions of the university – teaching and learning, research and leadership
  
4. **Human Capital Development** – working collaboratively, develop a comprehensive strategy to:
  - Recruit and retain high quality faculty with a range of expertise
  - Train all faculty in the competence-based system of managing learning
  - Train all staff for their roles related to the Plans and assist with assessment
  - Encourage staff excellence for teaching, research and leadership



5. **NCAA Accreditation** – a comprehensive quality assurance exercise to:
  - Focus the development of Quality Assurance mechanisms
  - Meet national standards for excellence in higher education
  - Generate appropriate indicators and data gathering devices
  
6. **Lifelong Learning** – coordinated projects and initiatives to:
  - Expand Distance Education and eLearning
  - Create a ladder system of pre-degree diplomas and post-degree certificates
  - Develop CPD services for all alumni
  - Create KFU College as an arms-length agency

## **Supporting and Explanatory Information**

### **Appendix A:** Glossary of Terms

### **Appendix B:** Trend and Situational Analysis

**Table B1** - Trend Analysis: Higher Education in the Kingdom of Saudi Arabia and Implications for King Faisal University

**Table B2** - Trend Analysis: Global Trends and Implications for Higher Education and King Faisal University

**Table B3** - Situational Analysis: Ministry of Higher Education and National Higher Education Priorities with Implications for King Faisal University

**Table B4** - Situational Analysis: Economic and Social Development in Al Hassa

### **Appendix C:** King Faisal University SWOT Analysis February 2010

### **Appendix D:** KFU Values with Implications and Indicators

### **Appendix E:** KFU Graduate Attributes with Explanatory Information

## **Appendix A**

### **Terms as they are used in this document**

Accountability:	demonstrating responsibility and professionalism
Administration:	management of the university infrastructure, policies, human capital, assets, reputation, customer and community relations accountable to the Ministry of Higher Education
Change:	continuous improvement in all system elements
Communities:	groups that may be local, national and/or international
Community education:	non-credit programs and courses offered to community members
Community engagement:	creating two-way relationships between the university and one or more communities
Community service:	the one-way function of public institutions to give service to citizens and stakeholders
Continuing education:	non-credit programs and courses that build on the universities expertise and program offerings
Creativity:	ability to solve problems in non-traditional ways
Education:	an accountable system of teaching and learning
Effective:	does what it intends or needs to do
Efficient:	makes the best use of available resources
Equity:	treatment of all that is just, fair and impartial
Excellence:	the highest possible quality as determined by service recipients
Flexibility:	ability to adapt all system elements
Goals:	qualitative statements of <u>what</u> the university intends to achieve
Integrity:	proper ethical, moral, legal and professional behaviour
Leadership:	modeling best practice and inspiring others
Learning:	the acquisition of new knowledge and skills and attitudes, synonymous with change
Lifelong learning:	informal and non-formal learning across the lifespan
Lifelong learning opportunities:	e.g., eLearning, just-in-time training, contract training, courses, programs, conferences, work experience, forums, publications, media events, consultations, websites

Life-wide learning:	learning across a spectrum of roles and responsibilities and for a variety of reasons beyond accreditation/certification
Mission:	the overall purpose of the organization and the plans to achieve the vision
Objectives:	measurable methods of achieving the stated goals
Openness:	awareness of and responsiveness to the external community
Recognized:	meeting international quality standards, peer review and acceptance, publication, awards, research grants, business developments, patents and trademarks
Relevant:	of interest or importance to an intended audience or community
Research:	both systematic enquiry processes and the resulting knowledge
Respected:	meeting the standards set by peers and experts
Supports:	training and competency development, templates and tools, financial and technology resources
System:	the interactive relationship of (1) outputs and outcomes resulting from (2) processes and practices based on (3) inputs and resources. In a community-service or customer-focused model, the outcomes and outputs are the most important quality criteria
Teaching:	the act and art of delivering knowledge, skills and attitudes (KSA)
University services:	teaching, research and leadership
Values:	the key principles that guide decision-making and accountability of all at KFU
Vision:	the ideal future that the university is striving to achieve

## **Appendix B**

### **Trend and Situational Analysis: KFU in the National, International, and Local Communities**

Resources:

- [Al Hassa City Profile](#) (The Saudi network website accessed Feb. 2010)
- [Al Ahsa Governorate](#) (Wikipedia accessed Feb. 2010)
- *Global Employment Trends* (International Labor Organization: 2004)
- *Growth Trends and Changes in Small Towns in Saudi Arabia – 1974-1993* (Al-Gabbani; 1995)
- *Higher Education in the Kingdom of Saudi Arabia: Indicators and International Comparisons* (Observatory on Higher Education, Deputyship for Planning and Information, Ministry of Higher Education: 2010)
- *Higher Education and Building the Knowledge Society: An International Assessment* (Deputyship of Planning and Information, Ministry of Higher Education: 2010)
- *Ministry of Higher Education's Plan to Achieve Excellence in Science and Technology in Higher Education* (Deputyship of Planning and Information, Ministry of Higher Education: 2010)
- *Observatory on Higher Education* (Deputyship for Planning and Information, Ministry of Higher Education: undated)
- *Recession and Employment in the Gulf* (Gulf Talent: 2009)
- *Saudi Universities on the World Map* (Deputyship for Planning and Information, Ministry of Higher Education: 2010)
- *Saudi Towards Building Information-Based Society... Achievements and Progress* (Deputyship for Planning and Information, Ministry of Higher Education: 2010)
- [Social Trends: Saudi Arabia](#) (British Council website accessed Feb. 2010)
- Trends in Global Higher Education: Tracking an Academic Revolution - A Report Prepared for the UNESCO 2009 World Conference on Higher Education. (Altbach, P, Reisberg, and Rumbley: 2009)

**Table B1 - Trend Analysis:  
Higher Education in KSA and Implications for KFU**

	<b>Trend</b>	<b>Potential Implication for KFU</b>
1.	Increasing number of public universities, up from 7 in 1990 to 32 in 2009	Increased opportunity for both collaboration and competition
2.	Increasing number of private universities, 8 in 2009 and more planned	Potential for private university in Al Hasa and subsequent competition
3.	Increasing number of departments within the institutions, up from 410 in 1990 to 1211 in 2009 (increase rate of 195%)	Intended to cover the requirements of growth and the needs of the job market in KSA but no measures of related success
4.	Increasing number of freshmen, up from 43,113 in 1990 to 249,534 in 2009 (increase rate of 479%)	Never-ending body of potential students
5.	Increasing number of enrolled students (448% increase from 1990 to 2009)	Expect to handle more students
6.	Increasing number of graduates, up from 16,262 in 1990 to 107,776 in 2009 (increase rate of 562%)	Expect this to continue unless the value of a university degree is weakened by unemployment rates
7.	Increasing number of women graduates vis-à-vis overall (women's growth rate of 767% vs. 404% for men)	Expect increasing numbers of female students and graduates
8.	Increasing number of faculty members (192% increase rate) with females increasing (327%) more than males (143%)	Expect to hire more faculty members and expect that more of them will be females
9.	Increase in faculty members (192%) is not keeping up with increase in student numbers (448%) –from a student/teacher ratio of 13 students per faculty member in 1995 to 19 in 2009	Expect larger and larger classes
10.	The ratio of male students per instructor is only 11, while the female ration is 30	Expect dissention and a demand for equality by women students
11.	39% enrolled in Education (highest), next only 18% in Humanities and 20% in Social and Economic Sciences	Expect steady demand for these programs
12.	KSA has the lowest rates in the world for Health Sciences (6%) and Engineering (4%)	Expect these to become targeted priorities by the MoHE at some point soon
13.	KSA has the lowest female enrollment rates in Engineering Sciences and the highest in Education (compared to many countries)	Expect a push to change this
14.	Increasing distribution rate across levels (from undergraduate to graduate) up from 86% in 1999 to 92% in 2007	Expect increased demand for graduate and post-graduate degrees
15.	Regarding inbound international students, KSA receives on 0.6%	Expect a push to increase these numbers; inbound mobility is a vital and rapidly growing economic activity
16.	Spending per student in HE as a percentage of GN income per capita is dropping, from 55% in 2003 to 52% in 2007	Expect continued pressure to find alternative funding sources, in addition to government
17.	KSA has one of the world's youngest populations, with more than 10 million Saudis (50% of the population) under the age of 21	Expect continued pressure on education, employment and social development initiatives in KSA
18.	The "arabization" and "Saudization" of the workforce affects all of KSA	KFU must seek to develop and hire Saudi academics and professional staff
19.	55% of graduates are women, but women make up only 5% of the workforce	KFU should focus on careers and businesses for women
20.	The Technical and Vocational Training Corporation is responsible for Lifelong Learning in KSA	KFU needs to help broaden and deepen the definitions and services associated with lifelong learning

**Table B2 - Trend Analysis:  
Global Trends and Implications for HE and KFU**

	<b>Trend</b>	<b>Potential Implication for HE and KFU</b>
1.	Global demographics – population increase, increase in youth population, decrease in population in Western countries, population increase greatest in Muslim countries	<ul style="list-style-type: none"> <li>• More students</li> <li>• More women students</li> <li>• More varied student population, including more international, older and part-time students</li> <li>• Broader social base for HE</li> <li>• Attitudes and policies relating to access become part of national debates</li> <li>• Academic profession will become more internationally oriented and more mobile</li> <li>• Need for more lecturers will mean lower academic qualifications and part-time staff</li> </ul>
2.	Increasing levels of mobility in general, and student mobility in particular, and the general trend in outbound student mobility is movement towards countries in the same region	Consider internationalization of the campus: curriculum, international students, implications for community; address increased need for foreign-trained academics (who have no career path in KSA)
3.	Increasing importance, with acknowledged limitations, of international rankings	Pressure for international accreditation for programs and services; demands for transparency and quality with potential loss of uniqueness and community service
4.	Increased use of ICT	Instantaneous communications, global dissemination of knowledge, use of English as the world's language for scientific communication, expansion of ICTs, increased access for some groups, high tech classrooms, reduced barriers between genders
5.	Massification – access for all (Altbach, Reisberg and Rumbley, 2009)	Lowering academic standards, greater social mobility for a growing segment of the population, new patterns of funding higher education and increasingly diversified HE systems
6.	Changes to funding – from public to private	From public good to private good, bifurcation into good /expensive and poor /cheaper quality
7.	Rapid social and employment change	Demand for more relevance and immediacy of learning outcomes; demand more diversified and specialized faculty members
8.	Rising international instability and tension	Need for more intercultural learning opportunities, bring the outside world to Al Hassa
9.	Increased attention to environmental degradation and climate change	Give attention to scientific studies to address challenges and social development projects to improve attitudes towards environmental issues
10.	Use of mobile technologies is eclipsing the use of traditional, fixed technologies	All elements of the university system must become mobile.
11.		

**Table B3 - Situational Analysis:  
Ministry of Higher Education and National HE Priorities with Implications**

Priorities and possible initiatives for KFU

- **NCAA accreditation and global recognition for excellence**
- **Professional development for excellent teaching, research and administration**
- **New mission aimed at community engagement**
- **Increased use of ICT, mobile technologies and eBusiness development**
- **Human Capital Development and Management**
- **Supporting leadership development**

	<b>Priority</b>	<b>Potential Implications for KFU priorities</b>
1.	To make education available to all people by 2015 (supporting the Millennium Goals)	<b>Support for infrastructure development to meet demand, increasing reach, setting targets</b>
2.	Focus on building and forming the human capital of the Kingdom “since trained and enabled human resources are basic to human, economic and social development”	<b>Support for the new KFU vision and mission</b>
3.	Reduce the ratio of outbound to inbound international students	<b>Consider the implications of international students attending KFU – positive and negative</b>
4.	Work towards building a knowledge-based society (KBS) with a special focus on nanotechnology, biotechnology and ICT.	Tendency to value science and technology, which is not the economic base of Al Hassa, <b>but we have invested in ICT leadership.</b>
5.	Initiatives for establishing a KBS focus on increasing education infrastructure, improving educational operations, up skilling faculty and students, emphasizing scientific research, and investing in quality and internationalization	<b>Maximize opportunities and resources presented by the MoHE to KFU</b>
6.	KSA is proud of innovation capacity, technology readiness, higher education and training rates. Human creativity and inventiveness are essential to finding solutions for a sustainable future; KSA has launched a number of science and technology initiatives for retaining competitiveness of the Saudi economy	<b>Get involved, carve niches, become visible leaders</b>
7.	KSA perceives challenges of economic recession, challenges of climate change, and public policy issues of health and food security	<b>Contribute to IP system to stimulate and diffuse innovation, to promote markets for new products, and to reward creativity</b>
8.	MoHE Observatory indicators for international and local progress relate to: HE quality, research at HE, supply, demand, student enrollment, scholarship abroad, faculty members, graduates, personnel, graduate employment	<b>Negotiate with Observatory to acquire and use relevant data specific to local community</b>
9.	12 initiatives directed at improving ICT infrastructure, supply of products and services, demand for products and services, level of integration (Towards Building Information-based Saudi Economy: 3) <ul style="list-style-type: none"> <li>• Establishing centers to transfer ICT from universities to communities</li> <li>• Spreading ICT centers in all education institutions</li> <li>• Annually creating jobs for teaching assistants in ICT area</li> <li>• Consolidating and spreading effective education and training</li> </ul>	Still to do at KFU <ul style="list-style-type: none"> <li>• <b>Establishing centers to transfer ICT from universities to communities</b></li> <li>• <b>Spreading ICT centers in all education institutions (beyond university level)</b></li> <li>• <b>Annually creating jobs for teaching assistants in ICT area</b></li> <li>• <b>Consolidating and spreading effective education and training</b></li> <li>• <b>Creating partnerships with the private sector</b></li> <li>• <b>Developing the present curricula through incorporating ICT skills at all</b></li> </ul>



	<ul style="list-style-type: none"> <li>• Creating partnerships with the private sector</li> <li>• Developing the present curricula through incorporating ICT skills at all levels</li> <li>• Securing online education through eLearning</li> <li>• Developing postgraduate studies for Masters and PhD degrees in ICT</li> <li>• Creating suitable environment to encourage research in ICT</li> <li>• Securing sustainable state financial support for scientific research and development in universities</li> <li>• Encouraging the private sector to support scientific research in the universities</li> <li>• <b>Establishing an ITC centre</b></li> </ul>	<p><b>levels</b></p> <ul style="list-style-type: none"> <li>• <b>Securing online education through eLearning (good beginning)</b></li> <li>• <b>Developing postgraduate studies for Masters and PhD degrees in ICT</b></li> <li>• <b>Creating suitable environment to encourage research in ICT</b></li> <li>• <b>Encouraging the private sector to support scientific research in the universities</b></li> <li>• </li> </ul>
<p>10.</p>	<p>Deputy Ministry has a vision and conception of “social responsibility” as commitment by work and business partners to act morally, contribute to achieving economic development, in an endeavor to improve the living conditions of workers and their families, and the local community and society as a whole.” (International Business Council) Three main channels of focus for Ministry:</p> <ul style="list-style-type: none"> <li>• Economic development (new university infrastructure creating jobs)</li> <li>• Social progress (development of ICT contributing to growth of KBS)</li> <li>• Environmental conservation and protection (computerized operations to reduce dependence on paperwork, plus environmental protection initiatives)</li> </ul>	<p><b>Opportunities for KFU:</b></p> <ul style="list-style-type: none"> <li>• <b>Economic development (new university infrastructure creating jobs)</b></li> <li>• <b>Social progress (development of ICT contributing to growth of KBS)</b></li> <li>• <b>Environmental conservation and protection (computerized operations to reduce dependence on paperwork, plus environmental protection initiatives)</b></li> </ul>
<p>11.</p>	<p>Vision of MoHE is to achieve global leadership in higher education and build a knowledge-based society Strategic objectives:</p> <ul style="list-style-type: none"> <li>• Raising the level of adequacy of university education to meet the requirements of a knowledge-based society and national development needs</li> <li>• Upgrading universities output qualities in terms of graduating students, research, and all types of contributions vis-à-vis society</li> <li>• Increasing the chance of admission for those who are eligible for university enrollment</li> <li>• Promoting scientific research and expansion of graduate programs</li> <li>• Promoting an mainstream of modern management methodology in the work of the Ministry and institutions of HE sectors</li> <li>• Optimizing the use of ICT to develop and support the major work of the Ministry and HE sectors</li> <li>• Upgrading the contribution of HE in the production, documentation and publication of knowledge and in promoting public</li> </ul>	<p><b>Strategic objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Raising the level of adequacy of university education to meet the requirements of a knowledge-based society and national development needs</b></li> <li>• <b>Upgrading universities output qualities in terms of graduating students, research, and all types of contributions vis-à-vis society</b></li> <li>• <b>Increasing the chance of admission for those who are eligible for university enrollment</b></li> <li>• <b>Promoting scientific research and expansion of graduate programs</b></li> <li>• <b>Promoting an mainstream of modern management methodology in the work of the Ministry and institutions of HE sectors</b></li> <li>• <b>Optimizing the use of ICT to develop and support the major work of the Ministry and HE sectors</b></li> <li>• <b>Upgrading the contribution of HE in the production, documentation and publication of knowledge and in</b></li> </ul>

	<p>access to it within the Kingdom and abroad</p> <ul style="list-style-type: none"> <li>• Directing scholarship toward the specialties that meet the needs of the society and achieve development goals</li> <li>• Diversifying sources of financing HE and activities, and identifying organizations that allow universities to diversify funding sources in order to increase the administrative and financial flexibility of the universities;</li> <li>• Update and developing regulations to provide a suitable environment that would help bolster the performance efficiency and raised the higher education system in response to development needs and scientific updates and developments</li> </ul>	<p><b>promoting public access to it within the Kingdom and abroad</b></p> <ul style="list-style-type: none"> <li>• <b>Directing scholarship toward the specialties that meet the needs of the society and achieve development goals</b></li> <li>• <b>Diversifying sources of financing HE and activities, and identifying organizations that allow universities to diversify funding sources in order to increase the administrative and financial flexibility of the universities;</b></li> <li>• <b>Update and developing regulations to provide a suitable environment that would help bolster the performance efficiency and raised the higher education system in response to development needs and scientific updates and developments</b></li> </ul>
12.	<p>MoHE projects focused in 10 areas:</p> <ul style="list-style-type: none"> <li>• Updating and developing regulations</li> <li>• Diversifying sources of financing higher education</li> <li>• Directing scholarship to meet the needs of society</li> <li>• Upgrading the contributions of HE in the economy</li> <li>• Optimizing the use of ICT to develop HE</li> <li>• Promoting modern management methodologies</li> <li>• Promoting scientific research</li> <li>• Increasing the chance of admission</li> <li>• Upgrading university output qualities</li> <li>• Raising the level of adequacy of university education</li> </ul>	<p><b>Opportunities and responsibilities for KFU:</b></p> <ul style="list-style-type: none"> <li>• <b>Objectively identify needed regulations and changed regulations (e.g., HR in HE)</b></li> <li>• <b>Develop a policy for seeking and accepting diversified funding</b></li> <li>• <b>Identify needs of society and make them a priority</b></li> <li>• <b>Identify economic development needs and related HE opportunities</b></li> <li>• <b>Increase utilization of ICT – don't buy any more!</b></li> <li>• <b>Train for and hire for modern management</b></li> <li>• <b>Continue to promote relevant and respected research</b></li> <li>• <b>Increase capacity, actually and virtually</b></li> <li>• <b>Study the quality and find ways to improve it if necessary</b></li> </ul>

**Table B4 - Situational Analysis:  
Economic and Social Development in Al Hassa**

	<b>Situation</b>	<b>Implications for KFU Community Service</b>
1.	42% of KSA population is under the age of 15; KSA has the highest birthrate in the world (British Council) – assume Al Hassa is higher	Long-term and pressing issues around education and training, employment, social and cultural development
2.	KSA oil resources centre on Al Hassa, and the industry has stated HR needs	KFU should be working directly with the oil and gas industry
3.	KSA intends to diversify the economy away from oil; there KSA intends to provide the human capital to attract foreign direct investment, build an innovation-based economy, and redefine KSA position in the world	KFU must be proactive to participate in the innovations-based economy
4.	Al Hassa is a collection of more than 50 similar villages	KFU may be seen as a metropolitan university serving a wide but homogeneous community
5.	Al Hassa is far from any other large centers	KFU has unique and unrivaled leadership potential
6.	The “inexhaustible” water resources on which agriculture depends are being contaminated and depleted.	KFU research centers – water, dates and camels – must help with research to address the challenges and dangers
7.	The Municipality of Al Hassa is the largest administrative area in the Kingdom	KFU can provide training and technologies to meet this dispersed administrative service
8.	Al Hassa has considerable unrealized tourism potential – historical and cultural buildings in addition to being next to the Empty Quarter	Opportunities for training and business development abound
9.	The surrounding area produces huge quantities of food from livestock, fruits and vegetables, and date-related products	Research, training and business development could be aimed at diversification of food products and production and marketing.
10.	Employment in markets, hotels, government and private banks absorbs 60% of the population.	Training and research should be aimed at these elements of the economy.

**Appendix C**  
**KFU SWOT Analysis February 2010**

<b>Internal to King Faisal University</b>	<b>As Strengths, we have:</b>	<b>As Weaknesses, we have:</b>
1. Outcomes and outputs	<ul style="list-style-type: none"> <li>• ___ graduates annually</li> <li>• Agriculturally-based research projects and outputs that are unique and highly relevant</li> <li>• A high employment rate among graduates in technology and business-related disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• A low completion rate and some dissatisfied students</li> <li>• A high unemployment rate among university graduates in some disciplines</li> <li>• Major shortcomings in service to our community</li> <li>• Issues associated with research quality and publications</li> </ul>
2. Processes and practices	<ul style="list-style-type: none"> <li>• Recognized the need for change and are excited about it</li> <li>• Recognized the need for Quality Assurance and are developing appropriate mechanisms</li> <li>• Recognized the need for faculty development and are developing a system</li> </ul>	<ul style="list-style-type: none"> <li>• Major issues in the quality of teaching and learning</li> <li>• Major inequalities in the services to female students and staff</li> <li>• No ability to hire specialized education administration</li> <li>• Bureaucratic and slow decision-making processes</li> <li>• Inadequate communications and communication systems</li> </ul>
3. Inputs and Resources	<ul style="list-style-type: none"> <li>• Facilities and infrastructure being expanded and a new University City to serve 40,000 students in the future</li> <li>• Leadership with a passion and authority for positive change</li> <li>• Advanced technologies and tools for teaching and learning, and for leadership and management</li> <li>• An endless body of future students</li> <li>• A strong and vibrant community to work with</li> <li>• Considerable financial assets to spend wisely</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient staff to do all the work</li> <li>• A severely overloaded administration</li> <li>• Difficulty attracting quality faculty</li> <li>• Inability to allocate resources where needed</li> <li>• Unequal distribution of technologies, facilities and services with disadvantage to the campus for females</li> </ul>

<b>External to KFU</b>	<b>We recognize these threats to our success:</b>	<b>The resulting Opportunities may be:</b>
Our place in the learning system of the Kingdom	The students entering KFU are not prepared for Higher Education.	We do teacher training and we can support others in the education system to better prepare future students.
External demands for excellence	KFU progress towards excellence will be difficult without creativity, more human resources, and a degree of autonomy for hiring.	Working towards NCAAA accreditation is a focus for positive change in our education and research services, as are other initiatives of the Ministry of Higher Education.
The model of Human Resources in Higher Education	The process of faculty appointment to administration weakens research and the tenure process; and non-Saudis have no upward career path.	We can develop an effective, efficient and specialize education administration service.
Employment and community economic development	KFU is not currently engaged with the community and does not have mechanisms for meeting industry need.	Major local industries are seeking new programs and offering to partner with us. There are many ways we can help create employment for our graduates with new business development and support to local industries.
Community social and cultural development	Productivity and prosperity for Al Hassa are weakened if human capital is wasted.	50% of Al Hassa's human resources – its women – are waiting and wanting to contribute to community development.
Technology and innovations	Socio-economic and cultural development of our community may fail without good research, education and leadership in technology and innovations.	International experts and technologies are on site or are otherwise available to us.
Environment and natural resources	The quality of our physical environment is in danger.	We have a specialty in agricultural research and opportunities to lead in environmental conservation research.
Travel and transportation	Travel links to the outside world are really challenging.	To support infrastructure development, we could support tourism and travel industries.

## Appendix D

### KFU Values with Implications and Indicators

**\*Derived from Islamic Law, the Vision of the Ministry of Higher Education, and the King Faisal University community**

Values	With this value in mind, we:	Sample Performance Indicators are:
<b>Excellence<sup>1</sup></b>	<ul style="list-style-type: none"> <li>• Strive to create a learning system of outcomes, practices and inputs that is complete, balanced, fully functioning and flourishing</li> <li>• Expect effectiveness<sup>2</sup> and efficiency<sup>3</sup> in all services and system elements</li> <li>• Strive to meet international benchmarks for research, teaching and lifelong learning</li> <li>• Expect all graduates to demonstrate competence in the Graduate Attributes</li> <li>• Strive to meet and exceed our customer and community expectations and needs</li> <li>• Expect high professional standards from all staff members and assess performance based on goal achievement</li> </ul>	<ul style="list-style-type: none"> <li>• A Strategic Plan with deliberate and monitored implementation</li> <li>• Operational plans with annual reports</li> <li>• KPIs for each department with annual achievement reports</li> <li>• Financial plans, budgets and audited reports</li> <li>• A performance-based assessment system tied to the Strategic Plan</li> <li>• Achievement of Graduate Attributes</li> <li>• Customer satisfaction</li> <li>• Recruitment and compensation practices to ensure faculty excellence</li> <li>• Human capital management system to develop excellence in services</li> <li>• Achievement of research excellence</li> <li>• Awards and rewards for excellence</li> <li>• Quality assurance mechanisms and continuous improvement</li> </ul>
<b>Responsibility to Community</b>	<ul style="list-style-type: none"> <li>• Broadly define community in many ways, from local to global in the context of our mandate for teaching, research and community service</li> <li>• Accept partnership and leadership roles where necessary and appropriate</li> <li>• Work with stakeholders in our various communities to address their learning and research needs within the context of higher education and lifelong learning</li> <li>• Strive to meet international benchmarks for excellence in community engagement and social responsibility</li> <li>• Enter into community partnerships with the goal of mutual enrichment</li> <li>• Provide leadership in environmental protection, natural resource management and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Consultations with community stakeholders</li> <li>• Needs analysis and research</li> <li>• Partnership development</li> <li>• Advisory committees that include community members</li> <li>• Projects undertaken for the community</li> <li>• Programs and services for industry</li> <li>• Technology transfer and commercialization office</li> <li>• Needs-based projects and programs with the community</li> <li>• Service learning programs</li> <li>• Active alumni association</li> <li>• Active participation in economic and social development strategies</li> <li>• Active participation in networks, meetings and projects outside KFU</li> <li>• Business creation and job-creation</li> <li>• Build Green Policies and Practices into decision-making</li> </ul>

<sup>1</sup> Excellence: The highest possible quality as determined by service recipients

<sup>2</sup> Effectiveness: Achieving intended outcomes and outputs

<sup>3</sup> Efficiency: Making best use of available resources

<p><b>Lifelong Learning</b></p>	<ul style="list-style-type: none"> <li>• Strive to remove barriers to inclusion in our learning services</li> <li>• Strive to achieve openness<sup>4</sup> and flexibility<sup>5</sup> in service delivery</li> <li>• Respond to community needs and opportunities</li> <li>• Utilize technologies and innovations to advantage</li> <li>• Consider that learning happens in a variety of settings, and all learning has value</li> <li>• Accept our responsibility to create learning opportunities in addition to our academic programs</li> <li>• Foster a commitment to learning throughout a lifetime</li> <li>• Model lifelong learning by all faculty and staff</li> <li>• Formally promote Continuing Professional Development</li> <li>• Create flexible and open learning opportunities</li> <li>• Support continuous improvement activities for individuals and for the institution as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• Learning-focused policies and practices</li> <li>• Student success strategies and an asset-building orientation</li> <li>• Distance education strategies and services</li> <li>• A system of ladder degrees and diplomas encouraging variety in student participation</li> <li>• Deliberate learning skills development</li> <li>• Rewards for improvement and change</li> <li>• Policies and practices for lifelong learning management and human capital development</li> <li>• Measurement of change to ensure that learning happens</li> <li>• Flexible and authentic assessment practices</li> <li>• Lifelong learning portfolios for students and staff members</li> <li>• Continuing Professional Development programs</li> </ul>
<p><b>Integrity<sup>6</sup></b></p>	<ul style="list-style-type: none"> <li>• Demand adherence to ethical, moral, legal and professional codes of conduct by all those who work at and with KFU</li> <li>• Strive for equity in all services and systems</li> <li>• Assign responsibilities and account for decisions and resource allocation</li> <li>• Demonstrate accountability and transparency in policies and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence-based risk reduction</li> <li>• Performance-based assessment of all employees</li> <li>• Equal access to information and shared decision-making between the male and female campuses</li> <li>• Equal access to quality facilities and learning resources for all</li> <li>• Fair treatment of all – male and female faculty, male and female students, Saudi and non-Saudi employees, urban and rural students, onsite and online students</li> <li>• ROI evaluation of key initiatives and clear connections between inputs and outputs</li> </ul>
<p><b>Creativity<sup>7</sup></b></p>	<ul style="list-style-type: none"> <li>• Train students and staff in creative thinking and problem-solving</li> <li>• Encourage innovation and non-traditional decisions</li> <li>• Use technology to enhance all system elements and services</li> <li>• Continuously seek improvements in all aspects of teaching, research and community engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Learner-focused policies and practices</li> <li>• Student success strategies and asset-building orientation</li> <li>• Distance education strategies and services</li> <li>• Deliberate creativity skills development</li> <li>• Rewards for creativity</li> </ul>

<sup>4</sup> Openness: awareness of and responsiveness to the external environment

<sup>5</sup> Flexibility: ability to adapt all system elements

<sup>6</sup> Integrity: ethical, moral, legal and professional standards of practice

<sup>7</sup> Creativity: ability to solve problems in non-traditional ways

## Appendix E

### Graduate Attributes with Explanatory Information

KFU Graduate Should Be Qualified for	With evidence-based competence in such <b>specific SKA</b> as :	And additional evidence-based competence in such cross-cutting <b>generic skills</b> as:
<ul style="list-style-type: none"> <li>• Advanced education and lifelong learning</li> </ul>	<ul style="list-style-type: none"> <li>• Subject area expertise</li> <li>• Research and analysis skills</li> <li>• Cross-disciplinary awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Effective written and oral communications</li> <li>• ICT Skills (Information and Communications Technology)</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Independent learning skills</li> <li>• Entry-level employability skills</li> <li>• English language proficiency</li> <li>• Ethical behaviour</li> <li>• Problem solving and decision-making</li> <li>• Planning</li> <li>• Leadership</li> <li>• Teamwork</li> </ul>
<ul style="list-style-type: none"> <li>• Active participation in the economy</li> </ul>	<ul style="list-style-type: none"> <li>• Professional knowledge and skills</li> <li>• Advanced-level employability skills</li> <li>• Entrepreneurial skills</li> </ul>	
<ul style="list-style-type: none"> <li>• Active participation in society</li> </ul>	<ul style="list-style-type: none"> <li>• Community knowledge</li> <li>• Social responsibility awareness</li> <li>• Environmental sustainability awareness</li> <li>• Personal responsibility and practical life skills</li> </ul>	

Graduate Attributes are the means by which we:

- Define and measure excellence in teaching and learning
- Apply the Strategic Plan in the classroom
- Embed our Values in Teaching and Learning
- Promote lifelong learning
- Frame an ePortfolio to demonstrate that learning happens

To apply the Graduate Attributes, each course and program must be

1. described in terms of intended learning objectives and
2. mapped against these attributes
3. designed to gather evidence of competence in some/all of these attributes

References:

- KFU Strategic Plan and Values
- Measuring the Quality of University Graduates (Saudi Aramco, 2009)
- [Graduate Attributes in Australian Universities](#) (DEST Australia, undated)
- Review of Graduate Skills: Critical Thinking, Team Work, Ethical Practice and Sustainability (Australian Learning and Teaching Council, undated)



### Terms as they are used in the Graduate Attributes list

- Active participation in society: ability to be a responsible citizen, family and community member
- Active participation in the economy: to be engaged either through employment or business creation (e.g., with entrepreneurialism, consulting, project management skills)
- Advanced education: a higher and/or graduate degree from KFU and/or other universities inside and outside KSA
- Advanced-level employability skills: (Saudi Aramco, 2009) strong technical knowledge and competencies, applied knowledge, systems thinking, multi-disciplinary exposure and orientation, proficient use of information technology, strong project management skills, sound knowledge of quality approaches, safety attitude, leadership skills, business acumen in decision-making, work ethics, curiosity and innovation, communication and collaboration, foreign language proficiency, lifelong learning, personal and intercultural interaction competencies
- Attributes: qualities, abilities, competencies
- Community knowledge: within the context a graduate finds him/herself (local, national and international), the relevant history and culture, and contemporary issues
- Creative thinking: ability to generate innovative ideas and bring them to reality
- Critical thinking: ability to conceptualize, evaluate, synthesize and apply information
- Cross-disciplinary awareness: understanding of one's focus of study within the larger academic and socio-economic context from deliberate exposure to other disciplines
- Effective written and oral communication skills: ability to present information at the same level as graduates from other universities worldwide, in Arabic and in English where advisable
- Entrepreneurial skills: ability to identify opportunities and take initiatives to create income-generating enterprises; in addition to employability skills, the skills associated with financial management, marketing, organization, goal setting, record keeping, business management
- Entry-level employability skills: ([Conference Board of Canada](#)): to be immediately employable, as determined by employers: fundamental skills to communicate, manage information, use numbers, think and solve problems; personal management skills to demonstrate positive attitudes

and behaviours, be responsible, be adaptable, learn continuously, and work safely; teamwork skills to work with others and participate in projects and tasks.

- Ethical behaviour:** in a personal, academic and professional context, ability to apply Islamic values, integrity and accepted international standards for appropriate choices
- Environmental sustainability awareness:** ability to understand local and global environmental challenges and participate actively in protecting the environment
- Generic skills:** skills that cross all intended graduate outcomes and which all graduates should demonstrate upon completion
- Graduates:** individuals who complete programs for academic degrees from KFU
- Independent learning skills:** ability to locate, evaluate and use information and learning opportunities as and when needed
- Information and Communication Technology skills:** ability to use current learning and communications technologies and adapt to future technologies and tools
- Leadership:** ability to motivate and include others by modeling ethical, effective, efficient and inspirational qualities in accomplishing a common task
- Lifelong learning:** informal and non-formal learning across the lifespan
- Research and inquiry skills:** techniques for scientific study and exploration for the creation of knowledge
- Personal responsibility and practical life skills:** ability to act appropriately and positively within the culture and traditions of Saudi society
- Planning skills:** ability to identifying goals, objectives, methods, and resources needed to carry out methods, responsibilities and dates for completion of tasks
- Problem solving and decision-making:** ability to (1) identify challenges, alternatives and appropriate solutions in logical and/or creative ways, (2) make positive and necessary choices, and (3) participate in implementing solutions
- Professional knowledge and skills:** those theories and competencies associated with a specific profession, e.g., teaching, engineering, and accounting
- SKA:** Skills, Knowledge and Abilities (typically reordered as KSA but confusing with Kingdom of Saudi Arabia) – these may vary between and among degree programs
- Social responsibility awareness:** ability to understand contemporary socio-economic challenges and participate positively in wider society

Subject area expertise: achievement of stated learning objectives specific to courses and programs within which the student participated

Teamwork: skills associated with positively participating in a collaborative and collective activity, leading and/or following as necessary and desirable