BUE Planning Cycle

Institutional Planning & Development Unit (IPDU)

March 2014
TABLE OF CONTENTS

Background ........................................................................................................................................... 4

Institutional Planning & Development Unit (IPDU) ................................................................. 4
  Role & Terms of Reference ........................................................................................................... 5
  Representation in Committees & Boards ................................................................................... 5

A. BUE Performance Indicators ................................................................................................... 6
  1. Teaching & Learning .................................................................................................................. 6
     1.1. Entry Standards .................................................................................................................... 6
     1.2. Progression Data ................................................................................................................ 7
     1.3. Academic Honesty .............................................................................................................. 7
     1.4. English Entry Standards ..................................................................................................... 7
     1.5. Faculty Programme Intake .................................................................................................. 8
     1.6. Programme Evaluation ....................................................................................................... 8
     1.7. Performance Development Review (PDR) ......................................................................... 8
     1.8. Student Retention ............................................................................................................... 9
     1.9. Staff-Student Ratio (SSR) .................................................................................................. 9
     1.10. Staff Turnover .................................................................................................................... 9
     1.11. External Reviews ............................................................................................................... 9
     1.12. Graduation Award Data .................................................................................................... 10
     1.13. Marketing Strategy .......................................................................................................... 10
     1.14. Environmental Scan ......................................................................................................... 10
        1.14.1. Internal Factors .......................................................................................................... 10
        1.14.2. External Factors ......................................................................................................... 11
        1.14.3. Annual Surveys ........................................................................................................... 11
  2. Research ..................................................................................................................................... 11
     2.1. Publications ....................................................................................................................... 12
     2.2. Research Grants ................................................................................................................. 12
     2.3. Patents .................................................................................................................................. 12
     2.4. Research Proposals ............................................................................................................ 12
     2.5. Conferences & Workshops ............................................................................................... 13
     2.6. H-Index .............................................................................................................................. 13
     2.7. New Research Centres ....................................................................................................... 13
  3. Enterprise & Community Service .............................................................................................. 13
     3.1. Contracts ............................................................................................................................ 13
     3.2. Consultations (Knowledge Commercialisation) ............................................................... 14
     3.3. Seminars ............................................................................................................................ 14
     3.4. Student Entrepreneurial Knowledge & Activities ............................................................... 14
     3.5. Student Competitions ........................................................................................................ 14
3.6. Business Links ................................................................. 15
3.7. Professional Training Courses (Knowledge Transfer) .................. 15

B. Planning Mechanism .................................................................. 16
   1. BUE Strategic Plan ................................................................ 16
   2. BUE Underlying Action Plans ................................................. 17
   3. Biannual Implementation Planning Cycle ................................. 17
      Data Collection .................................................................... 18
      Data Analysis ....................................................................... 18
      Feedback ............................................................................. 18
   4. Full Term Strategic Planning Cycle .......................................... 19
   5. Reporting ............................................................................. 19
      Biannual Reports .................................................................. 19
      Full Term Report .................................................................. 20

C. Strategic Planning Committee ......................................................... 21

Annex A ...................................................................................... 23
   Biannual Implementation Planning Cycle .................................. 23

Annex B ...................................................................................... 24
   Full Term Strategic Planning Cycle ......................................... 24

Annex C ...................................................................................... 25
   Annual Surveys-I ..................................................................... 25
   Annual Surveys-II .................................................................... 26
   Annual Surveys-III ................................................................... 27
BACKGROUND

The BUE is now emerging into a new phase of its existence. During the past eight years the main concern was directed towards the establishment of the undergraduate programmes and ensuring the necessary quality assurance procedures are embedded and integrated within the system.

The BUE is now exploring potential expansions and developments to achieve its pre-set vision and mission. Such developments include the establishment of new undergraduate programmes, the introduction of postgraduate programmes, engaging in community service activities and emphasising relevant research activities. Several short-term plans have been introduced and implemented, over the past eight years, which guided the achievement of the current standing of the BUE.

A five-year strategic plan that covers the main three areas of engagement, namely, teaching & learning, research and community service, has been developed and approved in 2013. Due to the growing size of the BUE and the new expected direction in its development, as stated in the strategic plan, an institutional planning and development unit is now needed to conduct surveys, analyse data, guide, plan, propose and support the decision making process within the BUE.

INSTITUTIONAL PLANNING & DEVELOPMENT UNIT (IPDU)

The Institutional Planning and Development Unit (IPDU) facilitates the collection, analysis, planning and performance evaluation of the institution in general. Being the central repository for statistical information of the University, the unit responds to requirements for information from internal and external bodies, in addition to conducting research on topics of interest to the University decision-making process with a view to enhancing institutional effectiveness. The unit would publish its reports and recommendations on a dedicated webpage.

The unit is concerned mainly with supporting the monitoring of the BUE performance in order to ensure it is achieving its pre-set strategic targets efficiently.
and effectively. The unit shall identify and evaluate performance indicators that would provide an image of how the BUE is conducting its defined function.

**ROLE & TERMS OF REFERENCE**

The main responsibilities and activities of the IPDU are summarised as follows:

- Develop, maintain and monitor a planning cycle throughout the BUE;
- Conduct surveys to gather necessary data to support new proposals with regard to new programmes, future expansions and enrolment planning;
- Undertake policy research, data analysis and institutional research project oversight for the University;
- Provide management information to support strategic planning, performance monitoring/management and strategic projects;
- Propose institutional performance indicators to be employed in evaluating the BUE's performance on an annual basis;
- Lead the preparation of student numbers forecasts and planning models;
- Provide management information to decision makers on both a regular and ad-hoc basis;
- Explore, propose and consult on potential validation partners and relevant agreements;
- Integrate data from a wide range of internal and external sources on University performance relating to education and research;
- Publish data and reports which are also available on-line through a dedicated webpage;
- Provide data and reports to top management and all relevant committees, especially Executive Group, Senate and University Board;
- Reports to the President and the Executive Group;

**REPRESENTATION IN COMMITTEES & BOARDS**

The unit informs the members if the following boards and/or committees of its findings and recommendations:

- University Board (UB);
- University Senate (US).

The unit director and/or any of its active members shall be invited to any other BUE committee, as the need arise.
A. BUE PERFORMANCE INDICATORS

The main function of this planning cycle is to define a mechanism whereby the performance of the BUE is evaluated and gauged against its pre-set strategic objectives in order to identify any areas of improvement and thus update the annual implementation plans and/or propose new improvements to the next strategic plan.

In order to achieve this role, the first task is to identify the needed performance indicators and define methods of measuring such indicators. Any university is expected to operate in three parallel areas, namely, teaching & learning, research and enterprise & community service. Each one of these areas lends itself to a unique set of performance indicators that matches the nature of activities performed in any one of these areas of interest.

The following discussion presents a brief description of a set of indicators that are deemed critical to the evaluation of the institution’s performance on an annual basis. It is worth noting that all indicators are evaluated at an institutional level and not at a programme level. In other words, those indicators, even if they were initiating at the programmes level, their institutional impact is what is being detected and extracted in these evaluations.

1. TEACHING & LEARNING

This is the main function of any university, whereby students are engaged in a multi-faceted range of educational activities through the employment of the curriculum, staff and physical resources of the university. All these factors play a major role in the results of the educational process and how effective the teaching and learning process is being performed.

1.1. ENTRY STANDARDS

The standard of the students entering the range of programmes offered at BUE is expected to influence the performance of such students within the individual programmes and their anticipated interaction with the system. In turn, this will affect the quality of the teaching and learning process and the quality of the graduate at the end of any given programme. Such data are collected every year after the completion of the admission process and is analysed and
correlated with other types of indicators that are expected to guide to the recommendation of future entry standards into the BUE system.

1.2. **PROGRESSION DATA**
Progression data refers to the rate of progression from one study year to the next within any programme at BUE. This measure is important at two main stages in any student’s progress through the system at BUE. The first is when moving from the preparatory year to the programme of choice. This stage helps in identifying if the entry standards to the BUE are good enough to result in the type of student that could cope with our system and could successfully progress through. The second is when moving from year one of the programme of choice to the following years of study. This stage indicates if the preparatory year has succeeded in preparing students for the relevant programmes within BUE.

1.3. **ACADEMIC HONESTY**
Academic honesty is one of the BUE’s strategic targets and it is of crucial importance to measure how well such a target is being achieved through the BUE systems and mechanisms. The number of plagiarism cases, in each semester, shall be evaluated and used as a measure of achievement of academic honesty. In addition, the induction programme survey shall measure the level of understanding of new intake of the meaning of plagiarism and the amount of relevant information that were provided in the programme to enhance such understanding.

1.4. **ENGLISH ENTRY STANDARDS**
English is the language of instruction at BUE and since the system allows entry from a varying range of high school diplomas, it is important to enforce a minimum level of English language at entry in order to ensure the successful progress of BUE students within the system. This information when correlated with entry standards and progression is expected to provide an in-depth insight about entry requirements in general and might result in recommendations regarding changes to the entry standards in English as well as subject score.
1.5. Faculty Programme Intake
Faculties at BUE are free to propose any additional entry requirements they feel necessary to ensure the successful progress of students within their programmes. Faculty intake is also a function of the current resources that are available to the relevant faculties. Such resources could be classified as human resources and physical resources. Human resources refer to the academic staff and any support staff they need to perform their roles, such as teaching assistants, administrative, laboratory staff, etc. Physical resources refer to available space for instruction and practical implementations, i.e., laboratories, study areas and library. Keeping in mind that physical resources at BUE are shared by all faculties, it is crucial to evaluate the reasonable faculty intake in light of such shared resources. The monitoring of such an indicator in correlation with other relevant indicators that are mentioned above would provide a reasonable guide for the realistic intake for each programme and relevant faculty.

1.6. Programme Evaluation
Graduating students conduct annual programme evaluations in their last year of the programme in order to provide their holistic view of the programme in its entirety. Such evaluations, in addition to their value to the programme management team, are expected to raise institution level concerns that should be extracted and taken forward by such an indicator and reflect their impact, if any, to relevant programmes and faculties.

1.7. Performance Development Review (PDR)
Academic staff members are a major factor in the educational process and their performance has a significant impact on the development and progress of students within relevant programmes. The performance and development review summarises the performance of all academic staff members within a given year. The review also identifies staff development needs that reflect on staff development planning of the institution as a whole. This should also include information about the English language proficiency, or lack of, to all staff members. Extracted information about the overall performance of staff are expected to correlate to student performance and progression.
1.8. **Student Retention**

The ability to retain students within the system is another major indicator that could be related to student entry standard and their ability to cope with the system. In addition, the student retention ability of the institution is also related to student satisfaction of BUE systems and effectiveness.

1.9. **Staff-Student Ratio (SSR)**

The BUE has set a limit to Staff-Student Ratios (SSR) to a value of 1:20. It is important to monitor this ratio in all programmes in order to help identifying the maximum intake numbers of new cohorts in light of current staff, students and graduating students. It is important to note that due to staff departures, the numbers of staff is in continuous movement and thus annual monitoring of current staff numbers is essential to the evaluation of new student intake numbers.

1.10. **Staff Turnover**

Staff turnover and how frequent it is has several impacts to the performance of the BUE. The first relates to staff satisfaction of the working conditions within BUE that might force them to leave. The second relates to the responsiveness of the BUE administration to staff requirements, which again might force them to leave if they do not find the expected support from the BUE. Finally, as shown in the previous indicator staff departures have a direct impact on the SSR values and thus on projected new intakes, such departures also have negative impacts on the quality of teaching.

1.11. **External Reviews**

Annual institutional reviews conducted by national and international reviewers help in identifying institutional issues that are perceived as hindering the effective and efficient performance of the BUE. The extraction of such issues and analysing their impact on the performance of the BUE would help taking such issues forward, thus ensuring they do not re-appear in the following evaluations and that their expected positive impact on the performance of the institution is implemented.
1.12. **Graduation Award Data**

Graduation awards are the reflection of the accomplishments of BUE students when completing their degree requirements. Graduation awards data would provide a measure of exit standards of BUE graduates, which are an important reflection of BUE system and its role in transforming students through the years of study.

1.13. **Marketing Strategy**

BUE marketing strategy is one of the major factors painting an image of BUE to the community. It should be targeting a select group of students who are expected to cope with the BUE system successfully. A measure of how effective this strategy is would help in redesigning the strategy to attract the required type of students and to be more effective if it proved otherwise.

1.14. **Environmental Scan**

The BUE is not operating in a shell of its own without interactions with its environment. An environment scan is meant to probe through the interacting factors that affect the performance of the BUE system. Such factors could be classified as internal or external. The following provide a description of such factors based on their classification.

1.14.1. **Internal Factors**

There are several measures that could be used in gauging the effect of internal factors that might affect the performance of the BUE. All such factors are evaluated by designing relevant internal surveys that when analysed would provide an image of how the BUE is perceived within its internal community and whether it needs redirection of its implementation plans and or strategies. The following are factors that have been identified as necessary to measure:

- IT services
- Campus satisfaction
- Student satisfaction
- Staff satisfaction
- Induction programme
- Internships
- Employment services

1.14.2. **EXTERNAL FACTORS**

Similarly, the BUE is affected by external factors that despite being usually beyond its control, knowing and identifying such factors could be integrated within the planning cycle and their impacts could be reduced or even absorbed. The following factors are those, which have been identified as necessary to monitor:

- BUE reputation
- Security concerns
- Supreme Council of Universities (SCU) regulations
- Political implications
- Competitors fees and services

1.14.3. **ANNUAL SURVEYS**

The environmental scan is performed through a set of surveys that are required to extract the necessary data, which are not available through regular BUE procedures. Annex (C) provides a tabulated summary of all BUE surveys, which are arranged by type, gathered data, time of implementation and responsible department. The collected data are then sent to IPDU for analysis and extraction of conclusions and recommendations.

2. **RESEARCH**

Research is another important function of higher education institutions. By engaging in research activities, institutions are maintaining their edge in terms of current state of knowledge, they are sharing in the shaping of knowledge and its development, they are addressing national and international interest issues and they are engaging with their imminent community in solving their problems and helping them in continuously developing their outcomes. The following are
indicators that are considered important in reflecting the accomplishments of the research community within the BUE.

2.1. **Publications**

Publishing research findings is a major factor that could be used in gauging the level of research accomplishments of any research active institution. Publications could be in international conferences and/or in international high calibre scientific journals. In any case, the amount of such publications is a reflection of the level of engagement of the BUE research community with international peers and is in another sense a confirmation of the relevance of their research findings. An annual monitoring and evaluation of the amount of research publications of the whole university is a valid measure of its effectiveness in that regard.

2.2. **Research Grants**

Another form of research accomplishments is the ability to secure research grants, which provide funding for research activities. The successful application for research funds is another measure of relevance of research activities of the BUE academic staff. Research funds not only drive further research accomplishments, it also provides additional resources to the BUE campus, which should be pumped in allowing further research resources. This should be monitored to ensure that such funds are re-invested in advancing research activities.

2.3. **Patents**

The number of awarded patents is an important measure of research activities in scientific branches. The relevance of research activities is demonstrated through the development of patents as a result of research findings, which are expected to transform into beneficial inventions with industrial applications.

2.4. **Research Proposals**

Writing research proposals is the means of securing research grants. However, not all research proposals are successful and would end by the acquiring of funds. The process of preparing a research proposal is time consuming and it is well understood that the success of such efforts is not guaranteed due to the large amounts of required funds as opposed to the available funds. A measure of the amount of
research proposals that have been presented in a year is a reflection of how active the BUE research community is and this is directly related to the expected sums of research funds it is ultimately going to secure.

2.5. **CONFERENCES & WORKSHOPS**
Organising international scientific conferences and workshops is another form of engaging in mutual collaborative research activities. The number and size of such events organised in a year is indicative of the research activities that are going on within the institution.

2.6. **H-INDEX**
This index is a measure of how many citations a given publication or a person is attracting for his/he published work. This reflects how relevant and important the research outcomes are.

2.7. **NEW RESEARCH CENTRES**
The research plan identifies a pre-set number of new research excellence centres to be established throughout the planning period. Thus, it is important to measure if such targets were achieved or not. Therefore, this measure is meant to evaluate not only the number of new research centres, but if they were established according to the pre-set plan and in the identified specialty areas.

3. **ENTERPRISE & COMMUNITY SERVICE**
The engagement of any university in its community through extending its role beyond conventional teaching and learning is an important measure of how effective and relevant the university is. Enterprise and community services explore all possible engagement activities that are performed by the university within its imminent and wider communities. The ability to provide relevant expertise to address national and regional complications and difficulties is an important measure of the operations of the BUE.

3.1. **CONTRACTS**
The number of contracts that the community services centre brings to the BUE reflects the level of engagement of the BUE with its community. This engagement is in its own right a significant measure of the impact of the BUE and its effectiveness within its community.
Such contracts could be for any of the services that are discussed in the following sections.

3.2. **CONSULTATIONS (KNOWLEDGE COMMERCIALISATION)**
Consultations are one form of knowledge commercialisation whereby the expertise of the BUE staff is employed in solving industrial problems. The amount of consultations offered for the industry is a measure of BUE’s involvement in relevant industrial problems. Such consultations are expected to establish a common platform between research and industrial expertise of BUE staff and its implementation in relevant problems.

3.3. **SEMINARS**
Seminars serve an essential function in creating a shared platform whereby the BUE staff and potential partners, as well as current partners, may interact and engage in discussions that would lead to collaborative activities. Seminars are designed as a two-way conduit that would allow partners to present persisting problems and BUE staff present their expertise whereby the mapping takes place and collaborative agreements are formed.

3.4. **STUDENT ENTREPRENEURIAL KNOWLEDGE & ACTIVITIES**
This measure is designed to gauge the level of entrepreneurial skills all BUE students are exposed to and acquire through their programmes of study. This factor is expected to measure the amount of entrepreneurship modules and/or topics that are included in the curriculum of all faculties. In addition, it shall measure the amount of entrepreneurial extracurricular activities the students are engaged in and the number of students who are engaged in such activities.

3.5. **STUDENT COMPETITIONS**
The BUE strategic plan encourages students, under the supervision of their professors, to engage in national and international competitions relevant to their subject areas. Such interactions with peers, allow BUE students the opportunity to gain a unique skill set that enhances their education experience. The number of such interactions is considered a measure of the BUE’s success in motivating its students and allowing them further opportunities to reinforce their education experience. This factor should also relate those competitions to entrepreneurial skills.
3.6. **Business Links**
This measure summarizes all business-oriented engagements whether these are for consultations, seminars, workshops, etc. As the number of business links of the BUE increases, its impact on the community is expected to multiply.

3.7. **Professional Training Courses (Knowledge Transfer)**
One of the main services that are offered to the industrial community is knowledge transfer through a series of professional training workshops that are offered by the BUE staff to the community at large. The availability of a BUE portfolio of professional workshops and the frequency of offering such workshops is a reflection of the effectiveness of BUE as an active beacon of knowledge within its imminent environment, the nation and the MENA region as a whole.
B. PLANNING MECHANISM

The BUE is envisioned, in this model, as an interactive process that accepts inputs that could be classified into students, staff, physical resources and programmes. These inputs interact within the BUE system, under any given programme, and results in a set of outcomes on a daily, weekly, semester and yearly basis. The process is being monitored through the measurement of the performance indicators as described in the previous section in order to reveal an image of the BUE effectiveness and performance and use this image in improving the performance of the BUE at two main levels. The first is an annual level that is achieved through the improvement of individual implementation plans and the second is achieved through the improvement of the next strategic plan at the end of the strategic planning term.

1. BUE STRATEGIC PLAN

The BUE has set its mission since its inception as:

“To promote cultural, economic, social and technological development through the creation, and dissemination, of new knowledge via research and capable graduates, educated to the best UK academic standards, who are independent learners and know HOW TO THINK NOT WHAT TO THINK.”

Several short strategic plans were developed over the past eight years to guide the development of basic underpinning systems necessary to establish an institution, which aspires to achieve such an ambitious mission. Most of these achievements were directed towards the establishment of up-to-date programmes that are relevant and fit for purpose and the development of necessary quality assurance and monitoring mechanisms and structures.

After successfully achieving the first phase of its development, in collaboration with its UK strategic partners, the BUE launched the second phase of its development, in 2012, which requires the engagement of the institution at multi-faceted levels. Such engagements include, in addition to expansions in taught undergraduate programmes, the engagement within the community through enterprise and research activities.
Thus, a five-year strategic plan, that emphasizes such aspirations, was developed to cover the period from 2012-17. This is considered the first step in a systematic planning mechanism that entails further planning activities at the implementation level in the main three areas of activities, namely, teaching & learning, enterprise & community service and research. The strategic plan was developed by a strategic planning committee and has been approved by the relevant bodies within the BUE.

In order to ensure the proper alignment of such plans, a planning cycle that is designed to monitor the performance of all underlying implementation plans is established to feed in proposed actions and recommendations that are meant to ensure the attainment of the set objectives and targets of each implementation plan. Such monitoring activities are biannually to ensure the early detection of any deviation in any of the implementation plans. A second level of monitoring is introduced, as explained later in this section, to extract and capture generic recommendations that might need to be incorporated in the following strategic plan.

2. BUE UNDERLYING ACTION PLANS

Once the strategic plan is developed, three main action plans are needed in order to outline the set objectives and targets in the three areas of engagement. In addition, the needed procedures and systems, which are necessary to achieve such targets and objectives, shall be defined.

The action plans are expected to identify relevant objectives, which are aligned with the strategic plan and the underlying targets. The three relevant committees, namely, Teaching & Learning, Enterprise & Community Service and Research committees should review and propose the three action plans. Proposed plans are then presented at the top administrative bodies, at BUE, for final approval.

It is essential to monitor the implementation of all action plans within the biannual cycle in order to ensure the results are in line with the projected targets. The following sections outline the detailed mechanism for monitoring the three action plans and the impact in a biannual cycle as well as term cycle.

3. BIANNUAL IMPLEMENTATION PLANNING CYCLE

This cycle constitutes the fundamental planning mechanism within the BUE system that drives all subsequent planning activities and decisions. The cycle is completed twice every year to capture the BUE’s performance throughout the two main semesters, i.e., autumn and spring. Annex (A) provides a graphical interpretation of the planning cycle that identifies the main factors affecting the performance of the
BUE, which are classified as input factors and performance indicators. The input factors comprise the students, staff, physical resources and programmes. Section A, above, has presented a brief description of recommended performance indicators which are classified in three main categories, based on the type of activity and/or service the BUE is offering, namely, teaching & learning, research and enterprise & community service.

**DATA COLLECTION**

The planning cycle relies on sets of data that are usually collected at the end of each semester in addition to supplemental data that are generated through several sets of surveys to gauge internal, as well as, external environmental impacts through a thorough environmental scan. Data collection is conducted by communications with relevant BUE departments and faculties. Environmental scans are designed and conducted by IPDU. Further data may be extracted from several online sources that are necessary to supplement the decision making process in some instances.

**DATA ANALYSIS**

The next stage that follows data collection is to conduct a thorough data analysis, which is important to achieve two main objectives. The first, relates to identifying recurring trends, anomalies and new beginning trends. The second is correlating relevant performance indicators in order to paint a complete image of the BUE effectiveness and performance and would isolate potential solutions to under-performing indicators.

**FEEDBACK**

The results of data analyses are expected to render potential recommendations that need to be taken into consideration within the decision-making process in order to reflect on an improved performance of the BUE system the following planning period, i.e., the following year. The IPDU is in a position to offer such proposed recommendations in two different modes;

**Policies & Regulations Recommendations**

This mode of recommendations refers to proposing amendments to regulations and/or policies that are expected to improve the performance of underlying departments within the BUE system. Such recommendations shall be the outcome of comprehensive data analyses and correlation studies, as explained in the previous section. These recommendations shall be submitted to the President as part of the reporting mechanism of the IPDU and discussed in the relevant bodies where the unit is represented. If
adopted, such amendments shall be implemented as soon as practically possible.

**Enrolment Planning Recommendations**

Enrolment planning refers to the numbers of new intake in all programmes, based on the current resources and projected Staff-Student Ratios (SSR). These recommendations could also refer to upgrades in physical and/or human resources, if it is considered in the strategic interest of the BUE to target larger numbers of students in its following intake. These recommendations are expected to be reported to the relevant bodies for discussion and for these bodies to engage in the decision making process in light of the IPDU’s analyses and recommendations.

4. **Full Term Strategic Planning Cycle**

The full term planning cycle is conducted at the completion of the strategic plan term. Currently, the BUE is following a five-year strategic plan term. During the five year term, annual implementation cycles are expected to have been conducted and resulted in updates to some or all of the three action plans, namely, teaching & learning, research and enterprise & community service. Such amendments, updates and recommendations shall be grouped under main categories such as: proposals, new targets, amendments, etc. Such recommendations are then normally employed in informing the development of the new strategic plan for the following five-year term. Annex (B) provides a graphical interpretation of the strategic planning cycle that outlines the flow of information from the annual planning cycle to an annual repository and finally the translation of such impacts to the next strategic plan. This compiled set of recommendations and proposals shall be directed to the strategic planning committee, where further in-depth discussions regarding the implications of such recommendations are considered and reflected in the new strategic plan.

5. **Reporting**

The results of the planning mechanism, as explained in the previous sections, are communicated to the president of the university and discussed in relevant administrative bodies within the BUE through a reporting system structured as follows:

**Biannual Reports**

The IPDU shall compile biannual reports, submitted to the president, and presented and discussed in all relevant administrative bodies, i.e., Executive Group (EG), University Senate (US) and University Board (UB). The reports shall define all recommendations and set a suitable time frame for the
implementation of such recommendations, supported by the results of data analysis and conducted surveys.

**FULL TERM REPORT**

The IPDU shall compile a full term report linking all proposals and recommendations made through the biannual reporting mechanism. Further analysis and data collections are expected, at this stage, in order to extract strategic implications of proposed amendments and recommendations. In addition, external environmental scans that were conducted throughout the strategic plan term shall be incorporated at this stage to translate any external factors into one or all of the following:

- Amended vision of the BUE;
- New targets in all BUE activities;
- Introduction of new programmes to reflect external changes;
- Terminate programmes that might not be operating at the expected standard;
- Reposition the BUE as a result of its perceived reputation;
- Redirect BUE operations as a result of political and/or societal changes;
- Internationalisation activities.
C. STRATEGIC PLANNING COMMITTEE

In order for the planning cycle to achieve its objectives in monitoring the implementation of the strategic plan and its underlying action plans, the strategic planning committee shall maintain its role throughout the term of the strategic plan. It is not advisable to discharge the committee after the development of the strategic plan then convene it when the new plan is under development. It is essential that the developing committee maintain its function during the implementation of the plan and receive regular feedback from the institutional planning unit in order to prepare for the development of the following strategic plan.

The membership of the committee shall include the top administration team of the university and rotating members from all faculties within the BUE community. The following structure is proposed:

1. BUE President (Chair)
2. Vice Presidents
   a. Teaching & Learning
   b. Enterprise & Community Service
   c. Research & Post Graduate Studies
3. Deans of two faculties (By annual rotation)
4. Director of IPDU
5. Registrar
6. Head of Finance
7. Student representative (Head of SU)

The committee shall meet twice every year during the implementation term of the strategic plan to receive and discuss biannual reports from the IPDU and the frequency of meetings shall be raised to monthly meetings during the last year of full term in order to develop the following strategic plan.

Once the new strategic plan is developed, a pre-launch event shall be planned in individual faculties in order to receive feedback from all staff regarding the proposed plan. Any feedback shall be integrated in the new plan and a final draft shall be presented for approval from relevant bodies within BUE.
A main launching event shall be planned to present the new approved plan to the BUE community and the new planning cycle shall be engaged.
ANNEX A

BIANNUAL IMPLEMENTATION PLANNING CYCLE

Action PLans

Teaching & Learning
- Academic Honesty
- Entry Standards
- Progression Data
- English Entry Standards
- Faculty/Programme Intake
- Programme Evaluation
- PCR Data
- Student Retention Data

Research
- Patents
- Publications
- Research grants
- Proposals
- Conferences/Workshops
- HI Index
- New Research Centre

Enterprise & Community Service
- Entrepreneurial Skills
- Contracts
- Consultations
- Training Workshops
- Seminars
- Business Links
- International Competitions

Enrollment Planning

Policies/Regulations

Biannual Evaluation/Analysis (March-August)

Performance Indicators

Students
Staff
Physical Space
Labs/Facilities
Faculties/Programmes

Biannual Evaluation/Analysis

March-August

Institutional Planning & Development Unit (IPDU)
ANNEX B
FULL TERM STRATEGIC PLANNING CYCLE

Strategic Plan

- Proposals
- Recommendations
- New Targets
- Updates
- Amendments

Improvements / Updates to New Strategic Plan
## ANNEX C

### ANNUAL SURVEYS-I

<table>
<thead>
<tr>
<th>TYPE OF SURVEY</th>
<th>SURVEY TITLE (CODE)</th>
<th>COLLECTED DATA</th>
<th>IMPLEMENTATION TIME</th>
<th>RESPONSIBLE DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Surveys</td>
<td>Student Induction Evaluation Survey <em>(Student-IES)</em></td>
<td>Marketing survey, organisation of induction week, benefit of induction programme</td>
<td>End of induction week</td>
<td>Relevant departments &amp; Faculties</td>
</tr>
<tr>
<td></td>
<td>Student Learning Environment Survey <em>(Student-LES)</em></td>
<td>English-level appropriateness, classrooms &amp; lecture halls, laboratories, study areas, e-learning, library, IT services, SRS, personal tutoring system, support services, entrepreneurship in the curriculum.</td>
<td>End of Semester 2</td>
<td>Online by IPDU</td>
</tr>
<tr>
<td></td>
<td>Student Campus Life &amp; Services Satisfaction Survey <em>(Student-CLSSS)</em></td>
<td>Recreational facilities, free-time seating areas, BUE administration services, support services, wireless campus, transportation services, food outlets, internships, career services, student union, campus safety and security, bookshop, clinic, entrepreneurial activities.</td>
<td>End of Semester 2</td>
<td>Online by IPDU</td>
</tr>
</tbody>
</table>
### ANNUAL SURVEYS-II

<table>
<thead>
<tr>
<th>Type of Survey</th>
<th>Survey Title (code)</th>
<th>Collected Data</th>
<th>Implementation Time</th>
<th>Responsible Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-Staff Surveys</td>
<td>Academics Teaching Environment Survey (Academics-TES)</td>
<td>English-level appropriateness of students, research support systems, working conditions, IT services, SRS, e-learning, staff development, PDR, personal advisors, entrepreneurship in the curriculum, departmental leadership, personal tutoring, classrooms &amp; lecture halls, Q&amp;V, admin load.</td>
<td>End of Semester 1</td>
<td>Online by IPDU</td>
</tr>
<tr>
<td></td>
<td>Academics Campus Life &amp; Services Satisfaction Survey (Academics-CLSSS)</td>
<td>Recreational facilities, BUE administration services, wireless campus, transportation services, job safety and security, health insurance, salary.</td>
<td>End of Semester 1</td>
<td>Online by IPDU</td>
</tr>
<tr>
<td></td>
<td>Admin Job Satisfaction Survey (Admin-JSS)</td>
<td>Working conditions, development opportunities, IT services, departmental leadership, transportation services, BUE administrative systems, job safety and security, salary, health insurance.</td>
<td>End of Semester 1</td>
<td>Online by IPDU</td>
</tr>
</tbody>
</table>
### Annual Surveys-III

<table>
<thead>
<tr>
<th>Type of Survey</th>
<th>Survey Title (code)</th>
<th>Collected Data</th>
<th>Implementation Time</th>
<th>Responsible Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-Graduates Surveys</td>
<td>Alumni Survey (ALUM-SUR)</td>
<td>BUE role in job allocation, relevant education, proposed changes to current programmes, further education plans.</td>
<td>6 months after graduation</td>
<td>Alumni Office</td>
</tr>
<tr>
<td></td>
<td>Employers Survey (EMPLOY-SUR)</td>
<td>Satisfaction with BUE employees, strengths and weaknesses of BUE graduates, proposals to enhance current programmes, proposals for relevant new programmes.</td>
<td>Once every year</td>
<td>Online by IPDU / Alumni records</td>
</tr>
</tbody>
</table>