



جامعة المستقبل
Mustaqbal University
أول جامعة أهلية بمنطقة القصيم

Second Strategic Plan

2026 – 2030

First Edition

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Strategic Planning Department



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1. Introduction to the Document

The Second Strategic Plan "2026–2030" represents a logical extension of the University's First Strategic Plan, with a re-prioritization consistent with the institution's maturity and the requirements of accreditation and quality, and in response to stakeholders ("students, faculty members, staff, employers, parents/guardians, graduates") and future directions in university education. This extension is founded on the principle of "continuity with correction"; that is, preserving what was built in the First Plan while addressing the performance gaps revealed by diagnostic reports and lessons learned, and redirecting investments toward the higher-impact value drivers during 2026–2030.

1.1 Purpose of the Document

This document represents the final, revised formulation of the University's Second Strategic Plan 2026–2030 for Mustaqbal University, prepared as a supreme document guiding academic, administrative, financial, research, and community-related decisions throughout the term of the Plan. The document unifies the outputs of the preparatory work, the quantitative and qualitative analyses of stakeholders, the governing national frameworks, and the benchmarking results, so that the University moves from the stage of gathering inputs to the stage of integrated, institutional strategic construction.

The purpose of the document can accordingly be summarized as follows:

- a. Determining the University's institutional strategic direction during 2026–2030.
- b. Translating the "voice of stakeholders" into key objectives, performance indicators, and implementable, measurable initiatives.
- c. Providing a governance framework for implementation, follow-up, and continuous improvement.

The scope of the Plan includes: academic programs, research and innovation, community responsibility, student services, infrastructure and facilities, human resources, financial sustainability, digital transformation, and embedding artificial intelligence in education and administration.

1.2 Adopted Scientific Methodology in Preparation

The preparation of the Plan adopted a phased methodology that produces a strategic document that is "implementable and measurable," comprising:

- Extrapolation and analysis of previous documents and practices "including the First Strategic Plan document."
- Diagnosis of the current situation and analysis of the strategic environment through multiple quantitative/qualitative data and field reports.
- Environmental analysis and reality study, and the construction of analytical matrices such as the Four-Dimensional (SWOT) analysis of the internal and external environment, linking them to implementable strategic choices.
- Benchmarking: a systematic method for measuring performance/practices against reference institutions and identifying improvement gaps and best practices.
- Engaging stakeholders through surveys, interviews, workshops, and focus groups targeting leaders, faculty members, staff, students, graduates, employers, and parents/guardians.
- Formulating the strategic direction by updating the Vision, Mission, and values, and ensuring their alignment with Saudi Vision 2030 and human-capacity development programs.

- Building objectives, initiatives, and performance indicators, translating objectives into measurable initiatives.
- Formulating the overall framework, then determining the Key Performance Indicators (KPIs), initiatives, programs, and timeline.
- Review and approval: rigorous consultative review, and final approval through the committees and the University Council.

This was carried out according to a set of phases as shown in Table (1).

Table (1): Phases of implementing the scientific methodology in preparing the Plan.

Phase	Content
First Phase	Extrapolation of previous documents and practices
Second Phase	Analysis of governing strategic frameworks and directions at the national, organizational, and investment levels, and linking their direct implications to the University
Third Phase	Diagnosis of the current situation by building analytical matrices "the Four-Dimensional (SWOT) Analysis" and linking them to implementable strategic choices; outcomes of lessons learned from workshops, interviews, focus groups for beneficiaries and stakeholders, and interviews with faculty members, students, and key figures
Fourth Phase	Benchmarking: conducting a comparative performance measurement based on reference universities, then aligning it with the ten standards required for the final output of this document, and extracting improvement gaps and best practices
Fifth Phase	Formulating the overall framework, the executive objectives, and the primary "Key Performance Indicators (KPIs)" to ensure measurability and follow-up
Sixth Phase	Designing the programs, initiatives, and implementation timeline to achieve consistency between the diagnosis, objective, initiative, indicator, and implementation owner

1.3 Scientific Sources for Building the Document

The sources for building and documenting the Strategic Plan are represented as shown in Table (2).

Table (2): Scientific sources for building the document.

Source Category	Reference/Source and Documents/Files Relied Upon	Function of the Source in Building the Document
Supreme Textual Reference	The approved text of: "the Vision, Mission, Objectives, and Values"	Establishing the literal text of the Vision, Mission, approved Objectives, and Values in all locations of the document
Institutional Framework	The organizational structure of Mustaqbal University	Defining the governance system, accountability chains, implementation units, and initiative owners
Governing National Frameworks	Data, future directions; opinions and independent strategic directions from interviews with key figures	Extracting the national, organizational, investment, and regional implications for the Plan



Source Category	Reference/Source and Documents/Files Relied Upon	Function of the Source in Building the Document
Internal and External Diagnosis	Reports of students, graduates, parents/guardians, staff, faculty members, employers, and interviews with key figures	Building a picture of the current situation, identifying gaps and priorities, and the Four-Dimensional (SWOT) analysis
Benchmarking	Refined standards after peer feedback - on which the selection of reference universities was based	Determining reference universities and methodology, comparison criteria, and calculating relevance ratios

1.4 Data Sources and Analysis Tools

The Plan drew on an integrated bundle of sources, the most important of which are:

- Diagnostic and environmental-analysis reports "Diagnosis of the Current Situation" derived from the quantitative and qualitative analysis of stakeholder responses.
- Reports of qualitative/quantitative analysis of stakeholder responses "including employers, parents/guardians, and staff" based on the "Diagnosis of the Current Situation" reports.
- Reports of lessons learned from University students and faculty members "collecting a systematic inventory of problems/opportunities and converting them into executive recommendations and indicators" relying on the lessons-learned report from response analysis.
- Reports of interviews with key figures, and strategic opinions and directions summarized from the key-figures interview analysis and debriefing report.
- TOWS matrices: a framework for generating strategies by aligning SWOT elements; that is, converting strengths/weaknesses and opportunities/threats points into strategic alternatives based on the current data and future directions.
- A guide of keywords for drafting the Vision and Mission "as a linguistic control aid supporting the strategic language and not a substitute for the approved texts," prepared through developing a guide of keywords extracted from a number of visions and messages of high-ranking educational institutions.
- The reference universities' benchmarking selection criteria document.

1.5 Methodological Limitations

This document adopted the period 2026–2030 as its official final timeframe for the Plan, while making use of the preparatory papers that were labeled with some of the 2025–2030 period during the preparation phase, as some interaction with repetitions or drafting discrepancies within the preparatory files occurred across the mutual verification of the reference sources, without affecting any figure or judgment after its reliance within the reference package. In the absence of a firm reference baseline, and where some indicators are noted in this document to have their baseline determined during the 2026 measurement prior to the adoption of the final implementation targets.

The references and sources drawn upon were: the approved text of "the Vision, Mission, Objectives, and Values" 2025; the future data, directions, and expectations 2025; all the preparatory files for the work of the Second Strategic Plan 2025; and the lessons-learned document from the previous 2020-2025 Plan.

2. Governing Strategic Frameworks and Their Implications for Mustaqbal University's Strategy

2.1 National and Relevant Organizational Frameworks

Mustaqbal University's strategy for 2026–2030 is influenced by the following governing frameworks:

2.1.a. The Governing National Framework: Saudi Vision 2030

Saudi Vision 2030 is anchored on three pillars — "a vibrant society, a thriving economy, an ambitious nation" — with clear focus on strengthening positive Saudi identity values, developing future skills, and empowering youth to contribute to nation-building. These pillars are reflected in the University's commitment to translating the Strategic Plan into projects/initiatives that raise education quality, increase employability, and support the knowledge economy.

2.1.b. The Regulatory and Legislative Framework for Higher Education and Private Universities

The University is influenced by the legislative/organizational frameworks that strengthen governance, accreditation, and quality, and open wider fields for independence, the establishment of advisory boards, the expansion of graduate studies, and the development of research and innovation. This is reflected in direct implications for the document, such as: establishing an international advisory board, establishing a faculty advisory council, developing master's programs, updating qualitative programs to align with the labor market's needs, and reactivating the Scientific Council, and working on institutional accreditation and its programs.

2.1.c. Developmental and Investment Frameworks "National/Local Investment"

Documents, data, and directions point to the need to benefit from the national and local investment plans in a way that serves the University's financial sustainability and diversifies income sources and partnerships with economic sectors related to the Qassim region, so that the University turns into a growth-financing partner and a supplier of skills.

2.2 Future Trends Influencing Higher Education

Supporting documents point to future directions with a direct impact on private universities, including:

- The accelerating digital transformation in education and services, and the growing need for learning flexibility.
- The rising demand for emerging technical specializations "such as data science, cybersecurity, artificial intelligence," and applied/health specializations and licensing requirements.
- Rising stakeholder sensitivity to the quality of student-support services and the student experience "environment, facilities, cleanliness, transportation, guidance."
- The growing role of partnerships, training, work-integrated learning, and linking programs with the labor market "the organized cooperative-training program = Co-op: Cooperative Education, field training = Internships."
- The need to diversify income sources and financial sustainability through non-tuition-fee channels, and developing the governance of resources.



2.3 Implications of These Frameworks on the Design of the Second Strategic Plan

The above frameworks were reflected in the Plan through:

- a. Providing governance and automation as a foundational lever for implementation, execution, and institutional discipline.
- b. Raising the priority of education quality and accreditation standards, and linking them to measurable performance indicators.
- c. Restructuring program development to align with labor-market requirements, and expanding into diplomas and emerging specializations.
- d. Investment in digital and physical infrastructure and facilities in a way that improves the experience of the student, faculty, staff, and beneficiaries.
- e. Embedding artificial intelligence as an independent objective and a cross-cutting enabler of objectives.
- f. Building an integrated system for research and innovation, linking it with development and partnerships.
- g. Financial sustainability through diversifying funding sources and improving resource efficiency.

These implications and the Plan's response to them can be explained as follows:

2.3.a. Governance and Automation

- Governing implication: establishing governing structures/bodies, advisory councils, and developing institutional governance.

2.3.b. Quality and Accreditation

- Plan response: establishing a governed institutional framework — in line with the institutional quality and accreditation controls for universities — for planning and procedures, and establishing a portal for service-level-agreement (SLA) policies, and periodic reports on the key performance indicators (KPIs).

2.3.c. Aligning Outputs with the Labor Market and Development

- Governing implication: emphasis on labor-market studies and developing learning outputs to align with labor-market requirements.
- Plan response: rebuilding the program portfolio to align with job needs, embedding cooperative/practical training, and integrating professional certifications.

2.3.d. Infrastructure, Digital Transformation, and Embedding Artificial Intelligence as an Independent Objective

- Governing implication: strengthening digital transformation and the quality of electronic education and data security.
- Plan response: an AI roadmap, and developing the digital and educational infrastructure.

2.3.e. Embedding Artificial Intelligence as an Independent Objective and a Cross-Cutting Enabler of Objectives

- Plan response: embedding artificial intelligence as an independent objective and a cross-cutting enabler of objectives.

2.3.f. Research, Innovation, and the Knowledge Economy

- Governing implication: supporting research impact and innovation and linking them to development priorities.
- Plan response: building a research and innovation-funding system through internal/external applied partnerships.

2.3.g. Financial Sustainability

- Governing implication: diversifying funding sources and improving resource efficiency.
- Plan response: raising non-tuition revenues, and developing executive revenue-generating products and research/consulting services and endowments/partnerships.

2.4 Planning Summary of the Governing Frameworks

The methodological summary is that Mustaqbal University's strategy should be managed within three interacting circles: the circle of compliance and governance, the circle of academic and research value, and the circle of economic and community impact. Without this balance, the Plan will suffer from unregulated expansion, unfunded quality, or ineffective partnerships; the objectives and programs of this document were therefore designed so that every element of the document translates into a governing framework for implementable initiatives with measurable performance indicators.

The references and sources drawn upon were: the future data, directions, and expectations 2025; the approved text of "the Vision, Mission, Objectives, and Values" 2025; Saudi Vision 2030; the Ministry of Education: the university system; the Ministry of Education: the private universities' bylaw; the Ministry of Investment: the National Investment Strategy; and the lessons-learned document from the previous 2020-2025 Plan.



3. Diagnosis of the Current Situation and Strategic Environment Analysis

3.1 Diagnostic Methodology

The diagnostic process relies on a Mixed Evidence methodology:

- Thematic Analysis: qualitative subject analysis based on coding, then open classification, then axial categorization and extraction of general directions, as reflected in stakeholder reports "such as the parents/guardians report."
- Four-dimensional SWOT analysis to extract strengths, weaknesses, opportunities, and threats and convert them into initiatives, indicators, and roles/timing.
- Analysis of the outputs of the "qualitative/quantitative" surveys and interviews for the stakeholder groups.
- Compiling the lessons learned into a set of strategic issues translatable into initiatives, indicators, and key performance indicators.
- Aligning the results with the eight dimensions used in the benchmarking "the exemplary operational model": strategic/institutional/academic/digital; research/innovation; financial; governance; geographic/contextual; external reputation; community/sustainability.
- Compiling the lessons learned into a set of strategic issues translatable into initiatives, indicators, and key performance indicators.

3.2 Summary of Evidence from Stakeholders

3.2.a. Students "Lessons Learned"

Student directions in the lessons learned tend to highlight the following themes:

- Supporting digital/educational transformation and unifying the digital services/platforms in a way that raises satisfaction and efficiency.
- Improving the university environment and support services "facilities, services, guidance, communication."
- The need for improved quality of the educational experience practically "linking with the labor market, training opportunities, academic organization."

3.2.b. Faculty Members "Lessons Learned + Qualitative Analysis"

The lessons learned for faculty members show that the greater focus, compared with research, was on the teaching side; a descriptive statement indicated that the majority "38 of 39" focused on "teaching" as a central issue and demands.

Recurring issues that emerged include:

- Academic infrastructure/laboratories/networks and technical support, and their impact on teaching and research quality.
- Incentives, promotions, and balancing the teaching/administrative workload, and its resulting impact on retention and research commitment.

- The need to activate research/innovation funding tracks with more financing tied to partnerships and development priorities.

3.2.c. Staff "Qualitative/Quantitative Analysis"

Staff responses tend toward operational issues with an influential impact on performance, including:

- Demands to improve the work environment and services "facilities, equipment, support."
- The need for clarity in the organizational structure and defining job responsibilities, and reducing role overlap and addressing understaffing in some positions.
- Technical challenges "network/internet quality, systems, tools" and the resulting slowness of procedures.

3.2.d. Employers "Qualitative/Quantitative/Four-Dimensional Analysis"

Employer reports highlight skills and specialization gaps required, with focus on:

- Translating results directly into initiatives and performance indicators through "such as raising the employment rate within 6 months, and raising the proportion of courses with a practical project."
- Requesting emerging technical and applied specializations "data science, cybersecurity, artificial intelligence, and others."
- Practical skills, English language, communication, teamwork, time management, and problem-solving.

3.2.e. Parents/Guardians "Qualitative/Four-Dimensional Analysis"

Parent/guardian demands converge on:

- Converting "the voice of the guardian" into indicators, initiatives, responsibilities, and a timetable.
- Digital infrastructure and academic infrastructure "such as computer labs for female students" and facilitating communication.
- Quality of the educational environment, facilities, services, cleanliness, and clarity of information for new students.

3.2.f. Graduates "Four-Dimensional Analysis"

- The reports confirm linking results to the PDCA continuous-improvement approach and to the eight dimensions and quality requirements.
- Graduate reports show issues related to the practical side, quality of academic guidance, and project congestion, and describe the results as "exploratory and guiding for the decision, needing a later quantitative validation."

3.2.g. Key Figures "Interviews"

Among the most important takeaways from the key-figure interviews:

- Ability to hire graduates "3/5" and the alumni-relations file "3/5" require more proactive policies and incentives, and professional development.
- "Positional advantage" — location strength "5/5" versus a reputation/positioning gap "location: 2/5" — meaning a strategic priority for a reputation and positioning program.



3.3 Synthesis Reading of the Current Situation

The evidence shows that Mustaqbal University stands at a transitional point between an institutional readiness and increasing operational, academic, and research gaps that need to be addressed. The University has relative flexibility, a geographic location of value, a clear organizational structure, and organizational, functional, and community loyalty that can be built upon, except that these positive elements face challenges in the clarity of some procedures, governance, automation, digital infrastructure, research funding, retaining talent, and aligning programs, and raising institutional reputation to the level that fits the University's potential.

3.4 Combined Four-Dimensional (SWOT) Analysis

Based on the results of analyzing the workshops, focus groups, and interviews, a combined picture can be built "on the level of axes without cancelling the specifics of each category":

3.4.a. Strengths

- The presence of a qualifying academic core capable of building on, with clear directions toward accreditation and quality.
- The presence of situational features/positioning that is considerable and facilitates access.

The most important strengths include:

- The University's name/reputation in its surrounding environment as being the first private university in Qassim, and community leadership support, and relative financial stability/adequacy.
- The presence of a desire among parents, local stakeholders, and the local environment to participate, and satisfaction measurements "what supports building the voice of the beneficiary."
- The geographic location serving the region's needs, and the presence of committees/councils, the availability of qualified faculty members, and a positive role for the preparatory year.

3.4.b. Weaknesses

- The reputation and positioning gap compared to the opportunity for the University to be "the first private university in Qassim" as stated in the interviews.
- Gaps in the student/family experience in services, facilities, and information and communication.
- Recurring reference to structural problems in digital/network support and their impact on teaching and administration.

Weaknesses vary across several gaps:

- Gaps in marketing, institutional communication, and mental image, weakness of appearance in rankings, absence of a coherent institutional reputation-building plan, weakness in research productivity, and lack of participation in global databases.
- Internal operational challenges related to human resources "salaries/benefits/career paths/development" and to governance, procedural documentation, and automation.
- Recurring observations from students and parents/guardians about the facilities and daily services "cleanliness of shaded/parking areas, sports facilities/halls/labs" and communication and transparency in some procedures.

3.4.c. Opportunities

- Opportunities to diversify income through new channels "short programs/diplomas/training services/community services" as also recurs in the documents' recommendations.
- Digital transformation as a lever for learning flexibility and reducing procedure time/cost and improving transparency.

Opportunities center on:

- The possibility of benefiting from best practices through benchmarking with peer regional and international universities of comparable relevance, and gradually transferring practices.
- Growing demand for newly established specializations that widen training and partnerships.
- The accelerating digital transformation, and the growth of blended learning, and the emergence of new job-market-linked specializations "AI analytics/healthcare supply chains/technologies... etc.", and partnership possibilities with the public and private sectors within Qassim and beyond.

3.4.d. Threats

- Increased accreditation requirements and professional licenses, and rising costs of non-compliance/delay.
- Growing competition from private and regional universities, and the accelerating pace of change in skills and technology, which raises the cost of updating.

Threats center on:

- Rising competitive pressure in the market for attracting talent "staff and faculty members," and potential financial pressures related to fees and beneficiaries' expectations, and technical risks/information security, and climate challenges "the need for shaded areas and canopies."

Based on the foregoing, Table (3) can be extracted.

Table (3): The most prominent strengths, weaknesses, opportunities, and threats points based on the combined SWOT analysis.

Strengths	Weaknesses	Opportunities	Threats
1. The private university's flexibility and the speed of decision-making compared to larger models.	1. Overlap of some authorities and procedures, and the need to document and classify processes and responsibilities.	1. Growing national and regional demand for artificial-intelligence, cybersecurity, data, and energy specializations.	1. Intense competition among universities within and outside the region.
2. Locational advantage in the Qassim region and capabilities that give local private-sector leadership.	2. Shortfall in digital infrastructure, and some laboratories, facilities, and daily services.	2. Possibilities for local and international partnerships and academic twinning and cooperative training.	2. Limited direct government support for private universities, and rising fee sensitivity.
3. The presence of a clear governance structure starting from the Board of Trustees up to the University President.	3. Relatively low rate of scientific research funding, and the academic burden concentrated on teaching.	3. Opportunities to diversify income through executive education, diplomas, endowments, consulting services.	3. Accelerating technical shifts and rising labor-market requirements for practical skills and professional certificates.



Strengths	Weaknesses	Opportunities	Threats
4. A culture of loyalty and belonging, with a notable positive segment among staff and faculty members.	4. Challenges in salaries, promotions, retention, and professional development.	4. Digital transformation and artificial intelligence as a lever for improving education, services, and institutional decision-making.	4. Difficulty attracting some academic and administrative talent and retaining them.
5. Community readiness, and graduates clearly prepared to participate, and feedback and participation partnership.	5. Gaps in aligning some programs and courses with the labor market, and in institutional reputation, measured against potential.	5. Aligning the Plan with Saudi Vision 2030 and the National Investment Strategy, and Qassim-region development plans.	5. Reputational risks linked to any shortfall in services or in procedural fairness or output quality.

3.5 Identifying Critical Strategic Issues "Strategic Issues" 2026–2030

- The gap in institutional reputation and positioning, despite the advantage of the geographic location on the Buraidah ring road.
- Digital transformation gaps, operational/educational "systems, integration of platforms, technical support, automation."
- Gaps in aligning programs/courses with the labor market and emerging specializations.
- Weak training and employment system, and weak graduate tracking and its linkage to partnerships.
- Challenges to the work environment, retention, and incentives for faculty members and staff.
- The need to raise investment in research and innovation and link it to impact and partnerships.
- The need for financial sustainability through diversifying revenues alongside controlling operating efficiency.
- The necessity of adopting artificial intelligence as an enabling and independent objective to achieve efficiency, quality, and competitive edge.

These issues are clarified as follows:

Based on triangulating the improvement themes derived from student responses and their linkage to curriculum development, raising the quality of teaching and specialization, improving the learning environment and facilities, and the outputs of employers and faculty and staff, the following strategic issues are determined as direct drivers of the objectives and initiatives for the guardians and staff:

1. The gap between the labor market and employability: needs assessment shows the need for curricula linked to jobs and teaching, specialized training for employment, effective partnerships for training and employment, and integrating "English/digital/soft" skills and professional certifications.
2. The procedural governance, transparency, and service-speed gap: the need for an official reference "policies gateway" and announcing service-level agreements (SLAs), unifying process templates and procedures, and automating work paths and documenting them, and raising transparency and accountability.
3. The educational process quality and accreditation gap: the need to develop the quality of teaching and learning, and matching education, improving assessment processes (Rubrics), and developing detailed structural and program (blueprinting) plans, and enhancing transparency, and clarifying objection mechanisms and linking them to accreditation and programmatic and institutional pathways.

4. The digital and electronic-education infrastructure gap: the presence of clear indicators on the need to raise network reliability, unify the learning-management system (LMS), record lectures, and deepen blended learning and improve the digital-user experience.
5. The scientific research and innovation gap and its link to development: the need for internal/external funding, and a knowledge-transfer office, and applied research partnerships "publications/citations/patents," linking it to the priorities of national development.
6. The student-experience, facilities-, and services-gap: improving the learning environment "halls/labs/spaces, activity/cafeteria/shading/transportation, etc." in a way that reflects on the satisfaction of the student and guardian and reduces reputational risk.
7. The financial-sustainability gap and diversifying income: raising non-tuition-fee-approved revenues "executive programs, partnerships, endowments/grants/service centers," and improving spending efficiency and financial governance.
8. The artificial-intelligence adoption gap: the need for an AI roadmap that reduces administrative-procedure cycle time, improves learning and analytics, and strengthens commitment to digital security and data governance.

3.6 Areas of Improvement Derived from the Voice of Students and Faculty Members for Diagnosing the Current Situation:

- Student responses reveal that the three main axes derived from student responses set the direction of three "urgent improvement priorities" for the Plan: curricula linked to jobs, specialized high-quality teaching, a stimulating learning environment and facilities, in addition to a shift toward organized digitization and partnerships.
- Faculty member responses indicate that enabling the educational and research process is directly linked to network quality, teaching workload, funding support, stable incentives, and clarity of administrative governance.

3.7 Strategic Response Priorities "TOWS"

In the transition from diagnosis to formulating the strategic choices, the Plan adopted a TOWS matrix for building strategies, investing the strengths points in seizing opportunities and using them to confront threats, alongside investing in addressing weaknesses and limiting the impact of weaknesses and threats, in a way that supports building implementable strategic directions relevant to the University's institutional context, in accordance with Table (4).

Table (4): Types of TOWS strategies and their applicable formulation for the Plan using a matrix.

Strategy Type	Its Applicable Formulation in the Plan
Strength/Opportunity "SO" Strategies	Deploying the University's flexibility and location, and updating its qualitative programs in emerging fields linked to Qassim sectors, developing academic, community, and industrial partnerships, converting clinics and consulting services and executive education into a leverage lever with impact and inflow.
Weakness/Opportunity "WO" Strategies	Addressing the weakness of digital and research infrastructure through digital transformation, the research fund, developing laboratories, professional certifications, advisory councils, and updating the academic portfolio to match market requirements.



Strategy Type	Its Applicable Formulation in the Plan
Strength/Threat "ST" Strategies	Investing governance, loyalty, and institutional positioning advantage to strengthen reputation and accelerate service response, and building value propositions that differ from competing universities toward modern specializations and effective community service.
Weakness/Threat "WT" Strategies	Reducing operational and reputational risks through documenting and automating procedures, developing compensation, raising facility readiness, adopting digital risk management, and ensuring business continuity, and controlling academic and administrative workload.

Based on the foregoing, five interlinked response priority tracks can be identified for immediate action:

1. Completing institutional governance and automation.
2. Raising the quality of teaching, education, guidance, and student policies.
3. Updating the academic portfolio and linking it to the labor market and professional certifications.
4. Building a research and innovation environment supported by laboratories, scientific councils, and partnerships.
5. Improving facilities, services, financial sustainability, and institutional reputation.

The references and sources drawn upon are: the report of lessons learned from analyzing student responses 2025; the report of the four-dimensional analysis of graduate responses 2025; the report of the qualitative analysis of parent/guardian responses 2025; the report of the qualitative analysis of staff responses 2025; the report of lessons learned from analyzing faculty member responses 2025; the report of the quantitative analysis of staff responses 2025; the report of the quantitative analysis of employer responses 2025; the report of the qualitative analysis of employer interviews 2025; and "strategic opinions and directions independently derived from key-figures interviews 2025."

4. Benchmarking

4.1 Selection Criteria

4.1.a. Definition of Benchmarking and Its Methodology

Benchmarking aims to measure the University's performance against similar or more advanced institutions, digitally and locally accredited, and to identify the strategic and operational initiatives most appropriate for the future orientation of the new plan.

The benchmarking criteria/dimensions used with a "national/regional/international" reference framework aim to reveal performance gaps in comparison with the strategic axes offered in this document, and quality and teaching, and the electronic-readiness axes.

4.1.b. Dimensions/Criteria Used "The Eight Dimensions"

It was agreed to adopt the benchmarking criteria based on eight dimensions, in accordance with a coding system with the reference universities, coded as follows: H: High /M: Medium /L: Low

- The exemplary operational model: strategic and institutional leadership; digital and sustainability; innovative and creative approach; administrative and financial approach; academic teaching approach; geographic and regulatory approach; the external reputation approach.

It was agreed to adopt eight standardized benchmarking criteria/dimensions, each with performance indicators defined for it, as follows:

1. Institutional operating scale "15%": university type, ownership, size/organization type.
2. The University's academic offering "15%": specializations, programs, disciplines, majors, non-programmatic-center offerings.
3. Institutional accreditation "20%": ABET/AACSB or NCAAA institutional accreditation within 5 years.
4. External academic performance "10%": ranking position in QS Arab or THE Impact ...etc.
5. Digital transformation, and the availability of electronic education/employment centers distinguished in learning beyond the accreditation/uniqueness scope.
6. Innovation and partnerships "10%": studies/agreements/partnerships in a specific sector.
7. Financial sustainability and university governance "10%": annual tuition, diversity of financing, quality units.
8. Community service and sustainability "10%": community-responsibility policies and sustainability.

4.1.c. Coding System and Ratio Calculation

As the document adopted a rating scale symbolized H/M/L to compare and give tolerance levels among the "H=5, M=3, L=1" degrees, and used a Heatmap/Radar Chart to build a documented comparison of performance for its use in diagnosing the current situation.

The H/M/L rating symbol = high, M = medium, L = low, and to convert the rating into numeric degrees, such as calculating the relative-weight ratio and percentage "achieved/target" for each reference university.



4.1.d. Aligning the Eight Dimensions with the Axes of the Benchmarking Document "The Six Standards in This Document"

For the purposes of organizing the Second Strategic Plan document, the outputs of the benchmarking are read within six reference standards "as in items 4.2.a to 4.2.g", so that the eight-dimension framework is used as an internal evaluation methodology supporting each standard, for example: the "Students" standard intersects with the operational/academic/community dimensions... etc.

4.2 Names of Reference Universities and Their Relevance Ratios According to the Selection Criteria

Based on a list of the fifteen reference universities in the benchmarking file, an "relevance/achievement ratio" was calculated for each reference university based on the H/M/L symbol and the weights proposed by the file's methodological note: "scientific note: the ratio here matches the selection criteria and is not an absolute judgment on the university's quality whatsoever."

The list of reference universities "15" as they appeared in the criteria file: PMU, PSU, YU, Qassim U., GUST, QU, UoS, GJU, AUC, IE Univ., SMU, EUC, Buraidah Col., Unaizah Col., S. Al-Rajhi U.

Table (5) shows the "overall relevance ratio" — a procedural calculation based on the file's coding.

Table (5): Reference universities, their category, and overall relevance ratio, based on the file, ranked by overall relevance.

Reference University	Reference Category	Overall Relevance Ratio	Proposed Use in Comparison
The American University in Cairo "AUC"	Qualitative Arab reference	97.70%	Reference in reputation, governance, and community service.
University of Sharjah "UoS"	Qualitative Gulf reference	97.70%	An advanced reference in quality, research, university campus, and service.
Singapore Management University "SMU"	International illustrative reference	95.30%	Reference in employment, mandatory training, and professional skills.
IE University, Spain	International illustrative reference	92.00%	Reference in blended learning, entrepreneurship, and innovation.
Qatar University "QU"	Qualitative Gulf reference	91.70%	High-cost Gulf reference in accreditation and industrial partnerships.
Prince Sultan University "PSU"	Saudi private/local reference	91.00%	Direct reference in academic governance, accreditation, and professional programs.
Prince Mohammad Bin Fahd University "PMU"	Saudi private/local reference	87.00%	Raising quality and accreditation in the context of a mid-sized Saudi private university.
Qassim University QU	Regional/local reference	84.30%	Regional reference for aligning with the Qassim market, digital transformation, and community service.

Reference University	Reference Category	Overall Relevance Ratio	Proposed Use in Comparison
Gulf University for Science and Technology "GUST"	Similar Gulf reference	80.70%	Gulf reference in funding private universities and self-financed education.
German Jordanian University "GJU"	Arab applied reference	74.70%	Reference for applied education and cooperative training with industry.
Sulaiman Al-Rajhi University	Qassim endowment/health reference	74.30%	A health and endowment reference in Qassim for diversifying resources and community impact.
European University Cyprus "EUC"	International illustrative reference	71.00%	An international reference in medium-cost electronic learning.
Ymama University "YU"	Saudi private/local reference	67.70%	A Saudi reference close to peer private universities in growth/expansion.
Buraidah Private Colleges	Local comparative reference	50.70%	A local reference for operational comparison within the region.
Unaizah Private Colleges	Local comparative reference	50.70%	A local reference for comparing quality and emerging institutional specializations.

4.2.a. First Standard: The Strategic Plan

Meaning: the existence of a published/active strategic-plan document, with clarity of the Vision/Mission/Objectives, along with initiative matrices, indicators, and measurement dashboards, linked to budgeting, and activation of continuous improvement (PDCA).

Applied takeaway for Mustaqbal University:

- Building a "Strategy Management System" that links the plan with indicators, initiatives, and budget, and converting follow-up into measurement dashboards "Dashboard: measurement screens showing indicators and their trends periodically" as detailed in Table (6).

This standard shows that the most advanced universities in institutional planning, governance, and sustainability draw on three reference patterns: the direct Saudi private-model pattern such as Prince Sultan University and Prince Mohammad bin Fahd University, and the broad-scope regional pattern such as Qatar University and University of Sharjah, and the pioneering international pattern in governance and flexibility such as SMU and IE University.

Table (6): The applied takeaway derived from the reference universities within the First Standard: The Strategic Plan.

University	Achievement Ratio in the Standard	How Mustaqbal University Can Benefit
Prince Sultan University "PSU"	100.00%	Benefiting from academic governance, dual accreditation, and the institutional quality system.
Qatar University "QU"	100.00%	Benefiting from the integration between institutional planning, research, and international reputation.



University	Achievement Ratio in the Standard	How Mustaqbal University Can Benefit
University of Sharjah "UoS"	100.00%	Benefiting from the non-profit university model with stable governance.
IE University	100.00%	Benefiting from pioneering governance and planning linked to digital transformation.
Singapore Management University "SMU"	100.00%	Benefiting from linking institutional planning with employment and operations.
The American University in Cairo "AUC"	100.00%	Benefiting from endowment management and long-horizon planning and governance.
Qassim University	92.00%	Benefiting from the advanced regional institution and governance appropriate to the Qassim context.
Prince Mohammad Bin Fahd University "PMU"	88.00%	Benefiting from planning in a mid-sized Saudi private university.

4.2.b. Second Standard: Students

Meaning: the volume/type and stability of admissions, quality of guidance and support services, student experience, satisfaction, retention, and employability. Guardians' and students' reports reflected a high sensitivity toward the quality of the experience, facilities, and services.

Applied takeaway for Mustaqbal University:

- Activating the sequence of the student experience/Student Journey from admission through graduation and employment, and converting it into service-level indicators and agreements (SLA) and tangible initiatives, as shown in Table (7).

The results of this standard reveal that improving the student experience should balance academic services and support, and digital flexibility, and here the integration of Gulf, international, and Saudi private references close to the local context stands out.

Table (7): The applied takeaway derived from the reference universities within the Second Standard: Students.

University	Achievement Ratio in the Standard	How Mustaqbal University Can Benefit
University of Sharjah "UoS"	100.0%	Benefiting from centering the student and integrating academic and digital services.
IE University	100.0%	Benefiting from a flexible learning experience and personalized academic support.
The American University in Cairo "AUC"	100.0%	Benefiting from the student experience, services, and attractive university environment.
Singapore Management University "SMU"	100.0%	Benefiting from a student-success model linked to mandatory training.

University	Achievement Ratio in the Standard	How Mustaqbal University Can Benefit
Prince Sultan University "PSU"	94.0%	Benefiting from student support in a competitive Saudi private university.
Prince Mohammad Bin Fahd University "PMU"	94.0%	Benefiting from student-support systems in a similar private university.
Gulf University for Science and Technology "GUST"	88.0%	Benefiting from Gulf student services and the student experience.
Qatar University "QU"	86.0%	Benefiting from comprehensive services and a wide-scope educational environment.

4.2.c. Third Standard: Specializations and Tuition Fees

Meaning: aligning specializations with the labor market, program-development flexibility, and the ability to offer new tracks "diplomas/short programs/emerging specializations." Employers most notably highlighted the required specializations such as data science, cybersecurity, and artificial intelligence, and others.

Applied takeaway for Mustaqbal University:

- Creating a program roadmap 2026–2030 built on: a. Market demand; b. Employability capacity; c. The accreditation and quality track; d. A sustainable financial model.

As shown in Table (8), this standard is useful in controlling the University's decision regarding which programs should be introduced or updated, and how this is linked to the financial model and the fee and sustainability structure, away from unrealistic expansion or programmatic redundancy/duplication.

Table (8): The applied takeaway derived from the reference universities within the Third Standard: Specializations and Tuition Fees.

University	Achievement Ratio in the Standard	How Mustaqbal University Can Benefit
Prince Sultan University "PSU"	100.00%	Benefiting from managing the program portfolio, accreditation, and professional certifications.
University of Sharjah "UoS"	100.00%	Benefiting from program diversity linked to sustainable financing.
The American University in Cairo "AUC"	100.00%	Benefiting from blending qualitative specializations with diverse financing models.
IE University	100.00%	Benefiting from designing flexible programs oriented toward future skills.
Singapore Management University "SMU"	100.00%	Benefiting from building programs with high linkage to the labor market.
Qatar University "QU"	92.00%	Benefiting from programmatic expansion linked to national priority.
Qassim University	92.00%	Benefiting from regional alignment of specializations with the Qassim market.



University	Achievement Ratio in the Standard	How Mustaqbal University Can Benefit
Prince Mohammad Bin Fahd University "PMU"	88.00%	Benefiting from managing fees and programs in a Saudi private context.

4.2.d. Fourth Standard: Faculty Members

Meaning: policies of attraction, retention, professional development, incentive equity, workload balance, and providing a fertile research/educational environment. The document's evidence showed that this file needs a "selective-incentive policy," raising attraction/retention.

Applied takeaway for Mustaqbal University:

- Building a professional-development track "Teaching Excellence + Digital Pedagogy" with clear incentives, and addressing the causes of fatigue/workload, and determining levels of technical and educational support as shown in Table (9).

This standard confirms that the quality of faculty members is not measured by attraction alone, but by an integrated system encompassing development, research, accreditation, and reputation; the University should therefore combine Saudi references with direct and international benchmark reviews of quality.

Table (9): The applied takeaway derived from the reference universities within the Fourth Standard: Faculty Members.

University	Achievement Ratio in the Standard	How Mustaqbal University Can Benefit
University of Sharjah "UoS"	100.00%	Benefiting from attraction and development policies and research support for faculty members.
Qatar University "QU"	100.00%	Benefiting from an advanced research environment and developing academic competencies.
The American University in Cairo "AUC"	100.00%	Benefiting from building the academic and research career path and promotions.
Singapore Management University "SMU"	100.00%	Benefiting from professional and research empowerment and linking it to employment.
IE University	90.00%	Benefiting from developing teaching performance in a blended-learning environment.
Prince Sultan University "PSU"	90.00%	Benefiting from academic governance and developing faculty-member capabilities.
Prince Mohammad Bin Fahd University "PMU"	90.00%	Benefiting from Saudi attraction and development practices.
Gulf University for Science and Technology "GUST"	80.00%	Benefiting from academic development in a similar Gulf university.

4.2.e. Fifth Standard: Graduates, Partnerships, and Training

Meaning: industrial/community partnerships, cooperative and field training programs, graduate tracking, employment indicators, and improving networks to improve reputation. The First Plan file noted "an important lesson: continue tracking graduates and knowing their job status," and that the employment rate at peer regional universities is high.

Applied takeaway for Mustaqbal University:

- Activating a "professional path and graduates center" with a tracking system for graduates and linking partnerships with measurable outputs "joint jobs/training/projects" as shown in Table (10).

This standard shows that graduate employment and the effectiveness of training and partnerships are only achieved by integrating programs with industry and the community, and operating partnerships according to performance indicators, not merely formal agreements.

Table (10): The applied takeaway derived from the reference universities within the Fifth Standard: Graduates, Partnerships, and Training.

University	Achievement Ratio in the Standard	How Mustaqbal University Can Benefit
University of Sharjah "UoS"	92.00%	Benefiting from effective partnerships, employment, and community impact.
Qatar University "QU"	92.00%	Benefiting from industrial partnerships, employment outputs, and applied research.
The American University in Cairo "AUC"	92.00%	Benefiting from the graduate network, community service, and professional reputation.
Singapore Management University "SMU"	84.00%	Benefiting from high employment and mandatory training.
Qassim University	76.00%	Benefiting from the regional linkage between graduates and employing entities.
Prince Mohammad Bin Fahd University "PMU"	74.00%	Benefiting from professional employment of graduates in a Saudi private university.
Prince Sultan University "PSU"	74.00%	Benefiting from business partnerships and professional incubators.
IE University	74.00%	Benefiting from entrepreneurial training and relationships with employers.

4.2.f. Sixth Standard: Facilities and Services

Meaning: the quality of facilities, laboratories, services, ease of access, sustainability of the campus environment, and this recurs in the reports of parents/guardians, students, and staff about the modernity of facilities and the cleanliness of the facilities, laboratories, and networks.

Applied takeaway for Mustaqbal University:



- Adopting a "Campus Readiness Index," which is a composite index measuring cleanliness, maintenance, networks, halls, laboratories, safety, and services, and linking it to service and maintenance/operation contracts and service-level agreements (SLA), as shown in Table (11).

This standard shows that facilities and services are not a secondary element, but rather a component directly influential in the quality of the university experience and institutional reputation, and that improving the smart campus and daily services is part of competitiveness, not merely routine maintenance.

Table (11): The applied takeaway derived from the reference universities within the Sixth Standard: Facilities and Services.

University	Achievement Ratio in the Standard	How Mustaqbal University Can Benefit
University of Sharjah "UoS"	94.00%	Benefiting from a smart campus and advanced facilities and comprehensive services.
The American University in Cairo "AUC"	94.00%	Benefiting from infrastructure, services, and an attractive university environment.
Prince Sultan University "PSU"	88.00%	Benefiting from halls, platforms, and support services in a Saudi private university.
Gulf University for Science and Technology "GUST"	88.00%	Benefiting from digital services oriented toward students.
Singapore Management University "SMU"	88.00%	Benefiting from an urban campus and integrated smart services.
IE University	88.00%	Benefiting from facilities that support flexible, innovative learning.
Prince Mohammad Bin Fahd University "PMU"	88.00%	Benefiting from equipping halls and the university environment in a similar context.
Qassim University	86.00%	Benefiting from managing facilities and services within the same regional context.

The references and sources drawn upon: the refined criteria after peer feedback — on which the selection of the reference universities 2025 was based. As for the achievement ratios shown here, they result from re-calculating a standardized measure within this document to convert the original reference matrix into the six required standards in the final output.

5. The General Framework for Mustaqbal University

The University's general framework — as reflected by the reference documents — is based on the concept of a private university with national and regional ambition, resting on a clear governance structure, and moving through three main academic/developmental/investment tracks, with an executive operational arm. Understanding this framework is essential to correctly distributing responsibilities across the objectives, initiatives, and performance indicators.

5.1 Features of the Strategic Identity (Strategic Identity)

Based on the qualitative inputs, the University possesses a "decisive location advantage" "location 5/5" against a "reputation/positioning gap" "positioning: 2/5", which is what necessitates that the Plan build a defined value proposition: "Value Proposition" — that is, a clear promise explaining why the beneficiary chooses the University compared with competitors "through program quality, services and outcomes, employment/accreditation/partnerships."

5.2 Foundations for Designing the General Framework 2026–2030

The general framework rests on:

- a. Evidence-based planning built on the guiding document to the extent required by need: data/evidence/verifiable proof, as recurs in the analysis documents.
- b. Linking the Plan to executive indicators and initiatives with defined responsibilities and a clear "Initiative Owner."
- c. Using benchmarking to select the best practices appropriate to the context.
- d. Considering artificial intelligence an institutional driver for education and administration "an explicit objective as required."
- e. Formulating the Vision, Mission, Objectives, and Values.

5.3 Proposed Strategic Axes/Foundations

- Governance, automation, and institutional transparency.
- Education quality, academic accreditation, and improving the student experience.
- Developing programs and specializations to align with the labor market "with applied/cooperative education."
- Building a smart campus infrastructure, facilities, and an environment supportive of learning.
- Research and innovation, and partnerships with impact.
- Commitment to and fulfillment of community responsibility.
- Financial sustainability and diversifying income sources.
- Institutional artificial intelligence and analytics.

5.4 Governance of Plan Implementation

- Establishing rating/measurement dashboards linked to the decisions of the University Council and the budget (Dashboards).
- Adopting a role model and responsibility "RACI: Responsible, Accountable, Consulted, Informed" for initiatives with cross-cutting overlap.



- Strengthening the performance of the strategic-management and follow-up department so that it undertakes program management strategically: managing initiatives, tracking performance indicators, issuing quarterly reports, and coordinating committees (Strategic PMO).

Based on the foregoing, it can be concluded that the University's general framework — as reflected by the reference documents — revolves around the elements shown in Table (12).

Table (12): Key elements of the University's general framework.

Element	Statement
Institutional Nature	A private university operating within a governance framework beginning with the Board of Trustees, then the University Council, then the University President.
Geographic Context	The University enjoys a distinctive location in the Qassim region, and the interviews reflected a relatively high appreciation of the location's impact on growth and expansion opportunities.
Current Colleges	The College of Dentistry, the College of Engineering and Computer Science, the College of Administrative Sciences, and the College of Humanities.
Leadership Tracks	The Vice President for Educational Affairs, the Vice President for Graduate Studies and Scientific Research, the Vice President for Development and Community Responsibility, and the Executive Director.
Core Supporting Units	Strategic planning, quality and accreditation, internal audit, statistics and information, risk management, budget, legal affairs, documents and records, institutional communication.
Key Stakeholders	Students, parents/guardians, graduates, faculty members, staff, employers, local and international partners, and the local community.
Relative Advantages	The private university's flexibility, the location, the ability to introduce modern specializations, and possibilities to expand partnerships and diversify resources.
Governing Gaps	The need to raise the institutional reputation, strengthen the funding of scientific research, accelerate automation, improve the digital infrastructure and facilities, and complete alignment with the labor market.

It is drawn from this general framework that the actual implementation of this Second Strategic Plan requires a clear distinction between governance, oversight, and planning functions on one hand, and operating, service, and academic-program functions on the other, while ensuring that every initiative in this document is linked to a specific implementer within the current organizational structure or its counterpart expected upon the organizational development.

The references and sources drawn upon: the organizational structure of Mustaqbal University 2025; the qualitative-analysis report of the key-figures interviews 2025; and "strategic opinions and directions independently derived from key-figures interviews 2025."

6. Vision, Mission, Institutional Values, and Strategic Objectives

6.1 Vision

Vision

A nationally distinguished university that keeps pace with modern specializations, supports research and innovation, promotes social responsibility, and prepares future competent graduates.

6.2 Mission

Mission

To provide high-quality education aligned with modern specializations within an environment guided by sound governance that supports research and innovation, upholds national values, and promotes social responsibility, thereby contributing to the achievement of sustainable development and the knowledge economy.

6.3 Institutional Values

Value	Approved Text
Quality	We are committed to excellence in academic and administrative performance through continuous improvement.
Integrity	We are committed to honesty, respect for privacy, and equal opportunities in accordance with professional ethics.
Transparency	We are committed to the highest levels of transparency and accountability within a framework of institutional governance.
Collaboration	We collaborate effectively and perform our roles with a spirit of teamwork.
Innovativeness	We promote creative thinking and innovative spirit, in thought and in practice.
Continuous Learning	We foster self-directed and continuous pursuit of acquiring knowledge and lifelong skills development.
Digital Security	We are committed to protecting data and digital systems and ensuring the safe use of technology.

6.4 Strategic Objectives

1. Establishing a governance-based and digitally enabled institutional framework for planning and procedures.
2. Developing the educational process to achieve quality and academic accreditation standards.
3. Introducing and developing specialized programs at the bachelor's, postgraduate, and diploma levels that align with labor-market needs and support national development.
4. Upgrading the physical, digital and educational infrastructure, and the campus facilities to create a modern and stimulating environment.



5. Advancing the scientific research and innovation ecosystem and aligning it with the national development priorities.
6. Developing community engagement and social responsibility to achieve sustainable impact aligned with the national development priorities.
7. Achieving financial sustainability through diversifying revenue sources and improving resource efficiency and financial management.
8. Leveraging artificial intelligence in planning, management, and academic processes.

These Vision, Mission, Values, Objectives are the supreme textual outcome of this Second Strategic Plan document 2026-2030, and they are the reference that may not be departed from in application, interpretation, or implementation in wording, nor may they be approximated or substituted, in the reports, operational plans, and performance indicators and initiatives that refer to them.

7. Key Performance Indicators

7.1 Philosophy of the Indicators and Their Foundation

The Key Performance Indicators (KPIs) in this document are built on two principles:

- a. That they be measurable and management-oriented, comprising indicators that drive results and indicators that measure results (Lead/Lag).
- b. That they be directly linked to the eight objectives, and that they be derived — as far as possible — from the "voice of stakeholders," from gap analysis, and from benchmarking.

7.2 Proposed Key Performance Indicators Matrix 2026–2030

Executive note: the indicator's value at the start of the Plan represents the baseline, established in the first quarter of 2026 through institutional measurement, while the 2030 targets are adopted as target directions subject to review based on the 2026 results, with periodic review.

Objectives	Objective KPIs	Initiatives	Initiative KPIs
1. Establishing a governance-based and digitally enabled institutional framework for planning and procedures.	KPI-I-1: % achievement of the Strategic Plan's indicators. KPI-I-U-1: Institutional compliance rate with governance requirements and implementation of approved policies and procedures. KPI-I-U-2: % of automated processes and procedures meeting the requirements of efficiency and quality.	1.1 University Governance	- Comprehensiveness of the executive rules and procedural manuals. - Compliance with governance standards through direct review of manual and procedure implementation. - Satisfaction level with the implementation of the executive rules and procedural manuals.
		2.1 Automation of Processes and Procedures	- Development of the automated-processes registry. - % of automated processes out of total processes. - (2.2.1) Number of actual users of the electronic system. - Stability and security level of the automated system. - Beneficiary satisfaction with services after their automation. - Average transaction-completion time. - Number of faults in the automated system (day – week). - Average quality of reports issued from the automated system. - Number of complaints about the automated system.
		3.1 Development and Follow-up of Strategic Plan Implementation	- Ratio of follow-up reports issued to the annually targeted number. - % of units that prepared operational plans aligned with the Strategic Plan. - Leadership satisfaction rate with the planning and follow-up mechanism. - Number of approved Strategic Plan updates issued annually. - Conducting the Strategic Plan's comprehensive review annually.
		4.1 Governance of Partnerships and	- Comprehensiveness of the policies, regulations, and procedures related to partnerships.



Objectives	Objective KPIs	Initiatives	Initiative KPIs
2. Developing the educational process to achieve quality and academic accreditation standards.	KPI-I-2: Student evaluation of learning quality in the programs. KPI-I-5: Beneficiary satisfaction with learning resources: a. their adequacy and diversity (references, periodicals, information sources, etc.); b. the support services provided to make use of them. KPI-I-8: Student-to-faculty ratio. KPI-I-9: % of faculty members holding a doctoral degree. KPI-I-10: Faculty attrition rate from the institution. KPI-I-20: % of accredited programs.	Portfolio Management	- Compliance of the policies, regulations, and procedures with national systems. - Adequacy and comprehensiveness of templates for the different types of partnerships. - Consistency of partnership templates with the governing policies. - % of agreements registered in the partnerships portfolio.
		1.2 Academic Accreditation Initiative (Programmatic and Institutional)	- % fulfillment of institutional-accreditation standard requirements. - (2.1.2) The University obtaining institutional accreditation. - (3.1.2) % of programs fulfilling programmatic-accreditation standard requirements. - (4.1.2) % of programs holding programmatic accreditation out of eligible programs.
		2.2 Attracting and Retaining Talent (Leadership – Faculty Members – Administrators – Students)	- (1.2.2) Annual talent-attraction rate against actual need (academic and administrative staff and faculty members). - (2.2.2) Adequacy of faculty members across all academic specializations. - (3.2.2) Adequacy of administrators to cover management tasks. - (4.2.2) Staff turnover/attrition rate (Turnover Rate) for reasons attributable to the University. - (5.2.2) Job satisfaction rate. - (6.2.2) Quality-of-appointments rate (annual performance evaluation of new appointees). - (7.2.2) Direct managers' satisfaction rate with the efficiency and speed of the recruitment process. - (8.2.2) Attraction of outstanding students (% of outstanding students admitted annually). - (9.2.2) Retention rate of outstanding students. - (10.2.2) Staff satisfaction rate with the University's professional-development programs, annually.
		3.2 Developing the E-Learning Ecosystem	- (1.3.2) Readiness level of the e-learning platform infrastructure (per defined technical standards). - (2.3.2) % of courses electronically developed according to the approved design standards. - (3.3.2) % of the targeted faculty members and students who completed training programs in e-learning and blended learning. - (4.3.2) Satisfaction rate of users (students – faculty members) with the e-learning environment after implementation.
		4.2 Developing Learning and	- (1.4.2) % of classrooms equipped with modern educational media.

Objectives	Objective KPIs	Initiatives	Initiative KPIs
		Teaching Media and Resources	- (2.4.2) % availability of essential course references. - (3.4.2) Availability of specialized digital databases for all scientific fields. - (4.4.2) Beneficiary satisfaction rate with learning resources.
		5.2 Deploying Modern Teaching and Learning Strategies and Assessment Methods	- (1.5.2) % of courses in which modern teaching-and-learning strategies were applied, compared to the total number of courses. - (2.5.2) % of courses in which modern assessment methods were applied, compared to the total number of courses. - (3.5.2) % of implemented training programs (of the targeted programs) for faculty members in the field of teaching-and-learning strategies and modern assessment methods. - (4.5.2) % of faculty members who completed the approved training programs. - (5.5.2) Rate of student evaluation of courses that applied modern teaching-and-learning strategies and assessment methods. - (6.5.2) Beneficiary satisfaction rate with the adequacy and effectiveness of the unified assessment forms that help measure learning outcomes.
3. Introducing and developing specialized programs at the bachelor's, postgraduate, and diploma levels that align with labor-market needs and support national development.	KPI-I-3: Employment rate of graduates and their enrollment in postgraduate-studies programs: a. those who were employed within one year of graduation, out of the total number of graduates in the same batch (same cohort); b. those who enrolled in postgraduate-studies programs. KPI-I-4: % of bachelor's students graduating within the specified duration. KPI-I-6: Evaluation by employment entities of the efficiency of the institution's graduates. KPI-I-U-3: % of learning outputs that achieved the level targeted in the academic programs. KPI-I-U-4: % of updated programs actually offered. KPI-I-U-5: % of applicants to the updated programs relative to enrollment capacity. KPI-I-U-6: % of holders of accredited professional certificates. KPI-I-U-7: % of academic and professional programs linked to accredited professional certificates.	1.3 Introducing Modern Postgraduate-Studies Programs	- (1.1.3) Number of updated postgraduate-studies programs. - (2.1.3) % of partnership programs out of the offered postgraduate-studies programs. - (3.1.3) Number of laboratories necessary to support postgraduate-studies programs. - (4.1.3) % of admitted-student numbers relative to enrollment capacity. - (5.1.3) Adequacy of program outputs with labor-market needs, per beneficiary-entity reports. - (6.1.3) Number of research papers published by postgraduate-studies students. - (7.1.3) % of participating faculty members in postgraduate-studies programs. - (8.1.3) Return on investment from postgraduate-studies programs.
		2.3 Introducing Modern Short Programs and Diplomas	- (1.2.3) Number of short programs and modern diplomas that were developed and licensed. - (2.2.3) % of offered programs. - (3.2.3) % of enrolled students relative to enrollment capacity. - (4.2.3) Trainee satisfaction rate with the programs and curricula. - (5.2.3) Number of professional partnerships with community sectors. - (6.2.3) Return on investment for professional programs compared with the approved budget.
		3.3 Introducing Modern Bachelor's	- (1.3.3) Number of modern bachelor's programs that were developed and accredited.



Objectives	Objective KPIs	Initiatives	Initiative KPIs
4. Upgrading the physical, digital and educational infrastructure, and the campus facilities to create a modern and stimulating environment.		Programs and Study Patterns	- (2.3.3) Number of bachelor's programs introduced through partnerships. - (3.3.3) Number of new study patterns actually implemented at the University. - (4.3.3) % of students who enrolled in the modern programs out of the total number of admitted students. - (5.3.3) Satisfaction rate of students and faculty members with the new study patterns. - (6.3.3) Number of faculty members trained on blended and smart education.
		4.3 Qualifying for Professional Accreditation Certificates	- (1.4.3) Number of professional programs implemented annually. - (2.4.3) Number of accredited professional-certificate programs. - (3.4.3) Number of trainees enrolled in professional-qualification programs. - (4.4.3) % of trainees who applied for the professional exams, out of total beneficiaries. - (5.4.3) Pass rate in the professional exams. - (6.4.3) Number of accredited trainers participating in program delivery. - (7.4.3) Number of signed international professional partnerships. - (8.4.3) Trainee satisfaction rate with the offered programs. - (9.4.3) Return-on-investment rate for the professional-qualification programs. - (10.4.3) % of beneficiaries employed or promoted within one year of obtaining the certificate.
	KPI-I-7: Student satisfaction with the services provided. KPI-I-12: Beneficiary satisfaction with the technical services. KPI-I-U-8: Readiness of the physical and digital infrastructure, and the digital and educational services, in accordance with the adopted standards.	1.4 Developing the Campus Master Plan and Infrastructure	- (1.1.4) Coverage rate of the campus master plan. - (2.1.4) Completion rate of the work plan set for designing the master plan. - (3.1.4) Coverage rate of the plans for the various infrastructure elements. - (4.1.4) Conformity rate of the proposed building and facility layout with the University's organizational structure. - (5.1.4) Beneficiary satisfaction rate with the proposed plans.
		2.4 Developing University Facilities	- (1.2.4) Beneficiary satisfaction rate with facility efficiency. - (2.2.4) % of green/landscaped areas relative to the University's total area (the increase). - (3.2.4) % availability of facilities covering the organizational structure's components.
		3.4 Completing Educational Equipment and Services	- (1.3.4) Satisfaction rate of an independent reviewer regarding the adequacy and efficiency of hall and laboratory equipment. - (2.3.4) Student satisfaction rate with the applied learning environment. - (3.3.4) Faculty member satisfaction rate with applied teaching resources.
		4.4 Developing Maintenance and	- (1.4.4) Beneficiary satisfaction rate with cleanliness efficiency.

Objectives	Objective KPIs	Initiatives	Initiative KPIs
5. Advancing the scientific research and innovation ecosystem and aligning it with the national development priorities.		Cleanliness Operations	- (2.4.4) Beneficiary satisfaction rate with maintenance efficiency. - (3.4.4) Average response time for maintenance work. - (4.4.4) Extent of applying preventive- and corrective-maintenance programs. - (5.4.4) Monthly fault rate. - (6.4.4) % improvement in water-quality standards through periodic laboratory analysis.
		5.4 Completing the Digital Infrastructure	- (1.5.4) Beneficiary satisfaction with the digital services. - (2.5.4) Availability rate (% of time the network is available). - (3.5.4) Expansion rate in the digital infrastructure. - (4.5.4) Monthly fault rate in the IT network. - (5.5.4) Average fault-repair time. - (6.5.4) Success rate in repelling intrusions or attacks. - (7.5.4) Response time for security incidents.
	KPI-I-13: % of faculty members' scientific-publication rate, and rate of published research per faculty member. KPI-I-14: Rate of research published per faculty member. KPI-I-15: Citation rate in refereed journals. KPI-I-16: Number of patents and excellence awards. KPI-I-17: Ratio of the scientific-research budget within the institution. KPI-I-U-9: % of research and innovation outputs linked to national development priorities that are invested in or applied.	1.5 Directing Scientific Research Towards National Development Priorities	- (1.1.5) % of scientific publication for faculty members, and rate of published research per faculty member. - (2.1.5) Citation rate in refereed journals per faculty member. - (3.1.5) % of research aligned with national directions. - (4.1.5) Number of excellence awards. - (5.1.5) Raising the University's ranking in the Saudi ranking (an indicator related to the University's reputation). - (6.1.5) % improvement in the University's mental image/perception.
		2.5 Innovation and Entrepreneurship	- (1.2.5) Number of workshops and courses provided annually to develop the innovation capabilities of University staff and students. - (2.2.5) Holding one bootcamp annually. - (3.2.5) Number of incubated innovative ideas. - (4.2.5) Rate of innovative ideas that are converted into investment projects.
		3.5 Strengthening the Efficiency of Scientific-Research and Innovation Management and Improving Its Performance	- (1.3.5) Completion of structuring the scientific-research management and units and the innovation center within a suitable timeframe. - (2.3.5) Level of satisfaction of management's and center's staff with the effectiveness of the structuring. - (3.3.5) Completion of developing the related guides. - (4.3.5) Level of satisfaction of University staff with the guides and policies. - (5.3.5) Holding training and qualification programs annually. - (6.3.5) Completing the digital infrastructure within a suitable timeframe.



Objectives	Objective KPIs	Initiatives	Initiative KPIs
6. Developing community engagement and social responsibility to achieve sustainable impact aligned with the national development priorities.	KPI-I-18: Beneficiary satisfaction with community services. KPI-I-19: % of faculty members and students participating in community activities. KPI-I-U-10: % of community initiatives with sustainable impact that align with national development priorities.		- (7.3.5) Fulfillment of the database at a rate of 100%.
		4.5 Establishing Research Partnerships with Various Community Sectors	- (1.4.5) Number of research partnerships with the different sectors, annually. - (2.4.5) Number of research partnerships with the local industrial sector, annually. - (3.4.5) Number of marketing and investment partnerships for products, innovations, and patents, annually. - (4.4.5) Beneficiary satisfaction level with the partnerships.
		1.6 Enhancing the Efficiency of Community-Responsibility Management	- (1.1.6) Completion of structuring the community-responsibility management and units within a suitable timeframe. - (2.1.6) Level of satisfaction of management's and center's staff with the effectiveness of the structuring. - (3.1.6) Completion of developing the related guides. - (4.1.6) Level of satisfaction of University staff with the guides and policies. - (5.1.6) Holding training and qualification programs annually. - (6.1.6) Completing the digital infrastructure within a suitable timeframe. - (7.1.6) Completion of building an active database.
7. Achieving financial sustainability through diversifying revenue sources and improving resource efficiency and financial management.	KPI-I-11: % of the institution's self-generated (own-source) income. KPI-I-U-11: Financial-sustainability ratio of the institution. KPI-I-U-12: Beneficiary satisfaction with the efficiency of the institution's administrative and financial services.	2.6 Building Effective Community Partnerships to Strengthen the University's Role in Line with Its Responsibilities	- (1.2.6) Level of compliance with applying the governance manual in managing partnerships, according to defined measurement criteria. - (2.2.6) Number of community-partnership agreements signed with entities of national priority within the specified period. - (3.2.6) % of community initiatives actually implemented out of total planned initiatives. - (4.2.6) Average score of the community impact of the initiatives, based on the approved measurement and evaluation tools. - (5.2.6) % of periodic reports issued in accordance with the follow-up and evaluation plan. - (6.2.6) % of updating and completeness of the partners-and-initiatives database compared with the overall target.
		1.7 Improving the Efficiency of Financial Management	- (1.1.7) Level of satisfaction of University staff with financial-management processes and procedures and compliance with them. - (2.1.7) Level of compliance with implementing the estimated (approved) budget. - (3.1.7) Number of audit observations received annually within the auditors' report. - (4.1.7) Average time to complete a financial transaction. - (5.1.7) Extent of automation of financial procedures and completeness of the electronic financial system.

Objectives	Objective KPIs	Initiatives	Initiative KPIs
8. Leveraging artificial intelligence in planning, management, and academic processes.	KPI-I-U-13: % of planning and administrative processes and decisions supported by artificial-intelligence applications. KPI-I-U-14: % of academic courses meeting the approved standards for employing artificial intelligence. KPI-I-U-15: % of academic programs meeting the approved standards for integrating artificial intelligence. KPI-I-U-16: % of leaders and staff trained on artificial-intelligence tools. KPI-I-U-17: % of faculty members trained on artificial-intelligence techniques.		- (6.1.7) Beneficiary satisfaction rate with periodic financial reports. - (7.1.7) Quality (effectiveness) level of the financial-risk plan. - (8.1.7) Number of workshops provided to qualify financial staff trained on modern financial systems and policies.
		2.7 Diversifying Revenue Sources and Investing the University's Resources	- (1.2.7) Number of investment contracts and partnerships. - (2.2.7) % increase in annual self-generated revenue from non-traditional sources. - (3.2.7) Number of income-generating projects and programs launched annually.
		1.8 Activating and Leveraging Artificial-Intelligence Capabilities in Planning and Management	- (1.1.8) Number of systems automated with artificial intelligence. - (2.1.8) % of leaders and employees trained on artificial-intelligence tools. - (3.1.8) Level of leadership satisfaction with the investment in artificial-intelligence tools. - (4.1.8) Reduction in the time required to prepare strategic reports. - (5.1.8) % of administrative decisions supported by smart analytics.
		2.8 Activating and Leveraging Artificial-Intelligence Capabilities in Academic Aspects	- (1.2.8) % of courses in which artificial intelligence has been integrated. - (2.2.8) Extent of improvement in students' learning outcomes. - (3.2.8) % of faculty members trained on artificial-intelligence techniques. - (4.2.8) % of students benefiting from smart-learning systems. - (5.2.8) Level of satisfaction of students and faculty members with the smart solutions.

Building on all of the foregoing, the performance indicators for the main objectives and the performance indicators for the initiatives were constructed to serve as measurement bridges between the diagnosis, the objectives, and the initiatives. Their formulation drew on the explicit baselines available in the reference files, and on the executive formulations contained in the lessons-learned reports and the qualitative and quantitative analyses, with the proviso that some baselines will be completed in the 2026 measurement cycle prior to the final approval of the annual operational contracts.

References and sources drawn upon: the report on lessons learned from the analysis of faculty-member responses "2025"; the report on lessons learned from the analysis of student responses "2025"; the quarterly analysis report of graduate responses "2025"; the qualitative analysis report of staff responses "2025"; the qualitative analysis report of employer responses "2025"; the qualitative analysis report of parent/guardian responses "2025"; the initiatives of the sixth objective "2026".



8. Strategic Initiatives and Programs

This part of the Plan relies on the program-portfolio model, whereby initiatives are grouped into five strategic programs directly linked to the University's leadership structure; each program is assigned an institutional owner responsible for its governance, coordination, follow-up, and performance reporting. The initiatives' alignment with the eight strategic objectives has been re-mapped so that the relationship between each initiative and its objective is clear, while retaining the possibility of cross-objective contribution during operational implementation.

8.1 Matrix Linking Objectives and Programs to Initiatives

8.1.a Strategic Programs and Owning Entities

Table: Strategic programs and their owning entities.

No.	Strategic Program	Owning Entity	Count
1	Governance and Sustainability	University Council	5
2	Development and Fulfillment of Community Responsibility	Vice President for Development and Community Responsibility	8
3	Scientific Research and Digital Transformation	Vice President for Graduate Studies and Scientific Research	8
4	Academic Development	Vice President for Educational Affairs	5
5	Improving the University Environment	Executive Director	2

The total initiative portfolio comprises 28 initiatives distributed across five strategic programs, and the owning entity is responsible for coordinating implementation, approving the operational plans, and following up on indicators and risks.

8.1.b Matrix Aligning the Initiatives with the Strategic Objectives

The initiatives below are presented according to the owning program, with identification of the principal strategic objective whose direct achievement the initiative's contribution measures.

Program 1: Governance and Sustainability — Owner: University Council

Code	Initiative Name	Principal Objective
1.1	University Governance	Governance and Automation
3.1	Development and Follow-up of Strategic Plan Implementation	Governance and Automation
1.2	Academic Accreditation Initiative ("Programmatic and Institutional")	Education and Accreditation
2.2	Attracting and Retaining Talent ("Leadership, Faculty Members, Administrators, and Students")	Education and Accreditation
1.7	Improving the Efficiency of Financial Management	Financial Sustainability

Program 2: Development and Fulfillment of Community Responsibility — Owner: Vice President for Development and Community Responsibility

Code	Initiative Name	Principal Objective
4.1	Governance of Partnerships and Portfolio Management	Community Responsibility
2.3	Introducing Modern Short Programs and Diplomas	Academic Portfolio
4.3	Qualifying for Professional Accreditation Certificates	Academic Portfolio
1.4	Developing the Campus Master Plan and Infrastructure	Infrastructure and Facilities
2.5	Innovation and Entrepreneurship	Research and Innovation
1.6	Enhancing the Efficiency of Community-Responsibility Management	Community Responsibility
2.6	Building Effective Community Partnerships to Strengthen the University's Role in Line with Its Responsibilities	Community Responsibility
2.7	Diversifying Revenue Sources and Investing the University's Resources	Financial Sustainability

Program 3: Scientific Research and Digital Transformation — Owner: Vice President for Graduate Studies and Scientific Research

Code	Initiative Name	Principal Objective
2.1	Automation of Processes and Procedures	Governance and Automation
4.2	Developing Learning and Teaching Media and Resources	Education and Accreditation
1.3	Introducing Modern Postgraduate-Studies Programs	Academic Portfolio
5.4	Completing the Digital Infrastructure	Infrastructure and Facilities
1.5	Directing Scientific Research Towards National Development Priorities	Research and Innovation
3.5	Strengthening the Efficiency of Scientific-Research and Innovation Management and Improving Its Performance	Research and Innovation
4.5	Establishing Research Partnerships with Various Community Sectors	Research and Innovation
1.8	Activating and Leveraging Artificial-Intelligence Capabilities in Planning and Management	Artificial Intelligence

Program 4: Academic Development — Owner: Vice President for Educational Affairs

Code	Initiative Name	Principal Objective
3.2	Developing the E-Learning Ecosystem	Education and Accreditation
5.2	Deploying Modern Teaching and Learning Strategies and Assessment Methods	Education and Accreditation
3.3	Introducing Modern Bachelor's Programs and Study Patterns	Academic Portfolio
3.4	Completing Educational Equipment and Services	Infrastructure and Facilities
2.8	Activating and Leveraging Artificial-Intelligence Capabilities in Academic Aspects	Artificial Intelligence



Program 5: Improving the University Environment — Owner: Executive Director

Code	Initiative Name	Principal Objective
2.4	Developing University Facilities	Infrastructure and Facilities
4.4	Developing Maintenance and Cleanliness Operations	Infrastructure and Facilities

This matrix adopts the principal objective for each initiative for purposes of accountability and measurement, and does not preclude the initiative's complementary contribution to other objectives when preparing the annual operational plans.

8.2 Target Levels for Achieving the Strategic Objectives through the Initiatives

Strategic Objective	Target by 2027	Target by 2028	Target by 2030
1	Completing the foundational institutional documentation (the Basic Regulations), adopting a responsibility matrix, and activating and following up on priority initiatives in governance and automation.	Expanding automation and dashboards to the majority of departments, and linking decisions to the budget cycle.	The University's attainment of a governed, institutionalized level of maturity, funded and measured by performance.
2	Operating an improvement plan linked to priority accreditation standards for programs, and developing e-learning practices and teaching-and-assessment methods.	Progress in institutional and programmatic accreditation, raising the quality of applied and digital courses, and sustaining competencies.	Stabilization of an educational-quality system capable of maintaining accreditation and continuous improvement.
3	Adopting a roadmap for new specializations, short programs, and professional certificates, and beginning to develop priority programs.	Launching bachelor's programs and modern, qualitative postgraduate-studies and diploma study patterns.	Stabilization of an updated academic portfolio directly linked to the labor market and national development.
4	Beginning the first wave of the planned upgrade of the physical and digital infrastructure and the critical facilities and equipment.	Completing the phased development waves and raising the reliability of educational facilities, services, maintenance, and cleanliness.	The University's attainment of a modern, motivating, well-equipped campus environment with high operational reliability.
5	Identifying research priorities, raising the efficiency of research-and-innovation management departments, and launching innovation and entrepreneurship pathways.	Increasing applied research projects, partnerships, and funding, and innovation outputs linked to development.	Establishing an effective research-and-innovation culture, aligned with national and regional development priorities.
6	Under the leadership of the Vice President for Development and Community Responsibility: adopting a community-responsibility governance framework, raising the efficiency of the specialized department, and building a comprehensive portfolio of community initiatives and partnerships.	Expanding effective community partnerships, applying impact-measurement methodologies, and converting the highest-impact initiatives into resource programs and sustainable partnerships.	Establishing a mature community-responsibility system, aligned with national development priorities, with a governed and well-documented portfolio of sustainable partnerships.

Strategic Objective	Target by 2027	Target by 2028	Target by 2030
7	Adopting a resource-development and management-efficiency framework, and beginning to launch initiatives to diversify the University's revenue and investments.	Operating alternative revenue sources and expanding resource investment, achieving a measurable improvement in spending efficiency.	Attaining a sustainable financial model that is more diversified in its revenue, more efficient, and less dependent on tuition-fee revenue alone.
8	Approving the artificial-intelligence deployment controls, and launching its initial applications in planning, management, and academic aspects.	Expanding the integration of artificial intelligence into priority services, programs, and processes.	The University's transformation into an institution that employs artificial intelligence securely and in a governed manner in education, management, and decision-making.

These levels express the logic of phased implementation: establishing the systems, frameworks, and capabilities in the first phase, then expanding the scope of implementation and measuring impact, and then achieving stability and continuous improvement by the end of 2030.

8.3 Implementation Pattern of the Strategic Initiatives

Program 1: Governance and Sustainability — Owner: University Council

No.	Initiative	Period	Implementation Pattern
1.1	University Governance	2026-2030	Foundational/Ongoing
3.1	Development and Follow-up of Strategic Plan Implementation	2026-2030	Periodic
1.2	Academic Accreditation Initiative ("Programmatic and Institutional")	2026-2030	Per the accreditation plan
2.2	Attracting and Retaining Talent ("Leadership, Faculty Members, Administrators, and Students")	2026-2030	Ongoing
1.7	Improving the Efficiency of Financial Management	2026-2030	Ongoing

Program 2: Development and Fulfillment of Community Responsibility — Owner: Vice President for Development and Community Responsibility

No.	Initiative	Period	Implementation Pattern
4.1	Governance of Partnerships and Portfolio Management	2026-2027	Foundational/Follow-up
2.3	Introducing Modern Short Programs and Diplomas	2026-2030	Phased
4.3	Qualifying for Professional Accreditation Certificates	2026-2030	Ongoing
1.4	Developing the Campus Master Plan and Infrastructure	2026-2030	Phased waves
2.5	Innovation and Entrepreneurship	2026-2030	Phased
1.6	Enhancing the Efficiency of Community-Responsibility Management	2026-2027	Foundational/Follow-up
2.6	Building Effective Community Partnerships to Strengthen the University's Role in Line with Its Responsibilities	2026-2030	Ongoing
2.7	Diversifying Revenue Sources and Investing the University's Resources	2026-2030	Phased



Program 3: Scientific Research and Digital Transformation — Owner: Vice President for Graduate Studies and Scientific Research

No.	Initiative	Period	Implementation Pattern
2.1	Automation of Processes and Procedures	2026-2028	Phased/Ongoing
4.2	Developing Learning and Teaching Media and Resources	2026-2030	Ongoing/Phased
1.3	Introducing Modern Postgraduate-Studies Programs	2027-2030	Phased
5.4	Completing the Digital Infrastructure	2026-2028	Three waves
1.5	Directing Scientific Research Towards National Development Priorities	2026-2030	Ongoing
3.5	Strengthening the Efficiency of Scientific-Research and Innovation Management and Improving Its Performance	2026-2027	Foundational/Follow-up
4.5	Establishing Research Partnerships with Various Community Sectors	2026-2030	Ongoing
1.8	Activating and Leveraging Artificial-Intelligence Capabilities in Planning and Management	2026-2030	Phased

Program 4: Academic Development — Owner: Vice President for Educational Affairs

No.	Initiative	Period	Implementation Pattern
3.2	Developing the E-Learning Ecosystem	2026-2030	Ongoing/Phased
5.2	Deploying Modern Teaching and Learning Strategies and Assessment Methods	2026-2028	Ongoing/Phased
3.3	Introducing Modern Bachelor's Programs and Study Patterns	2026-2030	Phased
3.4	Completing Educational Equipment and Services	2026-2028	Three waves
2.8	Activating and Leveraging Artificial-Intelligence Capabilities in Academic Aspects	2026-2029	Phased

Program 5: Improving the University Environment — Owner: Executive Director

No.	Initiative	Period	Implementation Pattern
2.4	Developing University Facilities	2026-2030	Phased
4.4	Developing Maintenance and Cleanliness Operations	2026-2030	Ongoing

The start, end, and availability years were determined by aligning the updated initiatives with the temporal logic of the corresponding initiatives in the baseline version, on the understanding that the phased milestones and budgets will be detailed in the annual operational plans.

8.4 Timeline for Implementing the Strategic Initiatives

Program 1: Governance and Sustainability — Owner: University Council

No.	Initiative	2026	2027	2028	2029	2030
1.1	University Governance	•	•	•	•	•
3.1	Development and Follow-up of Strategic Plan Implementation	•	•	•	•	•
1.2	Academic Accreditation Initiative ("Programmatic and Institutional")	•	•	•	•	•
2.2	Attracting and Retaining Talent ("Leadership, Faculty Members, Administrators, and Students")	•	•	•	•	•
1.7	Improving the Efficiency of Financial Management	•	•	•	•	•

Program 2: Development and Fulfillment of Community Responsibility — Owner: Vice President for Development and Community Responsibility

No.	Initiative	2026	2027	2028	2029	2030
4.1	Governance of Partnerships and Portfolio Management	•	•			
2.3	Introducing Modern Short Programs and Diplomas	•	•	•	•	•
4.3	Qualifying for Professional Accreditation Certificates	•	•	•	•	•
1.4	Developing the Campus Master Plan and Infrastructure	•	•	•	•	•
2.5	Innovation and Entrepreneurship	•	•	•	•	•
1.6	Enhancing the Efficiency of Community-Responsibility Management	•	•			
2.6	Building Effective Community Partnerships to Strengthen the University's Role in Line with Its Responsibilities	•	•	•	•	•
2.7	Diversifying Revenue Sources and Investing the University's Resources	•	•	•	•	•

Program 3: Scientific Research and Digital Transformation — Owner: Vice President for Graduate Studies and Scientific Research

No.	Initiative	2026	2027	2028	2029	2030
2.1	Automation of Processes and Procedures	•	•	•		



No.	Initiative	2026	2027	2028	2029	2030
4.2	Developing Learning and Teaching Media and Resources	•	•	•	•	•
1.3	Introducing Modern Postgraduate-Studies Programs		•	•	•	•
5.4	Completing the Digital Infrastructure	•	•	•		
1.5	Directing Scientific Research Towards National Development Priorities	•	•	•	•	•
3.5	Strengthening the Efficiency of Scientific-Research and Innovation Management and Improving Its Performance	•	•			
4.5	Establishing Research Partnerships with Various Community Sectors	•	•	•	•	•
1.8	Activating and Leveraging Artificial-Intelligence Capabilities in Planning and Management	•	•	•	•	•

Program 4: Academic Development — Owner: Vice President for Educational Affairs

No.	Initiative	2026	2027	2028	2029	2030
3.2	Developing the E-Learning Ecosystem	•	•	•	•	•
5.2	Deploying Modern Teaching and Learning Strategies and Assessment Methods		•	•	•	
3.3	Introducing Modern Bachelor's Programs and Study Patterns	•	•	•	•	•
3.4	Completing Educational Equipment and Services	•	•	•		
2.8	Activating and Leveraging Artificial-Intelligence Capabilities in Academic Aspects	•	•	•	•	

Program 5: Improving the University Environment — Owner: Executive Director

No.	Initiative	2026	2027	2028	2029	2030
2.4	Developing University Facilities	•	•	•	•	•
4.4	Developing Maintenance and Cleanliness Operations	•	•	•	•	•

Legend: a marked cell (•) denotes a principal implementation year or a confirmed continuation year for the initiative; a blank cell falls outside the initiative's active implementation period. The owning entity for each program is responsible for approving the operational plan for its affiliated initiatives, identifying the participating entities, and submitting achievement, risk, and deviation reports in accordance with the approved follow-up cycle.

9. Detailed Initiative Cards

Strategic Initiative	1.1 University Governance		
Initiative Owner	University Council		
Strategic Program	Governance and Sustainability		
Strategic Objective	1. Establishing a governance-based and digitally enabled institutional framework for planning and procedures.		
Strategic Perspective	Internal Processes	Start Date End Date	01/01/2026 – 01/01/2028
Initiative Definition	Comprehensive development of University governance through the formulation of internal regulations and executive rules and the definition of authorities and responsibilities in light of University policy and in accordance with the laws and regulations of the Kingdom of Saudi Arabia, and their implementation to ensure transparency, efficiency, and performance control.		
Problem/Gap Addressed by the Initiative	Updating the University’s organizational structure has necessitated rebuilding internal regulations and executive rules and defining authorities and responsibilities to enable the University to achieve its objectives.		
Target Group	• All components of the University’s organizational structure	Implementation Scope	University-wide
Initiative Objectives	1. Develop internal regulations, executive rules, and work procedures and include them in publicly available reference manuals. 2. Define authorities and responsibilities. 3. Comply with the developed regulations. 4. Achieve transparency, efficiency, and performance control. 5. Monitor and evaluate institutional performance.		
Key Initiative Deliverables	• Approved executive rules and procedural manuals. • An approved institutional authority matrix. • A mechanism for monitoring and evaluating institutional performance.		
Governance and Monitoring			
Initiative Lead	Chair of the Policies and Procedures Committee	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Policies and Procedures Committee • Legal Department		
Performance Indicators			
(1.1.1) Comprehensiveness of the executive rules and procedural manuals. (2.1.1) Compliance with governance standards, assessed through direct inspection of the application of manuals and procedures. (3.1.1) Satisfaction with the application of executive rules and procedural manuals.			
Special Implementation Requirements (if any)	Recommendation: Rename the current committee the Standing Committee for Policies, Procedures, and Their Governance.		
Strategic Initiative	1.2 Process and Procedure Automation		



Initiative Owner	Vice President for Graduate Studies and Scientific Research		
Strategic Program	Scientific Research and Digital Transformation		
Strategic Objective	1. Establishing a governance-based and digitally enabled institutional framework for planning and procedures.		
Strategic Perspective	Internal Processes	Start Date End Date	01/01/2026 – 01/01/2028
Initiative Definition	Transforming the University’s administrative and academic processes from paper-based forms into fully automated processes through advanced systems and technologies.		
Problem/Gap Addressed by the Initiative	The need for a unified central system for managing processes. Reliance of many procedures on traditional paper-based transactions. The need to monitor performance and achievements through specific indicators. The need to improve task completion efficiency. Wasteful expenditure.		
Target Group	• All components of the University’s organizational structure	Implementation Scope	University-wide
Initiative Objectives	1. Automate University processes and procedures. 2. Reduce the time required to complete administrative and academic processes. 3. Improve the quality of services provided to all University personnel. 4. Provide electronic documentation and archiving. 5. Provide real-time reports and dashboards for performance monitoring.		
Key Initiative Deliverables	• A unified electronic system for process automation. • Dashboards measuring completion time and compliance levels. • Periodic reports on process and procedure automation and its impact on performance. • A competent team for managing and supporting automation processes. • University personnel qualified to use electronic systems efficiently.		
Governance and Monitoring			
Initiative Lead	Chair of the Policies and Procedures Committee	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Policies and Procedures Committee • Information Technology Department • Training and Skills Development Department		
Performance Indicators			
Development (1.2.1) Percentage of automated processes out of all processes. (2.2.1) Number of actual users of the electronic system. (3.2.1) Stability and security of the automated system. Implementation (4.2.1) Beneficiary satisfaction with services after automation. (5.2.1) Average transaction completion time. (6.2.1) Number of failures in the automated system (day – week –). (7.2.1) Average quality of reports generated by the automated system. (8.2.1) Number of complaints about the automated system.			
Special Implementation Requirements (if any)	Recommendation: Rename the current committee the Standing Committee for Policies, Procedures, and Their Governance. Supporting technological infrastructure (servers – cybersecurity – computer systems, etc.).		

Strategic Initiative	1.3 Developing and Monitoring Implementation of the Strategic Plan		
Initiative Owner	University Council		
Strategic Program	Governance and Sustainability		
Strategic Objective	1. Establishing a governance-based and digitally enabled institutional framework for planning and procedures.		
Strategic Perspective	Internal Processes	Start Date End Date	01/01/2026 – 31/12/2030
Initiative Definition	Monitoring implementation of the Strategic Plan through clear mechanisms, a digital performance monitoring system, and periodic reports to ensure achievement of targets; enabling University units to align their strategic plans with the University’s Strategic Plan; and developing the Plan in response to changes in the internal and external environment.		
Problem/Gap Addressed by the Initiative	Shortcomings in mechanisms for monitoring implementation of the Strategic Plan. Weak integration of units’ operational plans with the Strategic Plan. Continual changes. Limited awareness of the culture and importance of strategic planning across University sectors. Weak linkage between internal processes and the objectives of the University’s Strategic Plan.		
Target Group	• All components of the University’s organizational structure	Implementation Scope	University-wide
Initiative Objectives	1. Monitor and measure progress in implementing the Strategic Plan through automated mechanisms. 2. Update the Strategic Plan in response to developments and the surrounding environment. 3. Align units’ operational plans with the University’s Strategic Plan. 4. Enable leaders and departments to make decisions based on reliable data. 5. Promote a culture of strategic planning. 6. Develop University personnel’s capabilities to implement the Strategic Plan.		
Key Initiative Deliverables	• Periodic reports on monitoring implementation of the Strategic Plan. • An updated and approved version of the University’s Strategic Plan. • A scientific methodology for preparing implementation plans for University departments and units. • Awareness and training workshops on implementing the Strategic Plan. • Operational plans for the University’s academic and administrative units, framed by and linked to the Strategic Plan.		
Governance and Monitoring			
Initiative Lead	Director of the Strategic Planning Department	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Strategic Planning Department • Quality Department • Information Technology Department • Department heads		
Performance Indicators			



(1.3.1) Monitoring reports issued as a percentage of the annual target. (2.3.1) Percentage of units that have prepared operational plans aligned with the Strategic Plan. (3.3.1) Leadership satisfaction with the planning and monitoring mechanism. (4.3.1) Number of approved updates to the Strategic Plan annually. (5.3.1) Conducting a comprehensive annual review of the Strategic Plan.			
Special Implementation Requirements (if any)	Dedicate a digital platform or a KPI-based plan management system.		
Strategic Initiative	1.4 Partnership Governance and Portfolio Management		
Initiative Owner	Vice President for Development and Community Responsibility		
Strategic Program	Development and Fulfillment of Community Responsibility		
Strategic Objective	1. Establishing a governance-based and digitally enabled institutional framework for planning and procedures.		
Strategic Perspective	Internal Processes	Start Date End Date	01/06/2026 – 31/12/2030
Initiative Definition	An initiative concerned with governing University partnerships and managing their portfolio efficiently by standardizing policies and procedures, classifying partnerships, and measuring their impact, ensuring integration with University objectives and strengthening sustainability and institutional excellence.		
Problem/Gap Addressed by the Initiative	The need for a unified governance framework regulating procedures for establishing, approving, and monitoring implementation of partnerships. The need to define partnership-related responsibilities.		
Target Group	All academic and administrative units and partners.	Implementation Scope	University-wide
Initiative Objectives	- Build a unified governance framework regulating University partnerships and agreements. - Improve partnership implementation efficiency and maximize administrative, academic, and community impact. - Align partnerships with the University’s Strategic Plan. - Develop a database and a centralized portfolio of local and international partnerships. - Enhance transparency and compliance in negotiation, signing, and monitoring procedures.		
Key Initiative Deliverables	- Partnership policies, regulations, and procedures. - Standardized partnership templates. - A partnership portfolio.		
Governance and Monitoring			
Initiative Lead	Director of the Cooperation and Knowledge Exchange Department	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	- Cooperation Department - Legal Department - Public Relations - Community Responsibility - Standing Committee - College representatives		
Performance Indicators			

(1.4.1) Comprehensiveness of partnership policies, regulations, and procedures. (2.4.1) Compliance of policies, regulations, and procedures with national regulations. (3.4.1) Suitability and comprehensiveness of templates for different partnerships and partnership types. (4.4.1) Consistency of partnership templates with the governing policies. (5.4.1) Percentage of agreements registered in the partnership portfolio.			
Special Implementation Requirements (if any)	—		
Strategic Initiative	2.1 Academic Accreditation Initiative (Programmatic and Institutional)		
Initiative Owner	University Council		
Strategic Program	Governance and Sustainability		
Strategic Objective	2. Developing the educational process to achieve quality and academic accreditation standards.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2026 – 01/01/2028
Initiative Definition	An initiative concerned with assuring quality and fulfilling academic accreditation standards through integrated systems for evaluation and continuous improvement, to develop academic and administrative processes and strengthen the University’s competitiveness.		
Problem/Gap Addressed by the Initiative	A gap between current quality practices in some academic programs and administrative units and the requirements and standards of the Education and Training Evaluation Commission, hindering the institution’s attainment of full academic accreditation.		
Target Group	• The University’s academic and administrative units	Implementation Scope	The University
Initiative Objectives	1. Increase readiness and fulfill the Commission’s requirements for institutional accreditation. 2. Increase readiness and fulfill the Commission’s requirements for programmatic accreditation of the University’s eligible programs.		
Key Initiative Deliverables	• The institutional self-study report and supporting evidence. • Program self-study reports. • Personnel qualified and trained in quality and accreditation standards. • Dissemination of a culture of quality and academic accreditation. • Developed manuals and policies aligned with academic accreditation standards. • Infrastructure aligned with academic accreditation standards. • Institutional accreditation certificate. • Programmatic accreditation certificates.		
Governance and Monitoring			
Initiative Lead	Director of the Quality and Accreditation Department	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Quality and Accreditation Department • Quality Assurance Units in the colleges • Quality committees in departments		
Performance Indicators			



(1.1.2) Percentage fulfillment of institutional accreditation standards requirements. (2.1.2) The University’s attainment of institutional accreditation. (3.1.2) Percentage fulfillment by programs of programmatic accreditation standards requirements. (4.1.2) Accredited programs as a percentage of eligible programs.			
Special Implementation Requirements (if any)	Provide a dedicated budget for academic accreditation fees.		
Strategic Initiative	2.2 Attracting and Retaining Talent (Leaders – Faculty – Administrative Staff – Students)		
Initiative Owner	University Council		
Strategic Program	Governance and Sustainability		
Strategic Objective	2. Developing the educational process to achieve quality and academic accreditation standards.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2026 – 31/12/2030
Initiative Definition	An initiative concerned with establishing and implementing an integrated set of policies and procedures to attract distinguished academic and administrative talent and outstanding students, and to build a motivating work environment supporting retention and employment stability. This directly contributes to developing the educational process, raising the standard of academic practices, and improving learning outcomes in accordance with quality and academic accreditation standards.		
Problem/Gap Addressed by the Initiative	Difficulty attracting distinguished academic and administrative personnel, and intense competition with other universities. Weaknesses in the current incentive system. Declining employment stability. Difficulty attracting outstanding students.		
Target Group	- Academic leaders - Faculty members - Administrative talent - Outstanding students	Implementation Scope	All academic and administrative units
Initiative Objectives	- Increase recruitment of highly qualified and distinguished academic and administrative talent. - Reduce employee turnover by strengthening employment stability. - Develop financial and non-financial incentives linked to performance and excellence. - Improve the work environment to support innovation and continuous professional growth. - Attract outstanding students to raise the quality of educational outcomes. - Develop the capabilities of University personnel and students in ways that enhance the quality of the educational process and accreditation standards. - Build an integrated talent management and succession planning system. - Reduce student attrition through enhanced advising and student support.		
Key Initiative Deliverables	- Updated policies for attracting and retaining talent according to precise criteria. - Competitive incentive and reward programs (financial and non-financial), updated periodically. - Continuous training and professional development programs for University personnel and students. - A succession plan for leadership and supervisory positions. - An integrated plan for attracting and retaining outstanding students. - Periodic reports measuring recruitment, retention, and job satisfaction. - A motivating work and learning environment supporting fulfillment of quality and academic accreditation requirements.		
Governance and Monitoring			
Initiative Lead	Vice President for Educational Affairs	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	- Human Resources Department - College deans - Standing Recruitment Committee - Training Department - Student Affairs		

Performance Indicators			
(1.2.2) Annual talent recruitment rate according to actual needs (academic, administrative, and faculty). (2.2.2) Adequacy of faculty members across all academic specializations. (3.2.2) Adequacy of administrative staff to cover administrative duties. (4.2.2) Employee turnover/attrition rate for reasons attributable to the University (Turnover Rate). (5.2.2) Job satisfaction rate. (6.2.2) Quality-of-hire percentage (annual performance evaluation of newly appointed staff). (7.2.2) Line managers' satisfaction with the efficiency and speed of recruitment. (8.2.2) Attracting outstanding students (percentage of outstanding students admitted annually). (9.2.2) Retention rate of outstanding students. (10.2.2) Annual employee satisfaction with the University's professional development programs.			
Special Implementation Requirements (if any)	Allocate an annual budget supporting recruitment, incentive, and scholarship programs.		
Strategic Initiative	2.3 Developing the E-Learning Ecosystem		
Initiative Owner	Vice President for Educational Affairs		
Strategic Program	Academic Development		
Strategic Objective	2. Developing the educational process to achieve quality and academic accreditation standards.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2026 – 31/12/2027
Initiative Definition	An initiative concerned with developing the e-learning ecosystem by updating its digital environment, improving its systems and technical tools, and enhancing the effectiveness of electronic content and its delivery methods, to provide a more interactive and organized e-learning environment aligned with approved standards.		
Problem/Gap Addressed by the Initiative	Limited integration of the current digital environment and limited capacity to provide an interactive educational experience that efficiently supports blended learning. Absence of unified standards for producing, designing, and updating electronic content. Insufficient digital usage skills among some faculty members and students. The need to align some current practices with quality and academic accreditation requirements. The need for more advanced systems for learning management, engagement measurement, and educational data analysis.		
Target Group	• Students • Faculty members	Implementation Scope	All University colleges and academic units
Initiative Objectives	1. Develop the e-learning and distance education ecosystem by providing an effective platform meeting e-learning requirements. 2. Expand the range of electronically developed courses. 3. Improve faculty and student capabilities in using e-learning and distance education. 4. Activate learning analytics to support academic and administrative decision-making. 5. Achieve integration among the University's electronic systems.		
Key Initiative Deliverables	• An enhanced e-learning platform with interactive features and integrated technical support. • Unified manuals and policies for producing electronic content and managing digital courses. • Electronic courses designed to approved quality standards, including interactive digital content and multimedia. • Specialized training programs for faculty and students. • Periodic reports and learning analytics. • A monitoring and evaluation system for e-learning quality. • Integration of electronic systems with the e-learning platform.		
Governance and Monitoring			



Initiative Lead	Director of the E-Learning and Distance Education Department	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	- E-Learning and Distance Education Department - Information Technology Department		
Performance Indicators			
(1.3.2) E-learning platform readiness (against specified technical standards). (2.3.2) Electronically developed courses as a percentage of the target, in accordance with approved design standards. (3.3.2) Percentage of targeted faculty and students who have completed training in e-learning and blended learning. (4.3.2) User satisfaction (students – faculty) with the e-learning environment after implementation.			
Special Implementation Requirements (if any)	Fulfill e-learning licensing requirements. Instructional design and digital content production experts.		
Strategic Initiative	2.4 Developing Teaching and Learning Tools and Resources		
Initiative Owner	Vice President for Graduate Studies and Scientific Research		
Strategic Program	Scientific Research and Digital Transformation		
Strategic Objective	2. Developing the educational process to achieve quality and academic accreditation standards.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2026 – 31/12/2030
Initiative Definition	An initiative concerned with developing teaching tools and learning resources by improving each according to its nature and function within the educational process. The initiative focuses on updating teaching tools as the instruments and technologies used by faculty to deliver content, while strengthening learning resources as the materials and content on which learners rely.		
Problem/Gap Addressed by the Initiative	The need to develop teaching tools in line with modern interactive technologies. The need to benefit from modern learning resources and keep pace with rapid advances in knowledge. The need to update learning resources and ensure their quality and alignment with academic program needs.		
Target Group	- University personnel - Students - The community	Implementation Scope	All University colleges and units Learning Resources Department
Initiative Objectives	1. Improve the efficiency of teaching tools by updating them and applying interactive technologies that enhance educational quality. 2. Expand learning resources by providing modern and diverse references and digital and printed content. 3. Improve the learning environment to enable effective use of teaching tools and seamless access to learning resources.		
Key Initiative Deliverables	- Diverse modern teaching tools supporting interactive learning. - Modern and diverse digital and printed learning resources and references. - An implemented mechanism for managing and updating teaching tools and learning resources to meet program needs. - Infrastructure enabling effective use of tools and seamless access to resources.		
Governance and Monitoring			

Strategic Planning Department

Initiative Lead	Vice President for Graduate Studies and Scientific Research	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Learning Resources Department • Information Technology Department • Curricula and Study Plans Department		
Performance Indicators			
(1.4.2) Percentage of classrooms equipped with modern teaching tools. (2.4.2) Percentage availability of core references for courses. (3.4.2) Availability of specialized digital databases across all academic fields. (4.4.2) Beneficiary satisfaction with learning resources.			
Special Implementation Requirements (if any)	—		
Strategic Initiative	2.5 Applying Modern Teaching and Learning Strategies and Assessment Methods		
Initiative Owner	Vice President for Educational Affairs		
Strategic Program	Academic Development		
Strategic Objective	2. Developing the educational process to achieve quality and academic accreditation standards.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2026 – 31/12/2030
Initiative Definition	An initiative concerned with applying modern teaching and learning strategies and assessment methods by strengthening interactive teaching practices, updating learning environments, and enabling faculty to use innovative approaches supporting all modes of teaching and learning to achieve learning outcomes. The initiative also focuses on developing assessment methods to become more effective and more closely linked to learning outcomes.		
Problem/Gap Addressed by the Initiative	Limited use of modern teaching and learning strategies in classrooms. The need to develop current assessment tools to align them with recent advances in teaching strategies.		
Target Group	• Faculty members • Students	Implementation Scope	All University colleges and academic units
Initiative Objectives	1. Strengthen the use of modern teaching and learning strategies in classrooms and different learning environments. 2. Develop faculty capabilities in using innovative teaching methods. 3. Diversify and update assessment tools to ensure more accurate measurement of learning outcomes. 4. Achieve consistency among learning outcomes, teaching strategies, and assessment methods.		
Key Initiative Deliverables	• An institutional guide covering modern teaching and learning strategies and diverse assessment approaches. • Specialized training programs for faculty. • Standardized assessment templates that help measure learning outcomes efficiently. • Monitoring tools and periodic reports measuring the level of strategy implementation. • Enhanced readiness of colleges and programs to fulfill quality and academic accreditation requirements.		
Governance and Monitoring			



Initiative Lead	Director of the Curricula and Study Plans Department	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Curricula Department members • Curricula units • Faculty representatives • Specialists		
Performance Indicators			
(1.5.2) Courses applying modern teaching and learning strategies as a percentage of all courses. (2.5.2) Courses applying assessment methods as a percentage of all courses. (3.5.2) Percentage of targeted faculty training programs implemented in modern teaching and learning strategies and assessment methods. (4.5.2) Percentage of faculty who have completed approved training programs. (5.5.2) Student evaluation ratings of courses applying modern teaching and learning strategies and assessment methods. (6.5.2) Beneficiary satisfaction with the adequacy and efficiency of standardized assessment templates that help measure learning outcomes.			
Special Implementation Requirements (if any)	–		
Strategic Initiative	3.1 Introducing Postgraduate Programs in Modern Specializations		
Initiative Owner	Vice President for Graduate Studies and Scientific Research		
Strategic Program	Scientific Research and Digital Transformation		
Strategic Objective	3. Introducing and developing specialized programs at the bachelor’s, postgraduate, and diploma levels that align with labor-market needs and support national development.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2027 – 31/12/2028
Initiative Definition	The initiative aims to design and offer modern postgraduate programs that support innovation and research production and align with labor-market requirements and the needs of future sectors in the Kingdom.		
Problem/Gap Addressed by the Initiative	Delay in the University’s introduction of postgraduate programs.		
Target Group	• University graduates	Implementation Scope	Colleges
Initiative Objectives	1. Meet labor-market needs for highly qualified talent in modern specializations. 2. Strengthen the University’s research and innovation capabilities by providing advanced programs. 3. Enable faculty to gain experience in designing and developing postgraduate programs. 4. Strengthen the University’s financial sustainability. 5. Offer advanced postgraduate programs in partnership with distinguished educational institutions.		
Key Initiative Deliverables	• New postgraduate programs (master’s/doctoral) in modern specializations. • Qualified academic and research personnel. • Laboratories supporting the new programs. • Specialists capable of entering the labor market. • Scientific and research output contributing to knowledge development. • Development of the University’s financial resources. • Partnership agreements with local and international organizations.		
Governance and Monitoring			

Strategic Planning Department

Initiative Lead	Director of the Graduate Studies Department	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Graduate Studies Department • Academic departments • Curricula Department • Admissions and Registration Department		
Performance Indicators			
(1.1.3) Number of newly introduced postgraduate programs. (2.1.3) Partnership programs as a percentage of postgraduate programs offered. (3.1.3) Number of laboratories required to support postgraduate programs. (4.1.3) Admitted students as a percentage of capacity. (5.1.3) Alignment of program outcomes with labor-market needs, according to beneficiary organizations’ reports. (6.1.3) Number of research papers published through postgraduate students. (7.1.3) Percentage of faculty participating in postgraduate programs. (8.1.3) Return on investment from postgraduate programs.			
Special Implementation Requirements (if any)	–		
Strategic Initiative	3.2 Introducing Short Programs and Diplomas in Modern Specializations		
Initiative Owner	Vice President for Development and Community Responsibility		
Strategic Program	Development and Fulfillment of Community Responsibility		
Strategic Objective	3. Introducing and developing specialized programs at the bachelor’s, postgraduate, and diploma levels that align with labor-market needs and support national development.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2027 – 31/12/2028
Initiative Definition	The initiative aims to design and offer short educational programs and professional diploma programs in modern specializations with strong labor-market demand, such as artificial intelligence, cybersecurity, data analytics, and innovation management.		
Problem/Gap Addressed by the Initiative	A gap between graduates’ skills and the needs of emerging sectors. The need to offer short programs and professional diplomas serving the community.		
Target Group	• Employees seeking development • Secondary school graduates or equivalent	Implementation Scope	Mustaqbal Institute for Studies and Consultations
Initiative Objectives	1. Equip graduates with professional and practical skills within a short period to meet labor-market needs. 2. Develop labor-market-oriented programs through partnerships with different sectors. 3. Strengthen the University’s financial sustainability by offering short programs and professional diplomas with strong demand and sustainable tuition fees.		
Key Initiative Deliverables	• Licensed short programs in modern fields. • Professional diplomas aligned with market needs. • Partnerships with different sectors and specialized training providers. • Graduates capable of entering the labor market.		
Governance and Monitoring			



Initiative Lead	Director of the Mustaqbal Institute for Studies and Consultations	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Management team of the Mustaqbal Institute for Studies and Consultations		
Performance Indicators			
(1.2.3) Number of modern short programs and diplomas developed and licensed. (2.2.3) Percentage of programs offered. (3.2.3) Enrollment as a percentage of capacity. (4.2.3) Trainee satisfaction with programs and curricula. (5.2.3) Number of professional partnerships with community sectors. (6.2.3) Return on investment in professional programs compared with the approved budget.			
Special Implementation Requirements (if any)	—		
Strategic Initiative	3.3 Introducing Bachelor's Programs and Modern Study Modes		
Initiative Owner	Vice President for Educational Affairs		
Strategic Program	Academic Development		
Strategic Objective	3. Introducing and developing specialized programs at the bachelor's, postgraduate, and diploma levels that align with labor-market needs and support national development.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2027 – 31/12/2029
Initiative Definition	The initiative aims to develop the educational ecosystem by introducing advanced bachelor's programs aligned with global labor-market trends, together with innovative study modes such as blended learning, AI-enhanced smart learning, accelerated graduation programs, dual or joint specializations, and skills-based professional pathways.		
Problem/Gap Addressed by the Initiative	Limited modern bachelor's programs compared with traditional specializations. A gap between current outcomes and the requirements of emerging sectors. Universities' need to diversify education modes in line with digital transformation. The need for dual or multidisciplinary programs.		
Target Group	• Secondary school graduates seeking future-oriented specializations • Currently enrolled students seeking flexible models...	Implementation Scope	All University colleges
Initiative Objectives	1. Enhance graduates' competitiveness in the labor market by equipping them with future knowledge and skills. 2. Develop innovative study modes that increase learning flexibility and improve educational quality. 3. Support national transformation toward the knowledge economy in accordance with Saudi Vision 2030. 4. Develop self-generated resources. 5. Offer bachelor's programs in different modes through partnerships with educational institutions.		
Key Initiative Deliverables	• Bachelor's programs in future-oriented specializations such as renewable energy, the digital economy, and biotechnology. • New study models (blended learning – skills-based education – dual programs). • Developed study plans and innovative curricula. • Digital learning platforms and smart environments. • Graduates qualified for labor-market requirements. • Partnership agreements with local and international organizations.		

Governance and Monitoring			
Initiative Lead	Director of the Curricula and Study Plans Department	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• College deans • E-Learning • Quality Department • Admissions and Registration • Curricula Department		
Performance Indicators			
(1.3.3) Number of modern bachelor’s programs developed and approved. (2.3.3) Number of bachelor’s programs offered through partnerships. (3.3.3) Number of new study modes actually implemented at the University. (4.3.3) Students enrolled in modern programs as a percentage of all admitted students. (5.3.3) Student and faculty satisfaction with new study modes. (6.3.3) Number of faculty trained in blended and smart learning.			
Special Implementation Requirements (if any)	Provide advanced technological infrastructure supporting blended and smart learning.		
Strategic Initiative	3.4 Preparation for Professional Certifications		
Initiative Owner	Vice President for Development and Community Responsibility		
Strategic Program	Development and Fulfillment of Community Responsibility		
Strategic Objective	3. Introducing and developing specialized programs at the bachelor’s, postgraduate, and diploma levels that align with labor-market needs and support national development.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2027 – 31/12/2029
Initiative Definition	Designing and delivering programs to prepare and qualify those seeking recognized professional certifications.		
Problem/Gap Addressed by the Initiative	The need to offer professional certification preparation programs meeting labor-market requirements.		
Target Group	• Those seeking professional certifications	Implementation Scope	Mustaqbal Institute for Studies and Consultations Specialized colleges
Initiative Objectives	1. Provide accredited training and preparation programs to facilitate passing professional examinations. 2. Enhance trainees’ readiness to meet labor-market needs. 3. Build partnerships with accredited training and professional organizations and certification-awarding bodies. 4. Strengthen the University’s reputation through its professional outcomes. 5. Strengthen the University’s financial sustainability.		
Key Initiative Deliverables	• Accredited training programs leading to professional certifications. • Training materials, accredited training packages, and simulations of international examinations. • An electronic platform supporting trainees and mock examinations. • Certified trainers. • Qualified trainees. • Partnership agreements with international certification-awarding bodies.		



Governance and Monitoring			
Initiative Lead	Vice President for Development and Community Responsibility	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Director of Mustaqbal Institute • Representatives of business administration, computing, and health colleges • Certified trainers and experts		
Performance Indicators			
(1.4.3) Number of professional programs implemented annually. (2.4.3) Number of accredited professional certification programs. (3.4.3) Number of trainees enrolled in professional preparation programs. (4.4.3) Trainees taking professional examinations as a percentage of all beneficiaries. (5.4.3) Pass rate in professional examinations. (6.4.3) Number of certified trainers participating in program delivery. (7.4.3) Number of international professional partnerships signed. (8.4.3) Trainee satisfaction with the programs offered. (9.4.3) Percentage return on investment in professional preparation programs. (10.4.3) Employment or promotion rate of initiative beneficiaries within one year of certification.			
Special Implementation Requirements (if any)	Contract with internationally accredited professional training providers. Provide a budget for professional examination fees and preparatory courses. Train internal trainers to obtain professional accreditation. Provide digital platforms for mock examinations. Obtain program accreditation from international professional bodies.		
Strategic Initiative	4.1 Developing the Campus Master Plan and Infrastructure		
Initiative Owner	University Council		
Strategic Program	Development and Fulfillment of Community Responsibility		
Strategic Objective	4. Upgrading the physical, digital and educational infrastructure, and the campus facilities to create a modern and stimulating environment.		
Strategic Perspective	Internal Processes	Start Date End Date	01/01/2026 – 31/12/2030
Initiative Definition	The initiative aims to organize and develop the University’s master plan and infrastructure to ensure the optimal allocation and use of land, buildings, and roads within the University, and all campus infrastructure components.		
Problem/Gap Addressed by the Initiative	The need to develop current master plans. Suboptimal spatial and functional distribution of buildings. The need for modern plans for infrastructure services.		
Target Group	• University personnel, students, and beneficiaries	Implementation Scope	The campus
Initiative Objectives	1. Develop the master plan and building plans. 2. Optimize the distribution of facilities and improve the efficiency of their use. 3. Develop the University’s infrastructure.		
Key Initiative Deliverables	• An updated master plan (including buildings). • Integrated and developed infrastructure. • Better allocation and efficient use of buildings and facilities.		

Governance and Monitoring			
Initiative Lead	The University’s Executive Director	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	- Facilities and Inventory Department - Projects Department - Information Technology Department - Security and Safety Department		
Performance Indicators			
(1.1.4) Percentage coverage of the campus master plan. (2.1.4) Completion rate of the work plan for designing the campus master plan. (3.1.4) Percentage coverage of different infrastructure components in the plans. (4.1.4) Percentage alignment of the proposed distribution of buildings and facilities with the University’s organizational structure. (5.1.4) Beneficiary satisfaction with the proposed plans.			
Special Implementation Requirements (if any)	–		
Strategic Initiative	4.2 Developing University Facilities		
Initiative Owner	Executive Director		
Strategic Program	Improving the University Environment		
Strategic Objective	4. Upgrading the physical, digital and educational infrastructure, and the campus facilities to create a modern and stimulating environment.		
Strategic Perspective	Internal Processes	Start Date End Date	01/01/2027 – 01/01/2030
Initiative Definition	The initiative is concerned with developing University facilities in accordance with the master plans and contributing to achievement of the University’s objectives.		
Problem/Gap Addressed by the Initiative	The need to develop college facilities and facilities for cultural, community, and sporting activities. The need for optimal spatial and functional distribution of buildings. The need to develop infrastructure. Limited planting and aesthetic elements on campus.		
Target Group	University personnel, students, and beneficiaries	Implementation Scope	All University facilities
Initiative Objectives	- Develop facilities and preserve fixed assets. - Optimize the spatial and functional distribution of buildings in line with the organizational structure. - Develop infrastructure. - Improve the University’s overall aesthetic appearance. - Provide a safe and suitable work environment for beneficiaries.		
Key Initiative Deliverables	- Facilities and a work environment meeting cultural, community, and sporting needs. - Functional premises for all components of the organizational structure. - Infrastructure meeting the needs of the University and beneficiaries. - An aesthetically appealing University environment. - Prepared open spaces and green areas.		
Governance and Monitoring			



Initiative Lead	Executive Director	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	- Facilities and Inventory Department - Security and Safety Department - Contracts and Procurement Department - Projects Department		
Performance Indicators			
(1.2.4) Beneficiary satisfaction with the efficiency of facilities. (2.2.4) Green and planted areas as a percentage of the University’s total area (increase). (3.2.4) Percentage availability of premises accommodating the components of the organizational structure.			
Special Implementation Requirements (if any)	—		
Strategic Initiative	4.3 Completing Educational Equipment and Services		
Initiative Owner	Vice President for Educational Affairs		
Strategic Program	Academic Development		
Strategic Objective	4. Upgrading the physical, digital and educational infrastructure, and the campus facilities to create a modern and stimulating environment.		
Strategic Perspective	Internal Processes	Start Date End Date	01/01/2026 – 01/01/2028
Initiative Definition	The initiative aims to enhance and develop classrooms, laboratories, and equipment related to the educational process, and to improve their readiness and update them to support educational quality.		
Problem/Gap Addressed by the Initiative	Shortages of equipment and devices. Classrooms and laboratories require updating and development.		
Target Group	- Students - Faculty members	Implementation Scope	University colleges
Initiative Objectives	- Improve the readiness and efficiency of classrooms, laboratories, and educational equipment. - Enhance the quality of the educational process. - Contribute to supporting scientific research activities.		
Key Initiative Deliverables	- Modern classrooms, laboratories, and educational equipment meeting academic program needs. - Support for the educational process and increased student engagement. - Improved academic effectiveness of faculty and their capacity to convey subject content.		
Governance and Monitoring			
Initiative Lead	Executive Director	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	- Heads of academic departments - Facilities and Inventory Department - Information Technology Department - Contracts and Procurement Department		

Performance Indicators			
(1.3.4) Independent reviewer satisfaction with the adequacy and efficiency of classroom and laboratory equipment. (2.3.4) Student satisfaction with the applied learning environment. (3.3.4) Faculty satisfaction with practical teaching tools.			
Special Implementation Requirements (if any)	Provide qualified laboratory technicians.		
Strategic Initiative	4.4 Improving Maintenance and Cleaning Operations		
Initiative Owner	Executive Director		
Strategic Program	Improving the University Environment		
Strategic Objective	4. Upgrading the physical, digital and educational infrastructure, and the campus facilities to create a modern and stimulating environment.		
Strategic Perspective	Internal Processes	Start Date End Date	01/01/2026 – 01/01/2030
Initiative Definition	The initiative is concerned with developing preventive and corrective maintenance and improving cleaning operations for all University buildings, facilities, services, and equipment, presenting the University as a safe and attractive educational environment.		
Problem/Gap Addressed by the Initiative	Weak preventive and corrective maintenance. Low standards of cleanliness in some facilities.		
Target Group	• University personnel, students, and beneficiaries	Implementation Scope	All University facilities
Initiative Objectives	1. Sustain facilities and preserve fixed assets. 2. Ensure the quality of the University’s overall aesthetic appearance. 3. Provide a safe and suitable work environment for beneficiaries.		
Key Initiative Deliverables	• Effective preventive and corrective maintenance programs. • Efficient use of facilities, equipment, and services. • Clean buildings and a safe, healthy environment. • Improved water quality.		
Governance and Monitoring			
Initiative Lead	Executive Director	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Facilities and Inventory Department • Security and Safety Department • Contracts and Procurement Department • Projects Department		
Performance Indicators			
(1.4.4) Beneficiary satisfaction with cleaning efficiency. (2.4.4) Beneficiary satisfaction with maintenance efficiency. (3.4.4) Average response time for maintenance work. (4.4.4) Extent of implementation of preventive and corrective maintenance programs. (5.4.4) Monthly breakdown rate. (6.4.4) Percentage improvement in water quality standards through periodic laboratory analysis.			



Special Implementation Requirements (if any)	—		
Strategic Initiative	4.5 Completing the Digital Infrastructure		
Initiative Owner	Vice President for Graduate Studies and Scientific Research		
Strategic Program	Scientific Research and Digital Transformation		
Strategic Objective	4. Upgrading the physical, digital and educational infrastructure, and the campus facilities to create a modern and stimulating environment.		
Strategic Perspective	Internal Processes	Start Date End Date	01/01/2026 – 01/01/2030
Initiative Definition	The initiative is concerned with enhancing and developing the components of the University’s digital infrastructure to ensure continuity of technology services and improve their efficient use in supporting academic and administrative activities and contributing to a modern and secure digital environment.		
Problem/Gap Addressed by the Initiative	The need to keep pace with rapid digital advances. The need to develop digital infrastructure components. The need to improve the efficiency and reliability of the information network. Vulnerabilities in the cybersecurity system. The need to meet beneficiaries’ digital needs.		
Target Group	• University personnel and beneficiaries	Implementation Scope	Technology equipment
Initiative Objectives	1. Increase technology infrastructure readiness and improve digital process efficiency. 2. Support digital transformation. 3. Enhance cybersecurity.		
Key Initiative Deliverables	• Integrated, secure, and stable digital infrastructure. • Digital transformation of University services and activities. • High readiness to mitigate cyber risks.		
Governance and Monitoring			
Initiative Lead	Director of the Information Technology Department	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Information Technology Department • Facilities and Inventory Department • Contracts and Procurement Department • Projects Department		
Performance Indicators			
(1.5.4) Beneficiary satisfaction with digital services. (2.5.4) Availability rate (percentage of time the network is available). (3.5.4) Percentage expansion of the digital infrastructure. (4.5.4) Monthly failure rate of the information network. (5.5.4) Mean time to repair failures. (6.5.4) Success rate in blocking intrusions or attacks. (7.5.4) Response time to security incidents.			
Special Implementation Requirements (if any)	—		

Strategic Initiative	5.1 Directing Scientific Research toward National Development Priorities		
Initiative Owner	Vice President for Graduate Studies and Scientific Research		
Strategic Program	Scientific Research and Digital Transformation		
Strategic Objective	5. Advancing the scientific research and innovation ecosystem and aligning it with the national development priorities.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2026 – 31/12/2030
Initiative Definition	The initiative is concerned with defining scientific research plans aligned with national priorities, developing University personnel’s research skills, and encouraging publication in prestigious outlets.		
Problem/Gap Addressed by the Initiative	Weak research output at the University. Limited alignment of scientific research with national priorities.		
Target Group	• University personnel and students	Implementation Scope	University colleges
Initiative Objectives	1. Prepare a scientific research plan aligned with national priorities. 2. Develop the research skills of University personnel and students. 3. Increase the output and community impact of University personnel’s research. 4. Enhance the University’s research reputation.		
Key Initiative Deliverables	• Research plans linked to national priorities. • Various research studies linked to national priorities. • Workshops and courses to develop scientific research skills. • Increased scientific output by University personnel and students in prestigious, internationally indexed outlets.		
Governance and Monitoring			
Initiative Lead	Director of the Scientific Research Department	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Scientific Research Department • Mustaqbal Innovation Center • Scientific Research Units in the colleges		
Performance Indicators			
(1.1.5) Percentage of faculty with scientific publications and the average number of published papers per faculty member. (2.1.5) Citation rate in refereed journals per faculty member. (3.1.5) Percentage of research aligned with national directions. (4.1.5) Number of excellence awards. (5.1.5) Improvement in the University’s position in the Saudi ranking (an indicator related to the University’s reputation). (6.1.5) Percentage improvement in the University’s institutional image.			
Special Implementation Requirements (if any)	–		
Strategic Initiative	5.2 Innovation and Entrepreneurship		
Initiative Owner	Vice President for Development and Community Responsibility		
Strategic Program	Development and Fulfillment of Community Responsibility		



Strategic Objective	5. Advancing the scientific research and innovation ecosystem and aligning it with the national development priorities.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2026 – 31/12/2030
Initiative Definition	The initiative is concerned with disseminating a culture of innovation and entrepreneurship in the community, developing the innovation capabilities of University personnel and students, encouraging them to innovate and create, and investing in innovations and converting them into projects that support the knowledge economy and national development.		
Problem/Gap Addressed by the Initiative	Weak innovation output at the University. The need for innovative solutions meeting community needs. Weak marketing of innovative projects and ideas.		
Target Group	• University personnel and students	Implementation Scope	University colleges
Initiative Objectives	1. Disseminate a culture of creativity, innovation, and entrepreneurship within and outside the University. 2. Develop the innovation capabilities of University personnel and students. 3. Incubate innovative and creative ideas and convert them into investment projects. 4. Provide innovative solutions meeting community needs. 5. Contribute to diversifying the University’s revenue sources.		
Key Initiative Deliverables	• Workshops and courses developing the innovation capabilities of University personnel and students. • Innovation and entrepreneurship bootcamps and competitions. • Innovative ideas meeting community needs. • Investment projects based on creative and innovative ideas.		
Governance and Monitoring			
Initiative Lead	Chair (Director) of the Board of Mustaqbal Innovation Center	Monitoring Mechanism	Dashboards – Periodic reports – Meeting minutes
Working Team	• Mustaqbal Innovation Center • Scientific Research Department • Marketing Department • Community Responsibility Department		
Performance Indicators			
(1.2.5) Number of workshops and courses offered annually to develop the innovation capabilities of University personnel and students. (2.2.5) Organizing one bootcamp annually. (3.2.5) Number of innovative ideas incubated. (4.2.5) Rate of conversion of innovative ideas into investment projects.			
Special Implementation Requirements (if any)	–		
Strategic Initiative	5.3 Enhancing the Efficiency and Performance of Scientific Research and Innovation Departments		
Initiative Owner	Vice President for Graduate Studies and Scientific Research		
Strategic Program	Scientific Research and Digital Transformation		
Strategic Objective	5. Advancing the scientific research and innovation ecosystem and aligning it with the national development priorities.		

Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2026 – 31/12/2030
Initiative Definition	The initiative aims to improve the efficiency and effectiveness of existing scientific research and innovation departments and units by improving their governance, developing their organizational structures and procedures, and strengthening their capacity to support researchers and translate research and innovation outputs into national and community impact aligned with development priorities.		
Problem/Gap Addressed by the Initiative	Weak administrative and organizational structures that impede effective management. Limited effectiveness of bodies organizing and overseeing research and innovation activities. Lack of coordination among research units, leading to duplication of effort and waste of resources.		
Target Group	• University personnel and students	Implementation Scope	Scientific Research Department and Mustaqbal Innovation Center
Initiative Objectives	1. Develop organizational structures and governance of research and innovation departments to ensure procedural flexibility. 2. Support coordination among research units to increase the quantity and quality of output. 3. Improve support and funding directed to scientific research and innovation. 4. Develop the capabilities of Scientific Research Department and unit personnel.		
Key Initiative Deliverables	• Effective organizational structuring of the Scientific Research Department and its units and the Innovation Center. • Guidance manuals for the Scientific Research Department and its units and the Innovation Center. • Published policies consistent with the Scientific Research and Innovation Regulations. • Advanced capabilities of Department, unit, and Center personnel. • Developed digital infrastructure. • An information and data repository.		
Governance and Monitoring			
Initiative Lead	Director of the Scientific Research Department; Chair of the Board of Mustaqbal Innovation Center	Monitoring Mechanism	Dashboards, periodic reports, meeting minutes
Working Team	• Scientific Research Department, Mustaqbal Innovation Center, Scientific Research Units in the colleges		
Performance Indicators			
(1.3.5) Completion of the organizational structuring of the Scientific Research Department and its units and the Innovation Center within an appropriate timeframe. (2.3.5) Department and Center personnel’s satisfaction with the effectiveness of the structure. (3.3.5) Completion of the relevant manuals. (4.3.5) University personnel’s satisfaction with manuals and policies. (5.3.5) Conducting training and qualification programs annually. (6.3.5) Completion of the digital infrastructure within an appropriate timeframe. (7.3.5) Completion of the database by 100%.			
Special Implementation Requirements (if any)	—		
Strategic Initiative	5.4 Establishing Research Partnerships with Various Community Sectors		
Initiative Owner	Vice President for Graduate Studies and Scientific Research		
Strategic Program	Scientific Research and Digital Transformation		



Strategic Objective	5. Advancing the scientific research and innovation ecosystem and aligning it with the national development priorities.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2027 – 31/12/2030
Initiative Definition	The initiative is concerned with establishing partnerships supporting applied research and studies and aimed at marketing and investing in research outputs, innovations, and patents.		
Problem/Gap Addressed by the Initiative	Limited effective research partnerships. The need to market and invest in research outputs and innovations. Limited interaction and cooperation with the community.		
Target Group	• University personnel, students, and partners	Implementation Scope	All University colleges and units
Initiative Objectives	1. Strengthen research partnerships with different sectors to serve national development priorities and Vision 2030. 2. Direct applied research toward solving practical problems. 3. Increase the number of funded joint research projects. 4. Diversify research funding sources. 5. Build a sustainable partnership network. 6. Develop clear mechanisms for concluding partnership agreements.		
Key Initiative Deliverables	• Research partnerships with governmental and non-governmental sectors. • Research partnerships with local industry. • Marketing and investment partnerships. • A mechanism for establishing and monitoring partnerships.		
Governance and Monitoring			
Initiative Lead	Director of the Scientific Research Department; Chair of the Board of Mustaqbal Innovation Center	Monitoring Mechanism	Monthly reports, periodic meetings, dashboards
Working Team	• Scientific Research Department, Mustaqbal Innovation Center		
Performance Indicators			
(1.4.5) Number of research partnerships with different sectors annually. (2.4.5) Number of research partnerships with local industry annually. (3.4.5) Number of marketing and investment partnerships for products and innovations annually. (4.4.5) Beneficiary satisfaction with partnerships.			
Special Implementation Requirements (if any)	—		
Strategic Initiative	6.1 Enhancing the Efficiency of the Community Responsibility Department		
Initiative Owner	Vice President for Development and Community Responsibility		
Strategic Program	Development and Fulfillment of Community Responsibility		
Strategic Objective	6. Developing community engagement and social responsibility to achieve sustainable impact aligned with the national development priorities.		
Strategic Perspective	Internal Processes	Start Date End Date	01/01/2026 – 31/12/2030

Strategic Planning Department

Initiative Definition	The initiative aims to improve the efficiency and effectiveness of the Community Responsibility Department by improving its governance, developing its organizational structure and procedures, and strengthening its capacity to support participants in community responsibility activities.		
Problem/Gap Addressed by the Initiative	Weak administrative and organizational structures that impede effective management. Limited effectiveness of bodies organizing and overseeing community responsibility activities. The need for coordination among community responsibility units.		
Target Group	Personnel of the Community Responsibility Department and units; various community sectors	Implementation Scope	Community Responsibility Department and its college units
Initiative Objectives	- Develop organizational structures and governance of the Community Responsibility Department and its college units. - Support coordination among community responsibility units. - Improve support and funding directed to community responsibility. - Develop the capabilities of Community Responsibility Department and unit personnel.		
Key Initiative Deliverables	- Effective organizational structuring of the Community Responsibility Department and its units. - Guidance manuals. - Published policies consistent with the Volunteer Work Law 2022. - Advanced capabilities of Department and unit personnel. - Developed digital infrastructure. - An information and data repository for community responsibility.		
Governance and Monitoring			
Initiative Lead	Director of the Community Responsibility Department	Monitoring Mechanism	Dashboards, periodic reports, meeting minutes
Working Team	Community Responsibility Department, Community Responsibility Units, Training and Skills Development Department, Information Technology Department		
Performance Indicators			
(1.1.6) Completion of the organizational structuring of the Community Responsibility Department and its units within an appropriate timeframe. (2.1.6) Department and Center personnel’s satisfaction with the effectiveness of the structure. (3.1.6) Completion of the relevant manuals. (4.1.6) University personnel’s satisfaction with manuals and policies. (5.1.6) Conducting training and qualification programs annually. (6.1.6) Completion of the digital infrastructure within an appropriate timeframe. (7.1.6) Completion of an effective database.			
Special Implementation Requirements (if any)	—		
Strategic Initiative	6.2 Building Effective Community Partnerships that Strengthen the University’s Role in Fulfilling Its Responsibility		
Initiative Owner	Vice President for Development and Community Responsibility		
Strategic Program	Development and Fulfillment of Community Responsibility		
Strategic Objective	6. Developing community engagement and social responsibility to achieve sustainable impact aligned with the national development priorities.		



Strategic Perspective	Beneficiaries	Start Date End Date	01/01/2026 – 31/12/2030
Initiative Definition	The initiative seeks to build and activate strategic community partnerships between the University and relevant organizations, ensuring sustainable community impact and aligning these partnerships with national development priorities.		
Problem/Gap Addressed by the Initiative	Weak systematic linkage between partnerships and national development priorities. Absence of a clear strategic plan defining partnership objectives and indicators. Weak performance indicators and evaluation mechanisms for measuring community impact.		
Target Group	• Various community sectors	Implementation Scope	University-wide
Initiative Objectives	1. Develop an integrated strategic framework for building and managing community partnerships. 2. Align community partnerships with national development priorities. 3. Strengthen the University’s community impact through distinctive initiatives and partnerships. 4. Develop University personnel’s capabilities in partnership management and institutional communication.		
Key Initiative Deliverables	• A manual and governance framework for managing community partnerships within the University. • Distinctive community agreements and partnerships with national-priority organizations. • Joint community initiatives and programs. • Periodic reports measuring community impact. • An updated database of partners and initiatives.		
Governance and Monitoring			
Initiative Lead	Director of the Community Responsibility Department	Monitoring Mechanism	Dashboards, periodic reports, meeting minutes
Working Team	• Community Responsibility Department, Community Responsibility Units, Media and Corporate Communication Department		
Performance Indicators			
(1.2.6) Compliance with the governance manual in partnership management against specified measurement standards. (2.2.6) Number of community partnership agreements signed with national-priority organizations within the specified period. (3.2.6) Community initiatives actually implemented as a percentage of all planned initiatives. (4.2.6) Average community impact score of initiatives, based on approved measurement and evaluation tools. (5.2.6) Percentage of periodic reports issued on time in accordance with the monitoring and evaluation plan. (6.2.6) Percentage updating and completion of the partners and initiatives database against the total target.			
Special Implementation Requirements (if any)	—		
Strategic Initiative	7.1 Improving Financial Management Efficiency		
Initiative Owner	University Council		
Strategic Program	Governance and Sustainability		
Strategic Objective	7. Achieving financial sustainability through diversifying revenue sources and improving resource efficiency and financial management.		

Strategic Perspective	Financial	Start Date End Date	01/01/2026 – 31/12/2028
Initiative Definition	Developing and updating the University’s financial systems and procedures to ensure optimal resource utilization, strengthen transparency and financial governance, and improve the accuracy of budget planning and control.		
Problem/Gap Addressed by the Initiative	The need to improve spending efficiency. The need to develop financial processes and enhance transparency. The need to establish a system for producing accurate, periodic reports supporting decision-making.		
Target Group	• University personnel	Implementation Scope	Financial Department
Initiative Objectives	1. Improve the efficiency of the University’s financial resource management through governance, control, and monitoring, and enhance transparency and accountability. 2. Automate financial management processes. 3. Ensure the accuracy of financial data. 4. Develop the skills of Financial Department personnel.		
Key Initiative Deliverables	• Updated and approved financial procedures standardizing financial workflows. • An annual University budget allocating resources. • An integrated electronic financial system founded on transparency. • Periodic and analytical financial reports. • A level of financial control and compliance. • Workshops preparing trained financial personnel.		
Governance and Monitoring			
Initiative Lead	Director of the Budget Department	Monitoring Mechanism	Dashboards, periodic reports, meeting minutes
Working Team	• Executive Director, Budget Department, Internal Audit Department, Financial Department, Risk Department		
Performance Indicators			
(1.1.7) University personnel’s satisfaction with financial management processes and procedures and compliance with them. (2.1.7) Compliance with implementation of the estimated budget. (3.1.7) Number of annual audit observations included in the auditor’s report. (4.1.7) Average time to complete a financial transaction. (5.1.7) Extent of financial procedure automation and completion of the electronic financial system. (6.1.7) Beneficiary satisfaction with periodic financial reports. (7.1.7) Quality (effectiveness) of the financial risk plan. (8.1.7) Number of workshops to develop financial personnel trained in modern financial systems and policies.			
Special Implementation Requirements (if any)	—		
Strategic Initiative	7.2 Diversifying Revenue Sources and Investing University Resources		
Initiative Owner	Vice President for Development and Community Responsibility		
Strategic Program	Development and Fulfillment of Community Responsibility		
Strategic Objective	7. Achieving financial sustainability through diversifying revenue sources and improving resource efficiency and financial management.		
Strategic Perspective	Financial	Start Date End Date	01/05/2026 – 31/12/2028



Initiative Definition	The initiative is concerned with strengthening the University’s financial independence, reducing reliance on traditional tuition-based funding, and maximizing the utilization of and investment in the resources available at the University.		
Problem/Gap Addressed by the Initiative	Limited University financial resources. Insufficient investment in available human and physical resources.		
Target Group	• University personnel	Implementation Scope	University-wide
Initiative Objectives	1. Build a clear, specific policy regulating investment in University resources. 2. Invest available human and physical resources. 3. Strengthen strategic partnerships with the public and private sectors. 4. Enhance the University’s financial sustainability.		
Key Initiative Deliverables	• Clear policies and procedures for managing and developing revenue sources. • A portfolio of investment projects and opportunities (Translation and Languages Center, Legal Consultancy Center, Engineering Consultancy Center, Entrepreneurship Center). • Strategic investment contracts and partnerships. • Financial/in-kind sponsorship of programs and activities.		
Governance and Monitoring			
Initiative Lead	Vice President for Development and Community Responsibility	Monitoring Mechanism	Dashboards, periodic reports, meeting minutes
Working Team	• Executive Director, Marketing Department, Facilities Department, Financial Department, Human Resources Department, Training Department, Mustaqbal Institute		
Performance Indicators			
(1.2.7) Number of investment contracts and partnerships. (2.2.7) Percentage increase in annual self-generated revenues from non-traditional sources. (3.2.7) Number of income-generating projects and programs launched annually.			
Special Implementation Requirements (if any)	Rename the Marketing Department the Investment and Marketing Department.		
Strategic Initiative	8.1 Activating and Leveraging Artificial Intelligence Capabilities in Planning and Management		
Initiative Owner	Vice President for Graduate Studies and Scientific Research		
Strategic Program	Scientific Research and Digital Transformation		
Strategic Objective	8. Leveraging artificial intelligence in planning, management, and academic processes.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2026 – 01/01/2028
Initiative Definition	The initiative aims to integrate artificial intelligence technologies into the University’s institutional planning and management to improve work efficiency and support decision-making.		
Problem/Gap Addressed by the Initiative	Reliance on traditional approaches to planning and decision-making. The need to leverage available institutional data. The need for speed and quality in report preparation. The need for an organized framework for using artificial intelligence.		

Strategic Planning Department

Target Group	Centers and departments, academic departments, administrative units and committees	Implementation Scope	University-wide
Initiative Objectives	- Build policies and procedures for the use of artificial intelligence. - Use artificial intelligence to support strategic and operational planning. - Improve work quality and the soundness of administrative decisions. - Develop predictive models for administrative and financial performance. - Automate reports and intelligent dashboards. - Build human capabilities.		
Key Initiative Deliverables	- Policies and procedures for using artificial intelligence in management. - Integration of artificial intelligence capabilities into planning processes. - Predictive analytics models for institutional performance. - Intelligent dashboards (AI Dashboards). - Automated strategic reports. - Specialized training programs.		
Governance and Monitoring			
Initiative Lead	Chair of the Policies and Procedures Committee	Monitoring Mechanism	Periodic reports, periodic meetings, intelligent dashboards
Working Team	Policies and Procedures Committee, Information Technology Department, Strategic Planning Department, Statistics and Data Unit		
Performance Indicators			
(1.1.8) Number of AI-automated systems. (2.1.8) Percentage of leaders and employees trained in artificial intelligence tools. (3.1.8) Leadership satisfaction with the use of artificial intelligence tools. (4.1.8) Reduction in the time required to prepare strategic reports. (5.1.8) Percentage of administrative decisions supported by intelligent analytics.			
Special Implementation Requirements (if any)	—		
Strategic Initiative	8.2 Activating and Leveraging Artificial Intelligence Capabilities in Academic Activities		
Initiative Owner	Vice President for Educational Affairs		
Strategic Program	Academic Development		
Strategic Objective	8. Leveraging artificial intelligence in planning, management, and academic processes.		
Strategic Perspective	Learning and Growth	Start Date End Date	01/01/2026 – 01/01/2028
Initiative Definition	The initiative aims to use artificial intelligence technologies in the University’s educational process to build an advanced academic environment that enhances the efficiency of education, research, and innovation and improves learning outcomes.		
Problem/Gap Addressed by the Initiative	The need to use artificial intelligence technologies to develop teaching and learning. The necessity of leveraging the advantages of artificial intelligence in scientific research and innovation.		
Target Group	Faculty members, students	Implementation Scope	The University’s academic sectors



Initiative Objectives	1. Integrate artificial intelligence into teaching and learning. 2. Personalize the learning experience according to student abilities and needs. 3. Support scientific research using artificial intelligence tools. 4. Develop artificial intelligence skills among students and faculty.		
Key Initiative Deliverables	• Institutional policies for the academic use of artificial intelligence. • AI-supported smart learning platforms. • Interactive and adaptive educational content. • Intelligent academic support tools (teaching and research assistants). • Training programs for faculty and students.		
Governance and Monitoring			
Initiative Lead	Director of the E-Learning and Distance Education Department	Monitoring Mechanism	Dashboards, periodic reports, meeting minutes
Working Team	• Information Technology Department, colleges and departments, Quality Assurance Units, faculty members		
Performance Indicators			
(1.2.8) Percentage of courses in which artificial intelligence has been integrated. (2.2.8) Extent of improvement in student learning outcomes. (3.2.8) Percentage of faculty trained in artificial intelligence technologies. (4.2.8) Percentage of students benefiting from smart learning systems. (5.2.8) Student and faculty satisfaction with intelligent solutions.			
Special Implementation Requirements (if any)	—		

Conclusion

Mustaqbal University's Second Strategic Plan 2026–2030 presents an interconnected framework linking the strategic objectives to the package of programs, initiatives, owning entities, and timelines. This linkage strengthens the clarity of accountability and limits the overlap of jurisdictions, and it enables the University to translate the Plan into measurable annual operational plans that support follow-up and continuous improvement, while the University Council and the programs' owning leaders remain responsible for directing implementation and adopting the necessary corrective actions.

Strategic Plan Preparation Team

