Middle East University's Strategic Plan

(2019/2024)

"Moving Towards Sustainable

Quality and Excellence"

Main Document

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13.	**Eng. Mohammad Yacoub Nasereddin**	Member	……………………

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"The scientific society is founded on three main pillars: knowledge, technology, and the society. Technology stems from knowledge. The former helps develop the latter, while the two cannot exist without a society that appreciates and realises the significance of knowledge."

Ahmad Zewail

"Much education springs from some image of the future. If the image of the future held by a society is grossly inaccurate, its education system will betray its youth."

Alvin Toffler

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The Executive Summary of the Strategic Plan

As Middle East University is committed to its vision of being a "serious, committed, and seeking to learn university", we believe that the future depends on our strategic awareness and our ability to initiate positive change.

In order to be completely aware of our duties towards a better future, we must coherently organise relevant discussion sessions to discuss strategic thinking, planning, management, and discuss a method for operating with the existence of external and internal pressures and a method for efficiently using human capital. We must be able to deal with the rapid environmental changes and promote our successes in the race for knowledge.

We must understand all of these notions and apply them to the framework of our comprehensive strategic plan, which is based on the principle of wise governance.

MEU's five-year strategic plan for the years 2019-2024 was founded to pave the way for a new journey, and follows the results of the previous strategic plan's (2014-2019) evaluation.

The new strategic plan (2019-2024) is based on the following five topics:

First Topic:
Strategic plan methodology, justifications, aims, objectives, guiding principles, core assumptions, and basic terminology.

Second Topic:
Strategic plan references based on seventeen referential documents.

Third Topic:
MEU's eight strategic priorities.

Fourth Topic:
The general model of the strategic plan, which is made up of four stages and fourteen executive steps.

Fifth Topic:

Strategic plan's four stages and fourteen steps:

1. **What have we achieved thus far?** This stage consists of four steps: identifying the present state, analysing future trends, identifying potentially problematic issues, and conducting benchmark comparisons.
2. **What do we aim to achieve?** This stage consists of four steps: direction and a business model, vision, mission, and core values.
3. **How do we achieve our aims?** This stage consists of four steps: aims, objectives, strategic initiatives, and key performance indicators.
4. **Did we achieve our aims?** This stage consists of three steps: implementing the strategy, monitoring the strategy, and assessing the strategy.

Implementing this plan will undoubtedly require cooperation and coordination, as well as sharing information on a large scale.

Chairman of the Board of Trustees' Message

Middle East University's fourth strategic plan was released a few months after I published my book "Strategy - A Methodology for Comprehensive Practices" in which I discuss the triplicity of strategic thinking, planning, and management. I also delve into the key points of strategy, which include ideas such as supporting vital circles, intellectual requirements, and operational and entrepreneurial procedures. Therefore, MEU's latest operational strategy and my book are closely related in terms of their theoretical and applied structure and their focus on changing current patterns of thinking to match the rapid changes that have been altering the world as we know it since the beginning of this century.

I believe that it is not easy to outline a strategy for an academic research institution that prioritises social responsibility, such is the case for Middle East University. Any university that teaches strategic sciences will face challenges in its attempts to present a flawless model outlining a strategic plan and its methodology, terminology, objectives, and execution mechanisms. In other words, preachers must practice what they preach.

This new strategy is preceded by three other strategies that were previously the reference points for our past operations. We were able to achieve most of our objectives and went through a unique experience in doing so. The University was founded as a graduate studies university that ran Master and PhD programmes until the Ministry of Higher Education and Scientific Research decreed that PhD programme offerings will be limited public universities. As a result, we decided to launch and run undergraduate programmes.

This occurrence taught us how to adapt to any unfavourable circumstances or variables that may suddenly arise. We now combine our practical expertise with our administrative capabilities and collective knowledge in order to keep pace with the present and prepare ourselves for the future. We think it best to focus more heavily on crisis management, as one of the main lessons we have learned from the aforementioned event is that it is important to know how to deal with changing environments that are affected by unpredictable local, regional, and international circumstances.

The strategic plan for the years 2019-2024 was outlined by the Strategic Policies Unit, which includes a governance and strategic planning team, and accounts for input offered by stakeholders and a number of experts. The outlining process was executed in four stages to answer the following questions: what have we achieved thus far? What do we aim to achieve? How do we achieve our aims? Did we achieve our aims?

To answer each question, we set certain measures and procedures and applied theory to our practices to ensure our continuous strong performance, enforce quality assurance, and achieve excellence.

We considered the possibility of needing to overcome unforeseen obstacles and tried to predict a mysterious and inconsistent future. As that is impossible at times, we have a risk and crisis management unit at the ready, and we created a constant line of communication to maintain contact between the University's presidency, Board of Trustees, and Board of Directors. We have allowed no room for obstacles to hinder our progress.

We used the University's general policy as the primary reference for the outline of our strategy as it is the University President, Vice-Presidents, Council of Deans, and other councils' responsibility to completely adhere to and carefully implement it. Accordingly, the strategic plan will be shared with and explained to all MEU staff, and in doing so, we will stress the importance of all their roles in executing it.

I pray that we maintain a unity of minds, hearts, and efforts to achieve this strategy and the achievement of all that we aim for in terms of notability, advancement, and excellence of both MEU and the state of higher education and scientific research in Jordan.

The University President's Message

Since its foundation, our University has operated according to pre-set strategic plans. Otherwise, we would not have achieved all our academic, research, and social successes. MEU would not have gained its glowing local, regional, and international reputation. Allow me to list a few, or slightly more than a few, of our noteworthy successes. We earned the Quality Assurance Certificate (Golden Standard) and the ISO 9001:2015. We received a three-star rating from the QS World University Rankings. We currently host programmes from a number of prestigious international universities and established multiple partnerships. Our campus was chosen to be the headquarters for the Association for Arab Universities (AAU), and MEU is currently classified as a violence-free university. Our previous success is the basis of our strategic framework, which we define as being a balance between the reference methodology for our performance and the concepts of strategic thinking, planning, and management so that we can create a culture focused on excellent performance ethical behaviour.

It is evident that the University's presidency, deanships, centres, and administration operate according to a system founded on the fundamentals of strategic thinking, planning, management, governance, and quality assurance. It is only natural for strategies to change in response to variables, especially as we witness the rapid developments in the fields of science, research, communication, and information technology. Our reality puts all types of institutions to the test, leaving them no choice but to immediately respond to these changes and evolve from one stage to the next. This is the only way that any institution can ensure its longevity and development and achieve their objectives and ambitions.

We aim to educate our students, train them, and teach them skills that will help them contribute to the development of society. Our strategy here is not a mere operational plan, but rather a visualisation of the positive intellectual and cultural impact that may prove to be a model for the advancement of society at large. This compels us to establish our strategy as being a balance between the reference methodology for our performance, and the concept of strategic thinking, planning, and management, so that we can create at a culture focused on optimum performance and ethical behaviour.

The University's presidency and staff are committed to implementing this strategy, which is explicitly straightforward about our vision for the present and future. We might face challenges or obstacles and will be tested as we attempt to overcome them. The chief element of this strategy is to believe in its success, thoroughly carry it out, utilise our previous experiences and tried and true solutions, and be able to employ our risk and crisis management strategies.

We are currently looking to take this strategy into the next stage of development and excellence. We realise that the nature of this current stage, which is focused on attenuating to accommodate international, regional, and local changes, begets a specific type of challenges that we must successfully face. This strategy will prove to be the source of our continued strength and will be the compass that guides us toward achieving our mission and objectives. I hereby pledge to appropriately and competently implement this new strategy, and I promise the Board of Trustees that I will do everything possible to achieve the University's set vision, mission, core values, aims, and objectives.

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MEU General Policy

The University's General Policy was agreed upon in the 11th Board of Trustees meeting that was held on September 7, 2019, with the decision no. (10/11-2018/2019). This policy is referred to when outlining the University's strategy, and the following are its focal points:

Concerned with quality, Middle East University is a dynamically driven and modern university that believes in generating knowledge where knowledge is the way of life.

Middle East University's General Policy

The University's general policies are rooted in its being an international, humanitarian university that upholds its entrepreneurial role; and realizes its scientific, research, and social objectives. It adopts Islam as a source for its value system of respect, compassion, cooperation, and harmony amongst religions, civilizations, and cultures. It abides by laws, regulations, and adopts the principles of responsible freedom. Respects human rights and dignity; the right to learn, know, and participate in the decision-making process in order to achieve comprehensive advancement, sustainable development, and good standards of living All of these provide the guiding principles for the following focal points:

1. Seriousness, commitment, and pursuit of learning
are the guiding principles of our university's strategy.

2. Strategy
The University and all of its academic and administrative units operate according to executive plans drawn from an approved strategy.

3. Students
University students are professional and refined.

4. Faculty members:
Outstanding and committed teaching staff members are well-protected.

5. Programmes, specialisations, curricula, and study plans
Keep pace with the latest developments in various fields and combine theory with practice to meet society's ever-changing needs.

6. Social responsibility
The University promotes social responsibility through dedicating all its capabilities to the service of the country and humanity at large.

7. Quality
An aim the University is committed to achieving and sustaining both locally and internationally.

8. Administrative staff
Capable administrative staff members are well-appreciated.

9. Good governance
The University adopts wise governance as model for all its academic and administrative operations.

10. Scientific research
Scientific research outputs promote the goals of sustainable development.

11. University Rankings
The University aims to occupy advanced positions in national and international rankings.

12. Continuous learning
The University seeks to encourage its students and staff members to always expand their knowledge and again new skills and expertise.

13. International cooperation
The University seeks to cooperate with prestigious international and national higher educational and professional institutions.

14. University outputs
The University seeks to produce a spectrum of outputs that respond to market needs and keep pace with modernity.

15. Smart campus and education friendly environment
A space that makes full use of the latest technologies and provides and educational friendly environment.

16. Skills
Developing student and staff professional and life skills through the creation of a learning friendly environment.

17. Activities
Institutionalizing local, regional and international curricular and extracurricular activities.

18. Feedback (learned lessons)
The University adopts multisource feedback to improve its performance.

19. Etiquette and protocol:
The University promotes the culture of etiquette and protocol among students and staff members.

20. Communication
The university develops the effective interpersonal skills of its students and staff members.

21. Moral principles
The university safeguards its image and reputation.

22. Image and reputation
One of the inviolable and sacred fundamentals.

23. Cultural diversity
The University encourages cultural diversity and differences in opinion.

24. Resources
The university diversifies its sources of income.

25. Organizational culture
The University has an organizational culture that promotes excellence.

26. Blue Ocean Strategy
Unlock new demand and capture new areas of need that the competition does not have the ability to seize.

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Identity and Progress

Middle East University is registered at the Companies Control Department/the Ministry of Industry, Trade and Supply as a limited liability company in the Companies Register (non-profit) under the number (75), May, 30, 2004. One of the company's main registered aims is to establish universities.

Middle East University is managed by the Board of Directors, which is directly responsible for capital-based construction projects, buildings, and necessary facilities at the University. The Board provides funding resources according to plans approved by the Board of Trustees, which includes at least three members who are PhD-recipient or are experts in the field of higher education. All operations are conducted in accordance with the Regulations for Establishing Universities, issued upon the Higher Education Council's decision no. 658 for February 26, 2004.

The company holds an agreement with an educational investment company (Arab Scientist for Education LLC) in exchange for a fee of no more than 15% of the University's gross annual budget. 5% of that fee is annually reinvested in development projects (construction) to complete buildings and other construction projects according to the University's needs.

The MEU Company (a non-profit, limited liability company) is headquartered in Amman, al-Rawnaq, Ali Qudah St., building no. 20 – YAN Group.

Table (1)

The development of the general capacity of undergraduate and graduate programmes since the establishment of MEU and until the end of the 2018/2019 academic year.(*)

Programme	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Undergraduate	0	0	2118	2135	2135	2135	2135	3200	3200	3200	3200	3200	4059	4059
Graduate	650	650	870	882	882	882	882	800	800	800	800	800	941	941
Total	650	650	2988	3017	3017	3017	3017	4000	4000	4000	4000	4000	5000	5000

***The University's maximum general capacity is 8000 students according to the Authorisation Regulations and Procedures for Establishing Private Universities for 2017.**

Table (2) shows the private capacity development of undergraduate and graduate programmes since the foundation of MEU and until the end of the 2018/2019 academic year.

Table (2)

The private capacity development of undergraduate and graduate programmes since the establishment of MEU and until the end of the 2018/2019 academic year.

Programme	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Graduate	130	350	350	797	977	999	986	959	817	845	779	786	813	643
Undergraduate	0	0	1170	2432	2678	3327	3410	3519	4026	4282	3906	4154	4293	4049
Total	130	350	1520	3229	3655	4326	4396	4478	4843	5127	4685	4940	5106	4692

Table (3) shows the licensing and accreditation of undergraduate programmes since the establishment of MEU and until the end of the 2018/2019 academic year.

Table (3)

The Licensing and Accreditation of Undergraduate Programmes

#	Faculty	Major	Licensing decision no.	Licensing date	Accreditation decision no.	Accreditation date
1	Arts and Sciences	English Language and Literature	249	24/07/2008	378	22/09/2008
		Arabic Language(1)	198	05/07/2008	377	22/09/2008
2	Law	Law	247	24/07/2008	383	13/10/2008
3	Business	Business Administration	228	24/07/2008	376	22/09/2008
		Accounting	204	05/07/2008	384	13/10/2008
		Marketing	197	05/07/2008	385	13/10/2008
		Finance(2)	175	18/06/2009	341	07/09/2009
		Tourism Management	318	18/09/2008	45	12/01/2009
4	Information Technology	Computer Science	216	29/08/2010	358	29/12/2010
		Computer Information Systems	216	29/08/2010	298	01/11/2010
5	Educational Sciences	Education Technology	320	18/09/2008	24	05/01/2009
		Special Education	240	24/07/2008	379	22/09/2008
6	Engineering	Civil Engineering	122	06/05/2009	365	17/09/2009
		Renewable Energy Engineering	453	24/12/2013	347	10/09/2014
		Architectural Engineering and Building Systems(5)	209	26/05/2011	732	13/10/2011
		Electrical Engineering(6)	-	10/05/2015	429	19/08/2015
7	Media	Radio and Television	193	16/07/2009	354	17/09/2009
		Journalism	193	16/07/2009	364	17/09/2009
8	Architecture and Design	Graphic Design	332	18/09/2008	25	05/01/2009
		Interior Design	175	26/05/2014	431	19/08/2015
		Architectural Engineering	208	26/05/2011	733	13/10/2011
9	Pharmacy	Pharmacy	293	07/08/2013	80	03/03/2014

(1) The major was closed in accordance with the proceedings of session no. (40) that was held on December, 31, 2015.
(2) The major's name was changed to Financial and Banking Sciences in accordance with decision no. (127) that was made on March 29, 2017. The decision was approved with decision no. (341) on September, 7, 2009.
(3) The major was closed in accordance with the proceedings of session no. (16) that was held on July 18, 2019.
(4) The major was closed in accordance with the proceedings of session no. (16), decision no. (283) that was held on August 1, 2013.
(5) The major was closed in accordance with the proceedings of session no. (10) that was held on August 2, 2016.
(6) The major was closed in accordance with the proceedings of session no. (18) that was held on August 22, 2016.

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Table (4) shows the licensing and accreditation of graduate programmes since the establishment of MEU and until the end of the 2018/2019 academic year.

Table (4)
The Licensing and Accreditation of Graduate Programmes

#	Faculty	Major	Licensing decision no.	Licensing date	Accreditation decision no.	Accreditation date
1	Arts and Sciences	English Language and Literature	63	16/02/2006	1777	13/09/2006
		Arabic Language and Literature	296	28/08/2006	2003	22/02/2007
		Political Science[1]	81	05/03/2006	1682	02/08/2006
2	Law	Private Law	161	08/05/2006	2112	23/05/2007
		Public Law	81	05/03/2006	39	22/07/2007
3	Business	Business Administration	141	24/04/2006	38	22/07/2007
		Accounting	63	16/02/2006	1683	02/08/2006
		E-Business[2]	123	06/05/2009	456	21/12/2009
4	Information Technology	Computer Science[3]	63	16/02/2006	1678	02/08/2006
		Computer Information Systems[4]	81	05/03/2006	1679	02/08/2006
		Cloud Computing Security and Services[5]	-	-	-	-
5	Educational Sciences	Curricula and Teaching Methods	81	05/03/2006	1746	30/08/2006
		Educational Management and Leadership	296	28/08/2006	2111	23/05/2007
		Information and Communication Technology in Education	-	09/06/2016	10	11/01/2017
6	Media	Media	63	16/02/2006	380	22/09/2008
7	Architecture and Design	Graphic Design	-	10/05/2015	508	21/09/2015

(1) The major was closed in accordance with the proceedings of session no. (16) that was held on July 18, 2019.
(2) The major was closed in accordance with the proceedings of session no. (16) that was held on July 18, 2019.
(3) The major was closed in accordance with the proceedings of session no. (16) that was held on July 18, 2019.
(4) The major was closed in accordance with the proceedings of session no. (7) that was held on June 26, 2014.
(5) The major's licensing was approved and accredited to be hosted at Mutah University (joint programme).

Table (5) shows the available undergraduate and graduate (MA) academic programmes and majors at the end of the 2018/2019 academic year.

Table (5)

The Available Undergraduate and Graduate (MA) Academic Programmes and Majors at the End of the 2018/2019 Academic Year

Faculty	Undergraduate programmes	Graduate programmes
Arts and Sciences	English Language and Literature	English Language and Literature
		Political Science[1]
Law	Law	Private Law
		Public Law
Business	Business Administration	Business Administration
	Accounting	Accounting
	Marketing	E-Business[2]
	Financial and Banking Sciences	
	Tourism Management	
Information Technology	Computer Science	Computer Science[3]
	Computer Information Systems[4]	Cloud Computing Security and Services
Educational Sciences	Education Technology	Curricula and Teaching Methods
		Educational Management and Leadership
		Information and Communication Technology in Education
Engineering	Civil Engineering	
	Renewable Energy Engineering	
Media	Radio and Television	Media
	Journalism	
Architecture and Design	Graphic Design	Graphic Design
	Interior Design	
	Architectural Engineering	
Pharmacy	Pharmacy	
Total	**18**	**14**
Grand total	**23**	

(1) The major was closed in the 2019/2020 academic year.
(2) The major was closed in the 2019/2020 academic year.
(3) The major was closed in the 2019/2020 academic year.
(4) The major was closed in the 2019/2020 academic year.

Table (6) shows the number of undergraduate and graduate alumni since the establishment of MEU and until the end of the 2018/2019 academic year.

Table (6)
The Number of Undergraduate and Graduate Alumni since the Establishment of MEU and Until the End of the 2018/2019 Academic Year

Patch	Academic Year	Undergraduate	Graduate
First	2006/2007	-	7
Second	2007/2008	-	65
Third	2008/2009	-	178
Fourth	2009/2010	3	187
Fifth	2010/2011	49	339
Sixth	2011/2012	259	357
Seventh	2012/2013	582	297
Eighth	2013/2014	452	293
Ninth	2014/2015	445	265
Tenth	2015/2016	632	270
Eleventh	2016/2017	587	244
Twelfth	2017/2018	539	240
Thirteenth	2018/2019	673	238
Total		4221	2980

Table (7) shows the development of the number of registered undergraduate and graduate students since the establishmnt of MEU and until the end of the 2018/2019 academic year.

Table (7)
The Development of the Number of Registered Undergraduate and Graduate Students since the Establishment of MEU and until the End of the 2018/2019 Academic Year

Academic Year	Semester	Undergraduate	Graduate
2005	Second	-	114
	Summer	-	7
2006	First	-	275
	Second	-	423
	Summer	-	53
2007	First	-	431
	Second	-	439
	Summer	-	49
2008	First	-	447
	Second	61	521
	Summer	53	191
2009	First	777	808
	Second	1089	963
	Summer	694	586
2010	First	1366	835
	Second	1542	835
	Summer	935	406
2011	First	1911	774
	Second	1996	767
	Summer	1203	409
2012	First	2360	733
	Second	2312	703
	Summer	1162	287
2013	First	2614	709
	Second	2468	661
	Summer	1177	276
2014	First	2514	679
	Second	2478	611
	Summer	1432	210
2015	First	2548	580
	Second	2529	625
	Summer	1467	220
2016	First	2477	571
	Second	2642	531
	Summer	1361	203
2017	First	2807	525
	Second	3013	540
	Summer	1404	180
2018	First	3363	586
	Second	3381	560
	Summer	1353	118

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Table (8) shows the development of the number of international students since the establishment of MEU and until the end of the 2018/2019 academic year.

Table (8)
The Development of the Number of International Students since the Establishment of MEU and Until the End of the 2018/2019 Academic Year

Academic Year	Semester	Undergraduate	Graduate
2005	Second	-	15
	Summer	-	3
2006	First	-	63
	Second	-	113
	Summer	-	11
2007	First	-	123
	Second	-	132
	Summer	-	11
2008	First	-	167
	Second	5	233
	Summer	5	89
2009	First	81	398
	Second	107	497
	Summer	70	329
2010	First	134	406
	Second	147	381
	Summer	97	85
2011	First	217	368
	Second	233	382
	Summer	141	220
2012	First	293	362
	Second	294	324
	Summer	157	133
2013	First	399	281
	Second	401	266
	Summer	203	133
2014	First	508	260
	Second	549	241
	Summer	332	93
2015	First	602	261
	Second	620	225
	Summer	385	86
2016	First	656	188
	Second	655	166
	Summer	364	65
2017	First	627	147
	Second	631	145
	Summer	366	58
2018	First	732	168
	Second	728	163
	Summer	344	46

Tables (9, 10, 11, 12, 13) show statistics for administrative staff starting from the 2014/2015 academic year and until the 2018/2019 academic year.

Table (9)
Administrative Staff Statistics for the 2014/2015 Academic Year

No. of administrative staff according to academic qualification	
Academic qualification	No.
PhD	2
Higher diploma	1
Master's	5
Bachelor's	74
Diploma	15
GSE	8
Below GSE	40
Total	145
Supporting services	34

Administrative staff sex statistics for the 2014/2015 academic year		
Sex	M.	F.
	82	63
Total	145	

Administrative staff graduation country statistics for the 2014/2015 academic year		
Graduation country	Arab	International
	142	3
Total	145	

Administrative staff nationality statistics for the 2014/2015 academic year		
Nationality	Jordanian	Non-Jordanian
	143	2
Total	145	

Administrative staff to faculty members ratio	
Total no. of administrative staff	Total no. of faculty members
182	145
1:1.2	

Table (10)
Administrative Staff Statistics for the 2015/2016 Academic Year

No. of administrative staff according to academic qualification	
Academic qualification	No.
PhD	1
Higher diploma	0
Master's	11
Bachelor's	93
Diploma	13
GSE	16
Below GSE	38
Total	172
Supporting services	39

Administrative staff sex statistics for the 2015/2016 academic year		
Sex	M.	F.
	106	66
Total	172	

Administrative staff graduation country statistics for the 2015/2016 academic year		
Graduation country	Arab	International
	169	3
Total	172	

Administrative staff nationality statistics for the 2015/2016 academic year		
Nationality	Jordanian	Non-Jordanian
	168	4
Total	172	

Administrative staff to faculty members ratio	
Total no. of administrative staff	Total no. of faculty members
174	172
1:1	

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Table (11)
Administrative Staff Statistics for the 2016/2017 Academic Year

No. of administrative staff according to academic qualification	
Academic qualification	No.
PhD	1
Higher diploma	1
Master's	13
Bachelor's	108
Diploma	18
GSE	14
Below GSE	45
Total	200
Supporting services	43

Administrative staff sex statistics for the 2016/2017 academic year		
Sex	M.	F.
	124	76
Total	200	

Administrative staff graduation country statistics for the 2016/2017 academic year		
Graduation country	Arab	International
	196	4
Total	200	

Administrative staff nationality statistics for the 2016/2017 academic year		
Nationality	Jordanian	Non-Jordanian
	195	5
Total	200	

Administrative staff to faculty members ratio	
Total no. of administrative staff	Total no. of faculty members
200	168
1.2:1	

Table (12)
Administrative Staff Statistics for the 2017/2018 Academic Year

No. of administrative staff according to academic qualification	
Academic qualification	No.
PhD	1
Higher diploma	1
Master's	14
Bachelor's	123
Diploma	13
GSE	15
Below GSE	57
Total	224
Supporting services	43

Administrative staff sex statistics for the 2017/2018 academic year		
Sex	M.	F.
	142	82
Total	224	

Administrative staff graduation country statistics for the 2017/2018 academic year		
Graduation country	Arab	International
	220	4
Total	224	

Administrative staff nationality statistics for the 2017/2018 academic year		
Nationality	Jordanian	Non-Jordanian
	214	10
Total	224	

Administrative staff to faculty members ratio	
Total no. of administrative staff	Total no. of faculty members
224	170
1.3:1	

Table (13)
Administrative Staff Statistics for the 2018/2019(*) Academic Year

No. of administrative staff according to academic qualification	
Academic qualification	No.
PhD	1
Higher diploma	1
Master's	15
Bachelor's	130
Diploma	18
GSE	17
Below GSE	83
Total	265
Supporting services	48

Administrative staff sex statistics for the 2018/2019 academic year		
Sex	M.	F.
	177	88
Total	265	

Administrative staff graduation country statistics for the 2018/2019 academic year		
Graduation country	Arab	International
	262	3
Total	265	

Administrative staff nationality statistics for the 2018/2019 academic year		
Nationality	Jordanian	Non-Jordanian
	253	12
Total	265	

Administrative staff to faculty members ratio	
Total no. of administrative staff	Total no. of faculty members
265	176
1.4:1	

(*) The starred years include the Transportation Department and drivers.

Tables (14, 15, 16, 17, 18) show the statistics for faculty members starting from the 2014/2015 academic year and until the 2018/2019 academic year.

Table (14)
Faculty Members Statistics for the 2014/2015 Academic Year

No. of faculty members according to academic rank	
Academic rank	No.
Professor	38
Associate Professor	38
Assistant Professor	81
Lecturer	25
Total	182
Non-available faculty members	3
Grand total	185

Faculty members sex statistics for the 2014/2015 academic year		
Sex	M.	F.
	138	44
Total	182	

Faculty members graduation country statistics for the 2014/2015 academic year		
Graduation country	Arab	International
	100	82
Total	182	

Faculty members nationality statistics for the 2014/2015 academic year		
Nationality	Jordanian	Non-Jordanian
	142	40
Total	182	

Table (15)
Faculty Members Statistics for the 2015/2016 Academic Year

No. of faculty members according to academic rank	
Academic rank	No.
Professor	36
Associate Professor	35
Assistant Professor	76
Lecturer	27
Total	174
Non-available faculty members	10
Grand total	184

Faculty members sex statistics for the 2015/2016 academic year		
Sex	M.	F.
	125	49
Total	174	

Faculty members graduation country statistics for the 2015/2016 academic year		
Graduation country	Arab	International
	93	81
Total	174	

Faculty members nationality statistics for the 2015/2016 academic year		
Nationality	Jordanian	Non-Jordanian
	134	40
Total	174	

Table (16)
Faculty Members Statistics for the 2016/2017 Academic Year

No. of faculty members according to academic rank	
Academic rank	No.
Professor	28
Associate Professor	37
Assistant Professor	77
Lecturer	26
Total	168
Non-available faculty members	3
Grand total	171

Faculty members sex statistics for the 2016/2017 academic year		
Sex	M.	F.
	122	46
Total	168	

Faculty members graduation country statistics for the 2016/2017 academic year		
Graduation country	Arab	International
	100	68
Total	168	

Faculty members nationality statistics for the 2016/2017 academic year		
Nationality	Jordanian	Non-Jordanian
	130	38
Total	168	

Table (17)
Faculty Members Statistics for the 2017/2018 Academic Year

No. of faculty members according to academic rank	
Academic rank	No.
Professor	26
Associate Professor	40
Assistant Professor	73
Lecturer	31
Total	170
Non-available faculty members	15
Grand total	185

Faculty members sex statistics for the 2017/2018 academic year		
Sex	M.	F.
	118	52
Total	170	

Faculty members graduation country statistics for the 2017/2018 academic year		
Graduation country	Arab	International
	105	65
Total	170	

Faculty members nationality statistics for the 2017/2018 academic year		
Nationality	Jordanian	Non-Jordanian
	135	35
Total	170	

Table (18)

Faculty Members Statistics for the 2018/2019 Academic Year

No. of faculty members according to academic rank	
Academic rank	No.
Professor	19
Associate Professor	39
Assistant Professor	86
Lecturer	32
Total	176
Non-available faculty members	4
Grand total	180

Faculty members sex statistics for the 2018/2019 academic year		
Sex	M.	F.
	123	53
Total	176	

Faculty members graduation country statistics for the 2018/2019 academic year		
Graduation country	Arab	International
	98	78
Total	176	

Faculty members nationality statistics for the 2018/2019 academic year		
Nationality	Jordanian	Non-Jordanian
	136	40
Total	176	

Table (19) shows the student to faculty member ratio for the 2018/2019 academic year.

Table (19)
Student to Faculty Member Ratio for the 2018/2019 Academic Year

#	Academic year	Number of students	Ratio
1.	2018/2019	3941	21.9 students: 1 faculty member

*Humanitarian and scientific majors.

Table (20) shows the student to administrative staff member ratio for the 2018/2019 academic year.

Table (19)
Student to Administrative Staff Member Ratio for the 2018/2019 Academic Year

#	Academic year	Number of students	Ratio
1.	2018/2019	3941	14.15 students: 1 faculty member

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- MEU awards up to complete scholarships (that covers 100% of tuition) to undergraduate students with outstanding academic performances. It also awards up to partial scholarships (that cover up to 40% of tuition) to its alumni who enrol in graduate programmes at MEU, and partial scholarships (that cover up to 30% of tuition) to the alumni of other universities that enrol in graduate programmes at MEU. The University awards these scholarships to encourage excellent students to be innovative and creative individuals and support their entrepreneurial trends.

- MEU believes that conducting research that accelerates the sustainable and technological development of vital production sectors is the best way to earn a positive reputation. The research production of available faculty members during the years 2014-2019 amounted to 806 research studies, constituting an average of 161 research studies per academic year. The average number of faculty members was 174 members.

The total number of theses written during the years 2014-2019 was 1183 theses, constituting an average of 236 annual theses per the 146 available, PhD-recipient faculty members who meet the requirements for supervising Master's theses.

- MEU works to develop its students' personalities by offering curricular and extracurricular activities that enrich their minds and promote the University's role in serving and evolving the community.

- The Board of Trustees held meetings 43 meetings during the years of 2014-2019, during which the Board made 440 decisions.

Evaluation, reevaluation, and feedback are essential processes that allow us to review our systems and regulations in order to maximise how successful they are achieving our set plans and outlined aims.

MEU's Organisational Structure (Figure 1) represents its official system, and it is the reference document used to coordinate the efforts of its staff and entities (university, faculties, deanships, departments, centres, units). It is designed to increase competency, efficiency, productivity, quality, renewability, and the quick response to environmental variables.
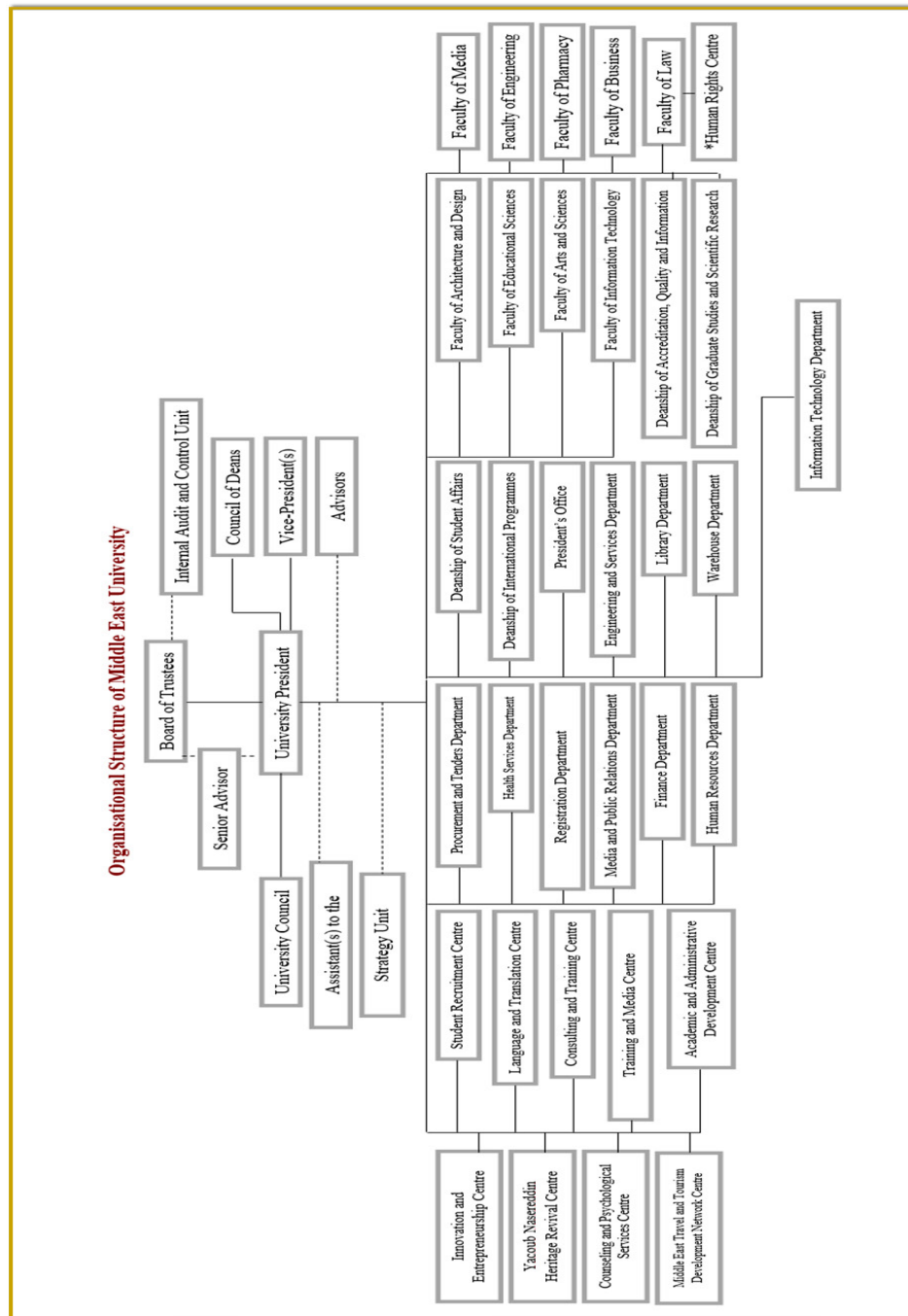
Figure (1)
MEU's Organisational Structure for the 2018/2019 academic year

As displayed in the organisational structure above, MEU has 144 organisational formations.

- MEU pays close attention to all developments occuring in the fields of academic and research quality. On January 24, 2018, MEU obtained the Quality Assurance Certificate (Golden Standard) for the Faculty of Law (Figure 2). On May 20, 2018, MEU obtained the Quality Assurance Certificate (Golden Standard) for educational institutions, awarded by the Higher Education Accreditation Commission (Figure 3).

**Figure (2)
Quality Assurance Certificate
(Golden Standard) for the Faculty
of Law**

**Figure (3)
Quality Assurance Certificate
(Golden Standard) for educational
institutions, awarded by the
Higher Education Accreditation
Commission**

In regards to international acknowledgements, MEU was awarded the ISO 9001:2015 on August 30, 2017 (Figure 4).
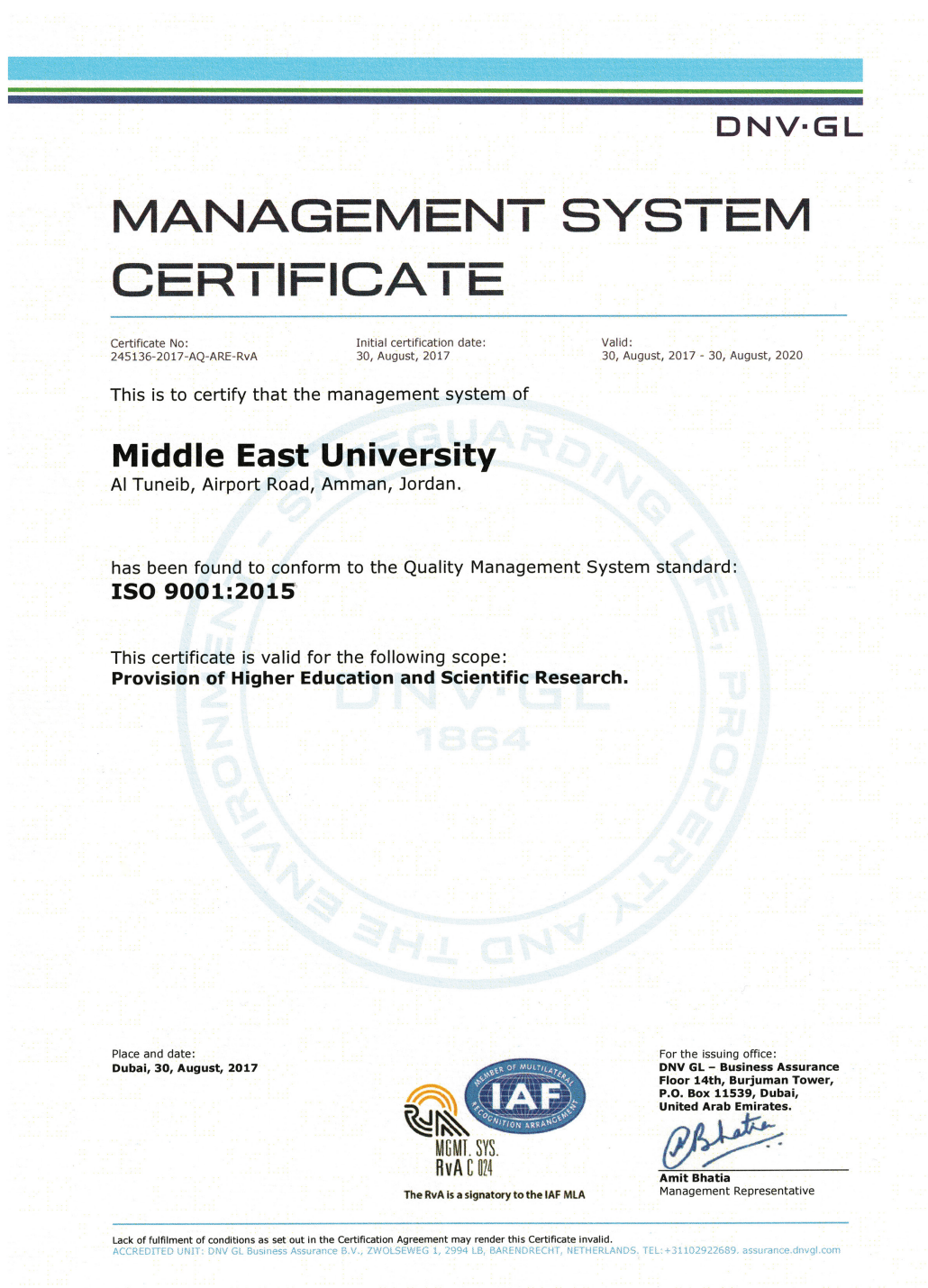
Figure (4)
ISO 9001:2015

In 2019, MEU was rated by the QS World University Rankings (Figure 5).
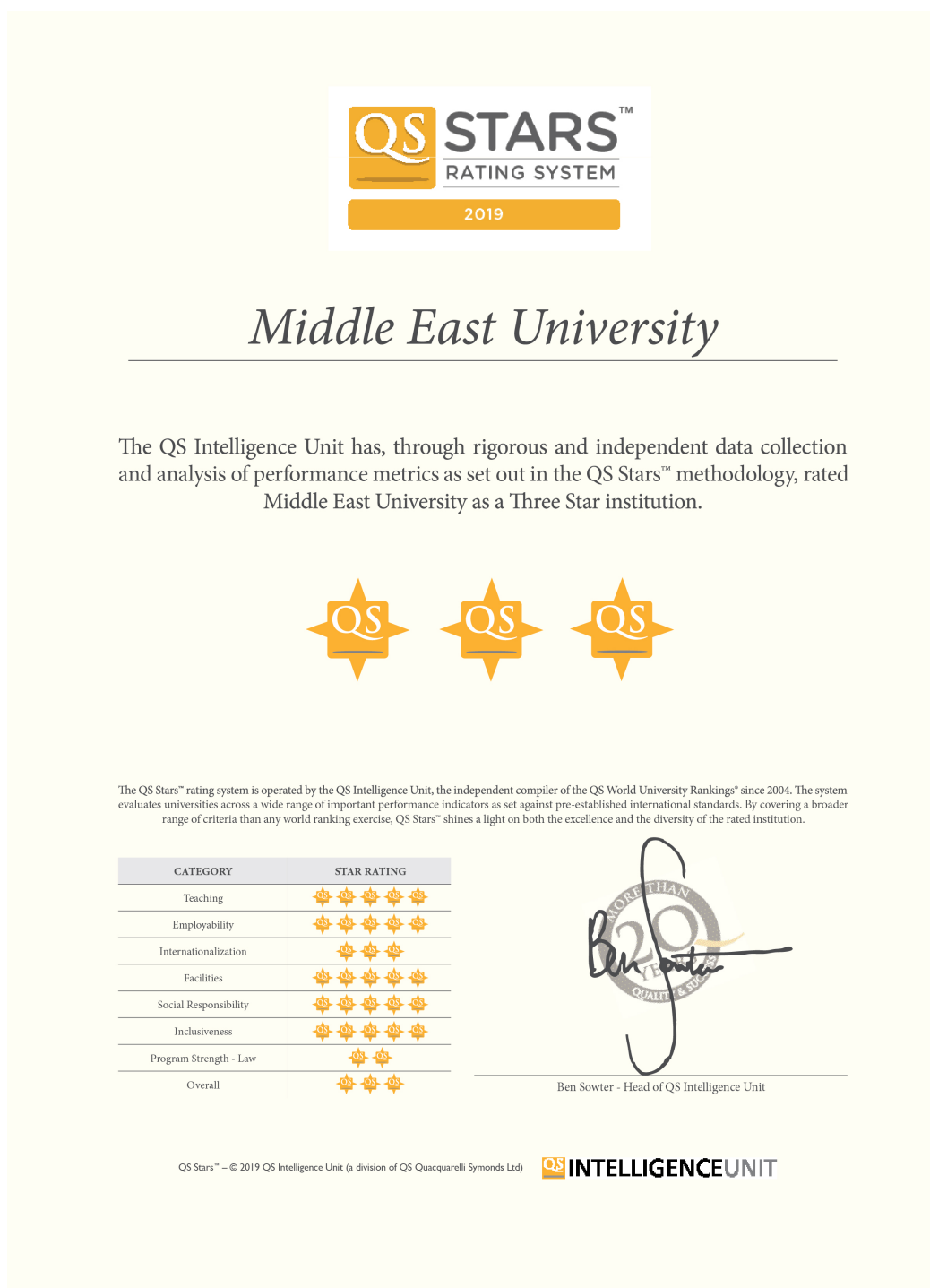
Figure (5)

MEU's rating awarded by the QS World University Rankings

On September 18, 2015, MEU signed the Magna Carta Charter (Figure 6), in which it pledged to uphold the following principles:

1. MEU is an independent institution operating at the heart of its local community. It therefore adapts its systems according to the nature of its geographical location and historical inheritance. It produces, analyses, promotes, and evolves culture through research and education. It looks to meet the needs of its surrounding community by freeing itself from political interference and economic pressures.

2. Education and research processes should be interconnected and capable of meeting the needs of citizens and the community. It should keep pace with scientific and cultural advancements.

3. Academic and research freedom is a basic right that all academic institution are entitled to. Universities and governments should respect that right and all that it entails. MEU promotes open dialogue and rejects intolerance, making it a suitable place for professors to exchange ideas and expand their expertise. By fostering such an environment, MEU looks to encourage innovation and research, and aims to produce intellectual students armed with a strong education.

4. MEU is a repository for human values and prestigious European traditions. It constantly seeks knowledge on a global scale, surpassing geographical and political borders. It understands and stresses the importance of cultural exchange and allowing cultures to positively affect one another.

Figure (6)
MEU's Signatory Certificate of the Magna Carta Charter

On February 5, 2017, MEU signed an agreement with the University of Bedfordshire to host a number of its undergraduate programmes, graduate programmes, and majors to be taught on the MEU campus, in accordance with the related regulations and standards.125 students registered in these offered programmes and majors is, including 8 undergraduate students, 105 MA students, and 12 PhD students. Up until August 31, 2019, the University graduated 8 MA students from these programmes.

On January 22, 2019, MEU signed an agreement with the University of Strathclyde to launch a joint MPharm programme in accordance with the related regulations and standards. The joint programme was launched on September 14, 2019.

MEU also signed multiple MoUs and established various academic and research partnerships with local, Arab, and international universities and academic institutions. In instituting these agreements and partnerships, MEU aims to establish and develop cooperative relationships and promote a mutual understanding in academic and educational fields, and to eventually launch and develop future programmes.

MEU has adopted a vision that guided the outline of its first strategic plan for the years 2008-2012:

A national institution that is locally, regionally, and internationally acknowledged for its quality education, research, and humanitarian service. Its tangible and intangible capital is dedicated to deepen the knowledge and expertise of its professors, students, and graduates, as knowledge is the way for continuity, development, and prominence.

Some changes were made to the elements of MEU's strategic plan for the years 2010-2013 after it has been evaluated. However, its vision remained the same.

A new vision was added to MEU's strategic plan for the years 2014-2019:
A serious, committed, and seeking to learn university.

The same vision was adopted in MEU's strategic plan for the years 2019-2024:
A serious, committed, and seeking to learn university.

Strategic Choice

MEU adopts quality, internationalism, and governance as the strategic means to achieve excellence. It applies the core concepts of quality and internationalism by establishing partnerships and benefiting from its best practices. MEU set governance as the basis for all its academic, administrative, and financial processes and activities, as it is illustrated in Figure (7).

Adding value to benefit clients

Sustaining outstanding results

Creating a sustainable future

Succeeding through the skills and capabilities of our staff

Developing organisational capacity

Managing with agility and adapting to change

Harnessing creativity and innovation

Setting a vision and leading with inspiration and integrity
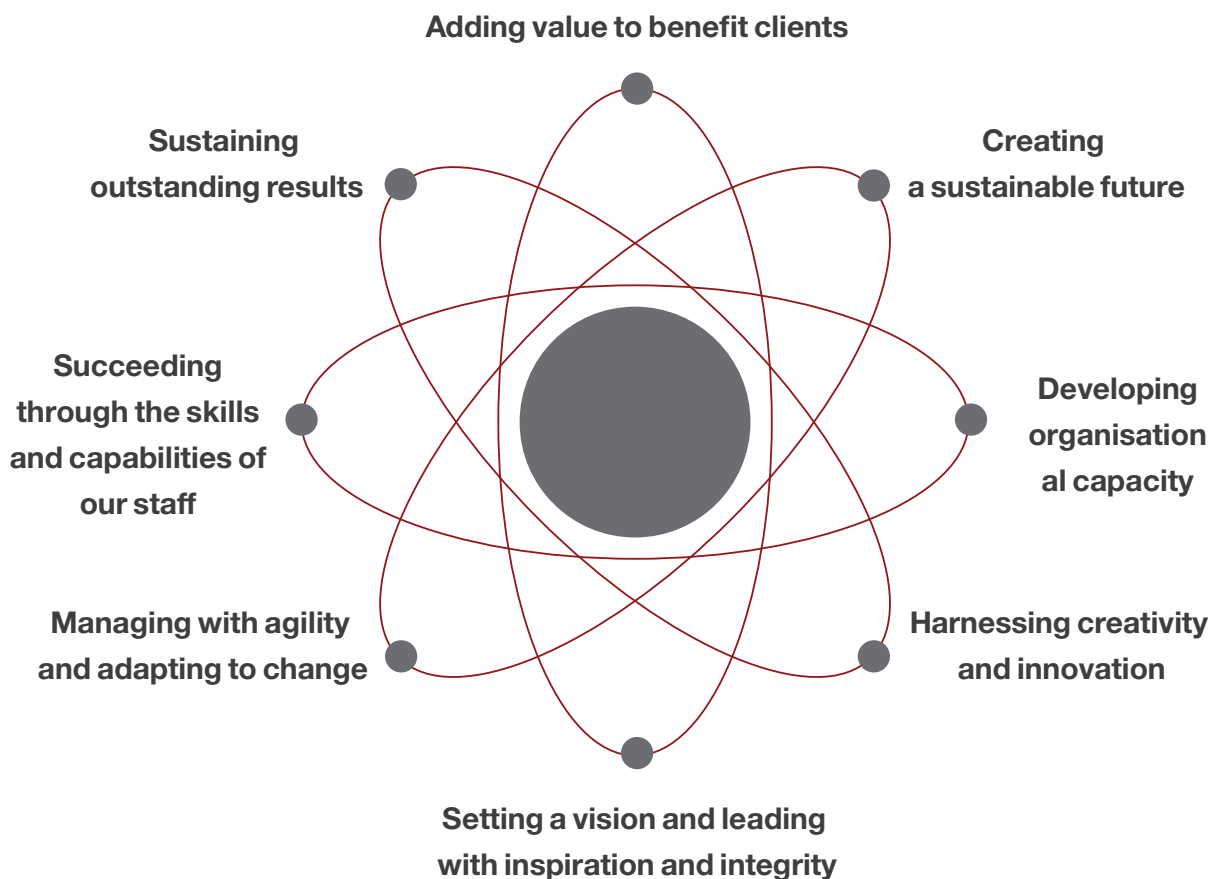
Figure (7)
Key Concepts of Quality and Excellence

Strategic Plan Structure

MEU uses strategic planning as its primary method of testing its strategic plan's compatibility with future requirements while accounting for the world's ever changing nature as it affects all fields, including modern sciences, research in the field of communication and information technology, and the mechanism of developing the educational process to include a more comprehensive notion of knowledge acquisition and continuous learning.

Figure (8) illustrates the ideological and procedural structure for outlining MEU's strategy for the years 2019-2024. It is comprised of six points that were set during discussion sessions, training workshops, and Council of Deans meetings.
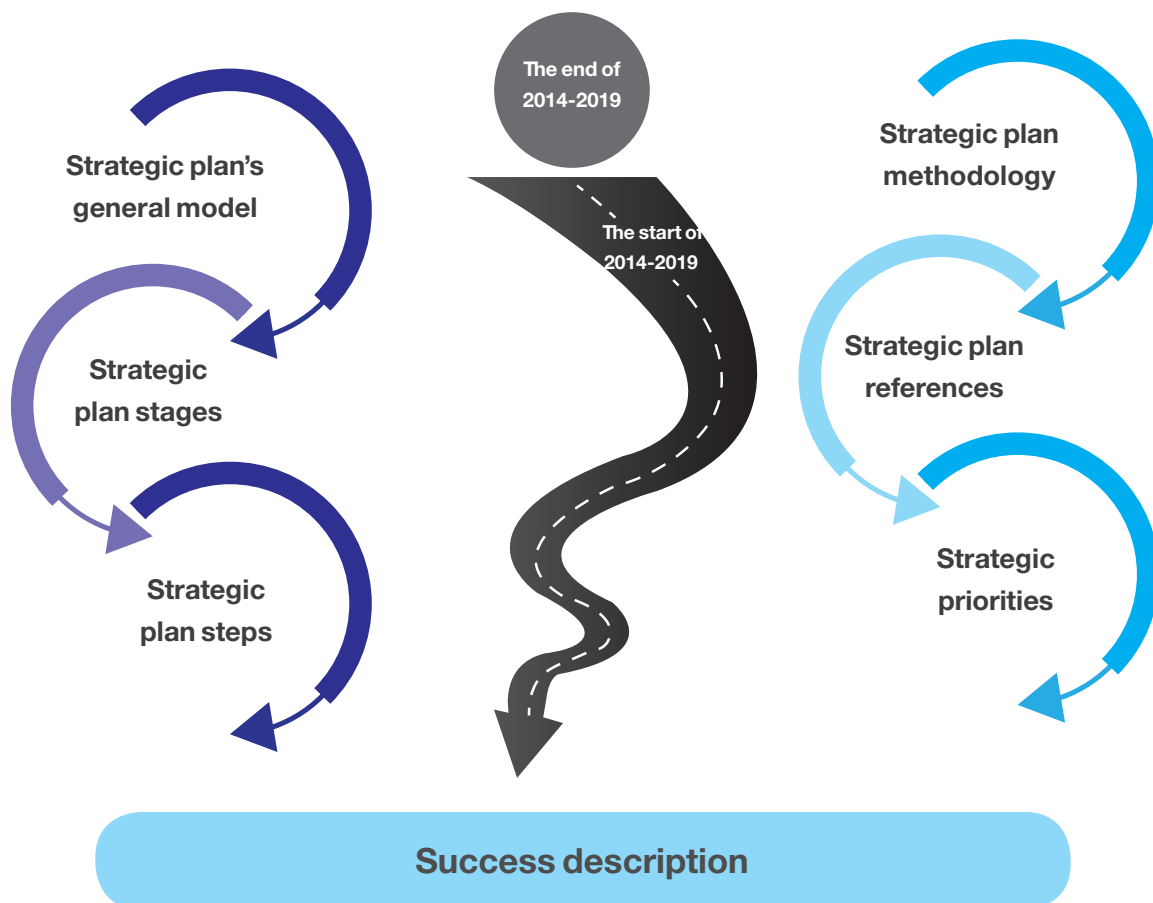
Figure (8)
The Cognitive and Procedural Structure for Outlining MEU's
Strategy for the Years 2019-2024

Strategic Plan Topics

The following are the topics of the 2019-2024 strategic plan and their analysis:

First Topic: Strategic Plan Methodology, which includes: plan justifications, aims, objectives, guiding principles, core assumptions, and basic terminology.

1. Strategic plan justifications:

Arab philosopher, Abu Hamid al-Ghazali, once said:
> **Knowledge without work is insanity, and work without knowledge is vanity.**

al-Ghazali clearly stresses the importance of integrating knowledge into work when creating a plan, which can only be achieved by touching on the justifications for outlining said plan. The justifications detail the consistent and contradictory elements of the competitive scene. Therefore, being aware of these elements will enable us of competing, surviving, and achieving excellence. In this regard, Sun Tzu, the author of The Art of War, said:
> **Know thy self, know thy enemy. A thousand battles, a thousand victories.**

Quality, excellence, sustainability, competitiveness, internationalism, and strategic partnerships are vital factors that provide MEU with strength and stability. Continuous and complicated changes pose a real challenge that must be faced and overcome.

To achieve a state of balance between all of these contradictions, MEU has to employ its strengths and directions and use them to achieve its aims and objectives. It must outline a strategic plan that is supported with reasonable justifications to determine decisions related to specifying its future abilities.

The strategic plan's main justifications can be summarised as follows:
  a. The strategic plan is a coherent methodology that paves the way for future decisions.
  b. It is the means for determining MEU's competitiveness and where it stands amongst its competition.
  c. It recognises all stakeholders and ranks them according to importance and strength.
  d. It is a methodology that sets MEU's competitive capabilities.
  e. It is a theoretical methodology for allocating resources and setting strategic priorities.
  f. It is a methodology for identifying strategic trends.
  g. It is a methodology for determining the requirements and mechanisms for implementing, monitoring, and assessing the MEU strategyy.

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2. The Aims of the Strategic Plan:

   a. To evaluate the outcomes of the previous 2014/2019 Strategic Plan

   b. To simulate the main global trends and important strategic issues that may both directly and indirectly affect the University's future.

   c. Prospecting MEU's Blue Ocean features.

   d. Defining a strategic frame for the future direction MEU will take during the next five years 2019/2024.

3. The Objectives of the Strategic Plan

The goal of the Strategic Plan is to establish the ideological and practical frameworks that will support the outlining of MEU's strategy for the coming five academic years (2019/2020-2023/2024). The Strategic Plan identifies the criteria that must be met in order to realise the aforementioned frameworks, and it also defines the mechanisms for supervising its implementation and evaluating its progress, which will be assessed by asking the following questions:

First Question: What have we achieved thus far?

We will answer this question by conducting a SWOT analysis and an analysis of our main direction, where we specifically examine strategic issues to establish a reference point for comparison.

Second Question: What do we aim to achieve?

Middle East University's future identity is based on the agreed-upon strategic direction, the selection of specific and appropriate business model, and defining the University's Vision, Mission, and Core Values.

Third Question: How do we achieve our aims?

This will be accomplished by identifying the University's aims, objectives, and KPIs.

Fourth Question: Did we achieve our aims?

This question will be answered by identifying the main requirements for implementing the official strategy and the supervision and assessment mechanisms designed to oversee its success.

4. **The Strategic Plan's Guiding Principles:**

   a. Participation and brainstorming are cornerstones of the University's strategy.

   b. Governance is one of the basic principles for guiding moral behaviour and setting the organisation's policies and procedures.

   c. Development and management of change are key principles in directing MEU's future.

   d. The diversity of MEU's academic body, managerial body, and the student body is one of the University's strongest attributes.

   e. Monitoring the variables of the University's external environment, which include both opportunities and threats, and the variables of the University's internal environment, which include both its strengths and weaknesses as being indicators upon which the University's strategy is built.

   f. The University must focus on the feedback it receives and analyse the lessons learnt based on that feedback.

   g. Sustaining the continuous improvement of the University's core methodology to achieve excellence.

   h. Accommodating for the evolving environment and the level of environmental uncertainty.

   i. MEU faces a high-level of competitiveness on both local and international scales.

   j. Advancing our philosophy of quality to a comprehensive management of quality.

   k. International partnerships contribute to improving the University's image, reputation, and rank.

   l. Encouraging innovation, invention, creativity, and entrepreneurship as these elements are integral to achieving excellence.

   m. Investing in digital capital through transitioning to online work methods in order to establish a "Smart University" infrastructure for carrying out all of the University's activities and core responsibilities .

   n. Re-engineering recruitment strategies on an ad-hoc basis in order to improve the University's competitiveness.

   o. The University's strategic priorities act as a guide for the development of the University's future initiatives and represent the platform from which the University will achieve its future aspirations.

5. Core Assumptions of the Strategic Plan

a. The University is dedicated to carrying out the strategic plan under somewhat regular circumstances. This point is defined as being the times when there are no substantive barriers to the governing internal and external environment or any changes made to the applicable rules and regulations that impact the University's core operations.

b. The University works within an ever-changing environment, with a high-level of environmental uncertainty.

c. MEU faces a high-level of competitiveness on both local and international scales.

d. The University seeks to apply its philosophy of quality to all managerial operations.

e. The University views international partnerships as being the key to improving the University's reputation, image, and position.

f. The University acknowledges that innovation, invention, creativity, and entrepreneurship are methods for achieving continuous excellence.

g. The University understands that in order to become a technological relevant "Smart University", it must invest in digital capital and rely more heavily on using online tools to carry out its day-to-day operations and activities.

h. The University guarantees that it will re-engineer its recruitment strategies on an ad-hoc in order to modernise itself and improve its competitive status.

i. The University views that its strategic priorities represent a platform for the University's future objectives and are evidence of how the University has been working to develop novel initiatives.

j. The University views risk management as being essential as it allows for the University to take strategic and proactive action against any environmental changes that may impede its development.

6. The Basic Terminology Used in the Strategic Plan

a. **Middle East University's General Policies:** the broad strokes used by the University to outline and implement its strategy in order to ensure the execution of the University's vision, mission, and objectives in accordance with the guiding rules that govern the operations of the entire higher education sector and the University's internal system and guidelines. These policies also include articles that give instructions on how to make appropriate decisions as part of the twenty-six core points published in all of the University's literature which is published under the title of "Middle East University's General Policies".

b. **Plan:** the framework which includes the University's set objectives, the resources needed to achieve them, the parties responsible for achieving each objective, and the timeline within which each objective must be completed.

c. **Strategy:** the identified future pathways that the University will follow which includes long term objectives, the appropriate responsive measures that must be applied in pre-defined scenarios, and a list of the resources needed to appropriately follow the identified paths and achieve these objectives.

d. **Strategic Thinking:** a specific and specialised mode of thinking that focuses on the synthesis of data and ideas and establishing methods for analysing problems and dilemmas. The aim of strategic thinking is to generate future-oriented and integrated solutions.

e. **Strategic Planning:** a methodical, informed, and cooperative process for thinking about the future and predicting impending outcomes by describing current needs and preparing the University for what is to come.

f. **Strategic Management:** an intellectual methodology guided by the principle of wisdom which includes concepts, principles, and knowledge that the University applies to analyse its environment, form an appropriate strategy, implement this strategy, and evaluate and monitor the strategy's outcomes. Strategic Management also acts both as a lens that allows leadership to look to the University's future and as a mechanism of governance that allows the University to achieve excellence and upgrades the University's competitiveness so it can surpass its competitors.

g. **Strategic Dimension:** a group of interacting elements or capabilities that are related to one another in certain circumstances. These elements or capabilities can be separately or concurrently tangible and intangible and may exist within the University (examples include the University's history, reputation, culture, and its current competitive rank and capabilities) or externally from the University (examples include general politics, the economy, society, culture, the law, and technology). The results of the interaction between these elements or concepts determine the University's present and future.

h. **Strategic Depth:** a strategic thinker's ability to analyse scenarios and strategic variables and explain both external dimensions which exist politically, economically, socially, culturally, within the law, and within the bounds of current technology, and internal dimensions, which include the University's history, reputation, internal culture, and its competitive stance. Strategic depth means being able to conduct such an analyses on variables regardless of whether they are obvious or hidden, tangible or intangible, and regardless of if they affect static variables or create false scenarios that do not represent the reality of the moral or educational situation or the variables at play on both a micro and macro level.

i. **Strategic Option:** the various methods or procedures that are designed to either accomplish the highest level of investment in broadening the University's operations and its geographic presence. It can also be defined as the methods or procedures that allow the University to maintain its status in either these domains, or a way to reorient its perspective on increasing its competitive capabilities.

j. **Strategic Choice:** the decision to nominate a strategic option that was previously discussed based on the strategic option's ability to help the University to achieve its objectives.

k. **Strategic Plan:** the intellectual and practical methodology for illustrating the University's future through the analysis of its strengths and weaknesses within its internal environment and identifying potential opportunities and threats posed by its external environment. The Strategic Plan also accounts for the University's Strategic Direction, its plans for pursuing this direction, and how it's tracking its progress and evaluating the results.

l. **Strategic Priorities:** a number of ideas, opinions, and proposals for future projects and activities that reflect the University's future aspirations and aid in helping the University improve its quality and level of excellence.

m. **SWOT Analysis:** a method that focuses on identifying the University's strategic stance through correlating the University's strengths and weaknesses with any external opportunities or threats it may face.

n. **PESTEL Analysis:** includes the analysis of a number of relevant external factors within the political domain, the economic domain, the social domain, the technological domain, the environmental domain, and the domain of the law. The goal of conducting a PESTEL analysis is to identify both the importance of and effect that variables from each domain may have on the University's operations and the potential opportunities and risks they may pose to the successful execution of said operations.

o. **McKinsey Analysis:** a framework that is designed to identify the University's strengths and weaknesses through analysing the University's internal atmosphere. This analysis is conducted through examining seven internal components: structure, regulations, management style, employees, skills, strategy, and joint values.

p. **Stakeholder Analysis:** an analytical methodology used to identify the stakeholders who most affect and are most affected by the University's performance level, it also identifies the level of importance that each stakeholder party plays and the power that they each hold in the decision-making process.

q. **Strengths:** the capabilities or characteristics (including human resource-specific, material, financial, or technical capabilities or characteristics) that give the University its momentum and allow it to have a larger positive impact in comparison to other universities.

r. **Weaknesses:** the problems (including human resource-specific, material, financial, or technical problems) that hinder the University in its attempts to accomplish its pre-defined objectives.

s. **Opportunities:** conditions or environmental data that would reflect positively on the University's conduct if the University were able to invest them.

t. **Threats:** the conditions or environmental data that reflect poorly on the University if the University is unable to improve the way they are managed.

u. **Benchmark Comparisons:** a methodology for comparing the University's performance with the performance of its competitors and/or leading universities or universities that have demonstrated high performances in order for the University to identify the best practices that will allow it to improve its own performance.

v. **Strategic Direction:** the University's identity as made up of its vision, mission, core values, objectives, and aims that determine the University's ability to achieve its objectives and build the future it wants for itself.

w. **Vision:** the aspirations that the University is working to achieve and are consistent with the University's potential and ability to accomplish the University's desired objectives for the future.

x. **Mission:** a group of aims that include all the University's purpose of existence, the scope of the University's operations, and the University's competitive capabilities.

y. **Core Values:** the group of guiding moral principles that define the code of conduct the University sets for its representatives both internally within the University and when interacting with individuals from outside the University.

z. **Aims:** the future long-term position that the University is working to arrive at. It is usually more of a quality-specific indicator as opposed to a quantity-specific one.

aa. **Objectives:** the short-term aspirations defined by the SMART paradigm that are measurable, realistic, and are set to be accomplished within the confines of a predefined timeline.

bb. **Blue Ocean:** the University's functional direction towards innovative areas that other parties do not have access to or are unable to work towards.

Second Topic: Strategic Plan References

The University referenced the following sources in writing its Strategic Plan:

1. His Majesty King Abdullah II's Seventh Discussion Paper (April 2017)
2. The National Strategy for Developing Human Resources (2016/2025)
3. The Jordanian Law of Higher Education
4. The Jordanian Law for Universities
5. The Accreditation and Quality Assurance Commission for Higher Education Institutions Law
6. The Ministry of Higher Education and Research's Strategic Plan (2019/2021)
7. The Jordanian National Qualification Framework
8. The meeting held at Middle East University between the Minister of Higher Education and Research and the presidents of public and private Jordanian universities.
9. Middle East University's General Policies
10. Middle East University's (2008/2012) (2010/2013) and (2014/2019) Strategic Plans.
11. Middle East University's Operational Plans from the previous five years (2014/2015-2018/2019)
12. The vision that the University's internal and external stakeholders have for MEU's future
13. The interactive workshop between MEU's deans and heads of departments and centres and units
14. Theoretical and applied research, and practical and field reports
15. Conferences that the University organised
16. MEU's Self-Evaluation Report
17. Best practices and benchmark comparisons

Third Topic: MEU's Strategic Priorities

This strategy was created with eight priorities in question:

1. Increasing the quality of the University's programmes, earning international accreditations for the University's available majors and specialities, and improving the University's local and international rankings.

2. Establishing international partnerships to provide hosted or collaborative programmes and specialities so that MEU can become an international campus.

3. Complete the criteria needed for establishing a SMART university infrastructure.

4. Introducing professional and technical specialities that are focused on vocational training in order to meet the needs of the labour market.

5. Establishing centres focused on achieving excellence.

6. Introducing a means for the exchange of knowledge with local and international industries.

7. Managing the University's capacity and increasing its general capacity, and restructuring the schedule of available programmes and majors based on the needs of the labour market.

8. Managing strategic gaps and gaps in performance.

Fourth Topic: General Model of the Strategic Plan

The establishment of the Strategic Plan's framework, references, and priorities led to the creation of a general model for the Strategic Plan that is made up of four stages and twenty-four specific steps which are illustrated in Figure (9).

Figure (9)
Middle East University's Strategic Model (2019/2024)

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Fifth Topic: Strategic Plan Stages and Steps

The University's Strategic Plan Model, as illustrated in Figure (9), shows how the plan contains four stages and twenty-four steps, which are as follows:

First Stage: What Have We Achieved Thus Far?

This stage is made of four steps which are:

First Step: Identifying the Present State

In order to accurately identify the University's present state, the University will carry out a:

- SWOT Analysis
- Stakeholder Analysis

❖ **SWOT Analysis:**

This analytical process requires the execution of the following steps:

- Holding a discussion session between the University's Deans, Department Heads, Heads of Units and Centres, and members of the faculty and administrative bodies in order to introduce them to the concept of a SWOT analysis, alert them to its importance, and familiarise them with what it entails and how it is carried out.
- Organising a workshop for the University's Deans, Department Heads, Heads of Units and Centres, and members of the faculty and administrative bodies so that they can collaboratively identify the University's strengths and weaknesses and potential opportunities and threats that the University may face at a University-wide level or on the levels of each of the University's Faculty, Department, Centre, or Unit.
- Deducting the general external factors (PESTEL) which are illustrated in Figure (10).

Figure (10)

Deducting the General External Factors (PESTEL)

- Preparing a summary of internal University factors (including the University's strengths and weaknesses), and a summary of factors external from the University (including opportunities for and threats to the University). This will be accomplished through weighing each factor's significance to the University's overall operation, the degree of responsiveness to these factors, and each factor's individual and combined mean magnitude. (Appendix 1)

- Discussing the results of the summary, and distancing the University from some of the factors and utilising others at a higher rate. As a result of this process, the University will conduct another SWOT analysis as illustrated in Figure (11).

Internal Environment

Weaknesses

-Limited resources are committed to recruiting students and tracking alumni outcomes.
-Students face high levels of bureaucracy when trying to go through several administrative and financial processes.
-The faculty are unable to teach some in-demand majors.
-Teaching plans focus on theory rather than on applied topics.
- The lack of coordination between the University and labour markets.
-Some administrative resources are inefficiently used.
-The faculty have weak English and Arabic language proficiency and are unable to effectively use technology.
-Some faculty members tend to focus on teaching aspects and neglect other duties.

Strengths

-The University's geographical location
-Being awarded the Quality Assurance Certificate (Golden Standard).
-Establishing international academic and research partnerships.
-The University has the appropriate educational -infrastructure and environment.
-The University's faculty is made up of individuals with diverse nationalities and backgrounds.
-The University campus provides green spaces and a friendly environment for students to enjoy.
-The University's faculty are qualified to teach many courses required for the completion of various majors.

External Environment

Threats

-A number of local community colleges have become accredited four-year universities.
-An incongruence between the majors the University offers and various investment opportunities.
-Private universities offer programmes that are similar to each other's programmes.
-The quality of the infrastructure for providing students with access to the University campus has decreased and includes the worsening of the state of the surrounding roads, night time street lighting, and water supply.
-Local universities are in competition with one another for potential graduate students' enrollment at their institution.
-The laws and regulations set forth by the Ministry of Higher Education and Research are constantly in flux.
-The local laws and regulations somewhat contradict international standards of quality.
- Acceptance policies applied by public universities.

Opportunities

-Jordan is a politically stable nation.
-Arab and foreign students have expressed a desire to enroll in Jordanian universities.
-Students are demonstrating an increased demand in earning professional vocation-specific degrees that meet the needs of the labour market.
-Distance learning is becoming a popular method of instruction.
-There are increasing opportunities for the University to support governmental educational policies and work in partnership with the Ministry of Higher Education and Research.
-There is a stable demand for places at universities and flexible degree paths and majors.
-There has been a growth in the startup and innovation sector.
-There has been a growth in the population (refugees and immigrants).

Figure (11)
SWOT Analysis

❖ **Stakeholder's Analysis:**

Following the pre-approved SWOT analysis methods in order to identify the importance of each group and its relevance to the decision making process as relevant to the University's performance and future prospects, and following the discussions between the relevant stakeholders, the following conclusions, as illustrated in Figure (12), were reached.

	Level of Importance	
	High	**Low**
High	**Strategy of Involvement and Influence** -The Government -The Ministry of Higher Education and Research -The Ministry of Interior -The Accreditation and Quality Assurance Commission for Higher Education Institutions -The Civil Service Bureau -Embassies and Cultural Attaches -Students -Members of the Faculty and Administrative Bodies -The Commission	**Strategy of Satisfaction Maintenance** -The Ministry of Foreign Affairs and Expatriates -The Ministry of Environment -Amman Municipality – al-Jeezeh -The National Electric Power Company -Labour Unions -Public Media Coverage
Low	**Strategy of Keeping these Parties Informed** -The Ministry of Industry and Trade -The Ministry of Planning and International Cooperation -The local community -The Public Security Directorate -The Jordanian Judicial Council -The Queen Rania Award for Excellence in Education	**Strategy of Monitoring and Observation** -The other ministries that were not mentioned by name -Companies and Organisations -Scientific and Educational Societies -Civil community organisations -Charity organisations

Level of Influence

Figure (12)
Stakeholder Analysis

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Figure (12) demonstrates that there are four categories that various stakeholders fall into which can be defined as follows:

1. **First Category:** This category includes all stakeholders who have a high level of influence over the decisions that involve the University, which therefore gives them a high level of importance to and at the University. The University must therefore apply a strategy of attempting to involve and influence them when interacting with these parties.
2. **Second Category:** This category includes all stakeholders who have a high level of influence over the University's decision-making processes but do not hold a high level of importance to and at the University. The University must therefore apply a strategy of satisfaction maintenance when interacting with these parties.
3. **Third Category:** This category includes all stakeholders who have a low level of influence over the University's decision-making process but do indeed hold a high level of importance to and at the University. The University must therefore apply a strategy of keeping these parties informed when interacting with them.
4. **Fourth Category:** This category includes all stakeholders who have a low level of influence over the University's decision-making process and do not hold a high level of importance to and at the University. The University must therefore apply a strategy of monitoring and observation when interacting with these parties.

Second Step: Analysing Future Trends This step includes specifying all factors, variables, and future indicators related to regional politics, the local economy, society, the laws, and technology, and analysing their direct and indirect effects on the University's strategy. After reviewing a number of studies and reports and analysing their content and discussing them, it will be possible to determine future trends that may affect the University's strategy in the following ways:

- Determining what the labour market will look like in the future by determining the future available vacancies in specific jobs and careers.
- Allowing the University to become a hotbed for innovation, invention, creativity, and entrepreneurship.
- Growing a need for the theory and application of governance at universities.
- Gaining approval for the operational plan and integrating components of the balanced scorecard.

Third Step: Identifying Potentially Problematic Issues

This entails monitoring current issues that directly affect the University's strategy and competitiveness. It also allows for the examination of the research produced by a number of fields of study and the discussion of common practices. The most important issues to monitor are:

1. Increasing demand for a place at the University.
2. The lack of employment vacancies available at a given time.
3. Retraining individuals so that they can work in different fields.
4. Teaching about, learning from, and training individuals on industry-based techniques.
5. Elevating student's capabilities and helping them improve their behavioural skills.
6. Focusing on knowledge economy and digital capital.
7. Helping determine the future of the labour market.
8. It is necessary for the University to integrate the concepts of innovation, invention, creativity, and entrepreneurship into its foundation and be perfected by business incubators. This process must abide by clear guidelines and there must be a sufficient amount of annual resources allocated to aid in the accomplishment of this objective.
9. Increasing the level of governance applied to the theoretical and applied methods of running universities.
10. Adopting a performance management strategy next to the perspectives of the balanced scorecard.

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The First Stage will be accomplished through the execution of the previously mentioned Steps One, Two, and Three. In doing so, Middle East University will have applied the initial features of the "Blue Ocean" technique. The "Blue Ocean" strategy represents a focus on innovation in specific fields, activities, and specialties that the University's competitors are either neglecting to focus on or do not possess the resources to competitively pursue. Figure (13) demonstrates this technique's main features.

Increase

- The recruitment of students and encourage them to pursue new paths
- The University's infrastructure
- The University's academic and administrative competency

Develop

- Modern majors that are easily teachable using SMART university tools
- New international partnerships
- The use of e-learning tools

Eliminate

- Unpopular majors
- Old study plans
- Obsolete staff members

Re-engineer

- Administrative procedures to utilise the digital capital
- Recruitment strategies
- Study plans and add examples of practical applications for the topics being studied

Middle East University's "Blue Ocean" Features

Figure (13)
Middle East University's "Blue Ocean" Features

Fourth Step: Conducting Benchmark Comparisons

As previously mentioned in the procedural definitions, benchmark comparisons represent a paradigm for comparing the University's performance with the performances of its competitors and/or leading universities. The goal of conducting benchmark comparisons is to identify best practices that lead to improved outcomes and performances.

In order to identify these best practices through conducting benchmark comparisons, the University established two types of benchmark comparison methods, strategic comparisons and competitive comparisons, which can be defined as:

- **Strategic Comparison:**

This is done by examining how leading universities maintain their competitive edge and high international ranking and identifying the best practices they follow. Best practices are defined as including the group of behaviours, actions, and ideas that, when collectively practised by members of universities, allow the universities practising them to achieve stellar results and accomplishments.

- **Competitive Comparison:**

This is done by examining similar competing universities that are located in the same area and climate as Middle East University and dissecting their strategic directions and good practices. Good practices are defined as the group of behaviours, actions, and projects that local universities practice and undertake that the University should also consider pursuing as the University is capable of pursuing them and should do so in order to accomplish its predetermined objectives, receive positive feedback, and increase its value.

Table (21) clarifies Middle East University's benchmark comparisons in correspondence with eight universities. Five of the universities are international ones, one is regional, and two are local. The five comparison criteria used in this comparison are: Innovation, Social Responsibility, Research, Teaching, and Number of International Students.

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Table (21)

Middle East University's Benchmark Comparisons

Location	Name of University	Comparison of Characteristics
International	Cambridge (UK)	**Comparison Characteristic: Innovation and Social Responsibility:** 1. **Maintenance of Communication:** the university is able to maintain communication with current students, graduate students, research employees, and recent alumni that pursued or are pursuing degrees in a wide range of disciplines 2. **Employability:** The Supporters' Club of the Department of Computer Science and Technology (Computer Lab) supports Cambridge's students by organising an annual recruitment fair. 3. **Research Cooperation:** They encourage their corporate partners to cooperate with teams within the university that are dedicated to this purpose by offering them a streamlined process to apply to the university. 4. **Attention to Innovation:** The university pursues innovative projects and actively works to initiate innovation as it supports its innovative students and provides them with a network of support.
International	Michigan (USA)	**Comparison Characteristic: Number of International Students, Innovation, and Research** 1. **Number of International Students:** 6828 students. 2. **Innovation:** the university has signed agreements with a number of companies to promote and support innovation and creativity and it encourages its students to become innovators and establish start-ups. 3. **Research:** - The university yields a high research output in a number of fields and specifically in the fields of engineering and technology. - The university runs a centre for innovative research.
International	Karlsruhe Institute (KIT) of Technology (Germany)	**Comparison Characteristic: Number of International Students and Innovation** 1. **Number of International Students:** 5403 students. 2. **Innovation:** The university runs an Innovation and Entrepreneurship Centre that provides students and alumni with a place to ask for advice and offers them financial support to aid them in launching their entrepreneurial projects.
International	Bedfordshire (UK)	**Comparison Characteristic: Innovation and Social Responsibility** 1. **Cooperation:** The university works with large and small businesses and organisations from the private and public sector. 2. **Continuous Evolution:** The university runs a number of continuing professional development (CPD) courses that help add value to projects being run by individuals and companies. 3. **Vocational Training:** The university also runs a number of vocational training programmes that help participants hone their academic and business skills.
International	Strathclyde (UK)	**Comparison Characteristic: Number of International Students and Research** 1. **Number of International Students:** 4727 students. 2. **Research:** The university yields high research outputs and is ranked as one of the top 20 universities in the UK for research according to the REF2014 system. It mostly conducts research in the field of business, engineering, and technology.

Location	Name of University	Comparison of Characteristics
Regional	Sharjah	**Comparison Characteristic: Research** - Published research: 900 - Research Scholarships: 250 - Research Groups: 250 - Postgraduate Programmes: 28
Local	*The University of Jordan	**Comparison Characteristic: Education** - Number of Faculties: 18 - Number of Undergraduate Diploma Programmes: 24 - Number of Undergraduate Baccalaureate Programmes: 78 - Number of Master's Programmes: 109 - Number of PhD Programmes: 29
Local	The Hashemite *University	**Comparison Characteristic: Education** - Number of Faculties: 19 - Number of Undergraduate Diploma Programmes: 7 - Number of Undergraduate Baccalaureate Programmes: 53 - Number of Master's Programmes: 32 - Number of PhD Programmes: 1

*The benchmark comparison was conducted using data from the 9 faculties that Middle East University also currently runs.

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Through examining the above benchmark comparisons, and in discussing the analysis of direction and strategic priorities, the University identifies its best practice recommendations as illustrated in Figure (14).

1. Opening up to the internal and external community through cooperation, and establishing partnerships with individuals, companies, and organisations who operate both within the public and private sectors.
2. Encouraging investments in innovative projects related to creativity, invention, excellence, and entrepreneurship.
3. Relying on digital capital and practicing SMART university techniques.
4. Focusing on technical and vocational specialties and broadening vocational training programmes that are relevant to the demands of the local and international labour market.
5. Pursuing clear policies for funding start-up companies.

Best Practices

1. Reorienting the University's focus on building human capital and quality management.
2. Diversifying the course and programme offerings available at the University and providing courses and programmes that meet the demands of the local and international labour markets
3. Broadening the University's attention allocated to research in a wide range of fields and disciplines.
4. Building a communication platform to connect with current students and alumni, and organising forums and clubs.

Good Practices

Figure (14)
Summary of Good and Best Practices

Second Stage: What Do We Aim to Achieve?

In evaluating the results of following the routes outlined in the previous Strategic Plan (2014-2019), using the solutions generated during previous brainstorming sessions, and in analysing the results of the SWOT analysis, the University has been able to pinpoint the path it must follow in order to get to where it wants to be. This is the second stage of the Strategic Plan Model. This stage includes the four following steps:

Fifth Step: Identifying the Strategic Direction and Choosing a Business Model

In order to accomplish this, the University must identify the strategy direction that accurately represents the University's identity as made up of its vision, mission, values, objectives, and aims that illustrate how the University is working to build its desired future. The University must also choose a business plan. Business plan is defined as being the "pattern of information, facts, evidence, and administrative functions that explain how the University operates and illustrates its ability to succeed as it responds to the ever-changing demands of the market, which it does by establishing new methods for adding value and working to meet the demands of the appropriate stakeholders".

What Has Been Done So Far:

- A complete qualitative study using the Voyant method to conduct a web-based content analysis and an analysis of the University's environment. This was done in order to evaluate the effectiveness of the University's vision and mission. The results of this study illustrated that the University's vision and mission are both effective and represent the future that the University is working to create for itself as it is oriented to supporting and enacting the international and teaching-based directions the University aims to head in. Therefore, the University›s vision and mission do not require any change, edits, or improvement.
- Conducting a survey among stakeholders in order to identify an appropriate business model and to gather their opinions on the effectiveness of the University's objectives, aims, and values (see Appendix 2). The results of this survey indicated:

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• **The Appropriate Business Model:**

Our Business Plan	"Reorienting our Focus on the Maintenance of Quality and Excellence"

As the University has earned the Quality Assurance Certificate (Golden Standard), which is one of the most important indicators of excellence, the University must reorient its general focus to maintaining the excellence that earned the University this rating. As focusing on maintaining excellence is the main purpose of this mission, we must follow the following plan:

1. Identifying the target group that will most benefit from our teaching and learning services and identifying the best way to communicate with it as is appropriate for the time and place.
2. Identifying the type of teaching and learning services that the University should be offering.
3. Identifying ways to optimise the University's fiscal resources through managing the University's investment in teaching and learning services.
4. Identifying the sources of the University's excellence and what it does well to boost the University's competitiveness.
5. Innovating new ways to offer teaching and learning services.

• **The University's Values:**

The University needs to completely re-evaluate its values in order to ensure their congruence with the future the University envisions for itself. The University's values must completely embody the University's vision and mission.

• **The University's Aims:**

1. First Aim: reconsider the current text.
2. Second Aim: make sure it is present and goal-oriented
3. Third Aim: make sure it is appropriate and effective.
4. Fourth Aim: Address the need to add a fourth aim that focuses on the international academic programmes including their plans and rankings.

• **The University's Objectives**

All of the University's eight current objectives must be reviewed and reoriented in terms of their construction, formulation, and orientation.

Sixth Step: The University's Vision

A serious, committed, and seeking to learn university.

Figure (15) illustrates the ideological components of Middle East University's vision.

Lively and responsive
Faithful to original Arab traditions and the spirit of civility
Endorses diversity and freedom of opinions and ideas
Open-minded and rejects extremism

Serious

Independent
Employs governance
Rewards excellence
Values loyalty

Committed

The University's Vision:
A serious, committed, and seeking to learn university.

Prioritises education and research
Values professional conduct
Supports life-long learning
Empowers students

Seeking to learn

Figure (15)
Middle East University's Vision and its Ideological Components

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Seventh Step: The University's Mission

> **Preparing leaders by providing students with an excellent educational environment to pursue knowledge and research that will serve their community**

Eighth Step: Core Values

- **Dedication, Commitment, and the Pursuit of Education:** The University considers dedication, commitment, and the pursuit of education to be its most important values.
- **Openness to the Various Realms of Academia:** This value represents the University's openness towards all local, regional, and international realms of academia. It also represents the University's enthusiasm towards developing international academic and cultural partnerships in order to pursue the exchange of knowledge and the service of humankind.
- **Respecting Society's Values:** It is important to the University to actively respect society's historical and national values.
- **Nurturing Minds and Dialogue:** The University works to create the optimum supportive and nurturing environment to give the University's community, including its students, faculty, and administrative staff, the space to exchange ideas and participate in intellectual discussions. In doing so, the University actively works against the forces of prejudice, intolerance, and violence and instead supports a culture of organisation and a respect for rules and proper etiquette.
- **Respect and Recognition:** The University respects all its faculty and administrative staff and appreciates their contribution to the University's pursuit of excellence. The University is always proud to recognise the accomplishments of its students, their families, and MEU stakeholders as their accomplishments help the University maintain its pristine reputation.
- **Moral Conduct:** The University applies its value of moral conduct in its rules and interactions with all parties whether they be independent individuals or entire organisations.
- **Optimism and Credibility:** This value is paramount to maintaining the tranquillity, hopefulness, and tolerance of the University community as it supports flexibility of thought.
- **Job Security and Freedom of Expression:** This is one of the University's main values as it helps the University manage the co-dependent relationship between the University and its employees.

Third Stage: How Do We Achieve Our Aims?

This stage consists of three steps:

Ninth Step: The University's Aims

Figure (16) illustrates Middle East University's aims.
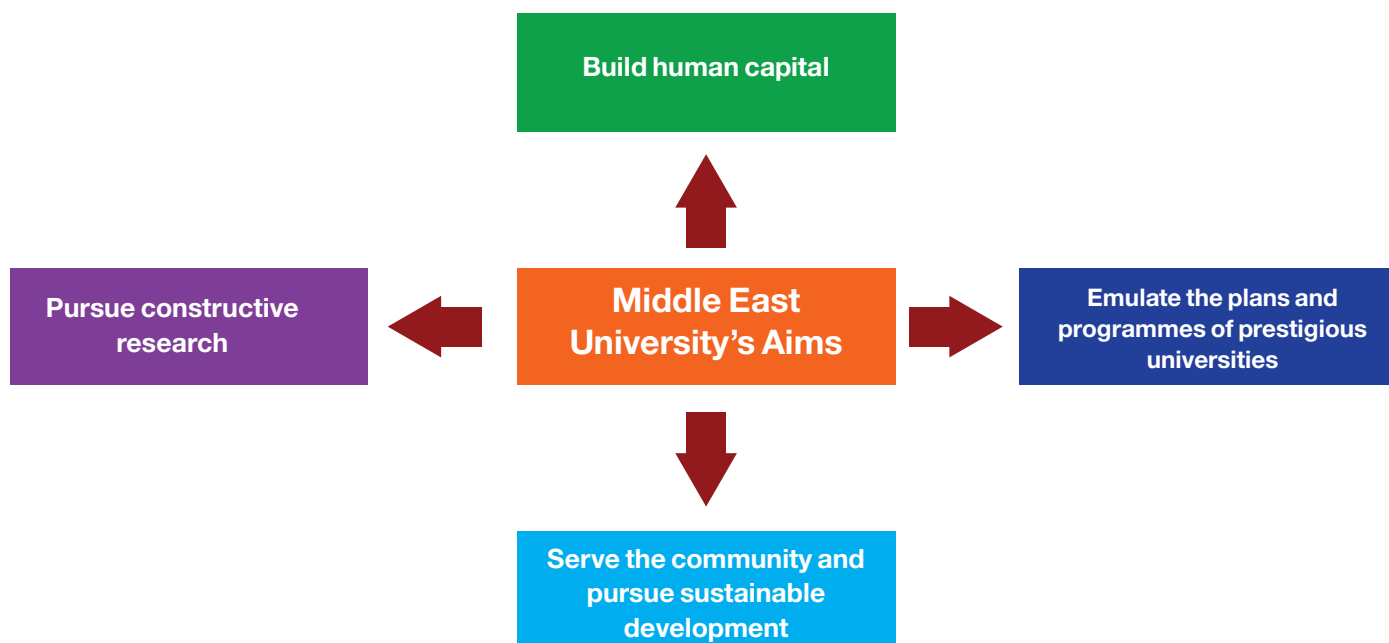
Figure (16)
Middle East University's Aims

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Tenth Step: The University's Objectives and Strategic Initiatives

First: The University's Objectives

Figure (17) illustrates the University's objectives and the role that each goal plays in helping the University establish its strategic initiatives.
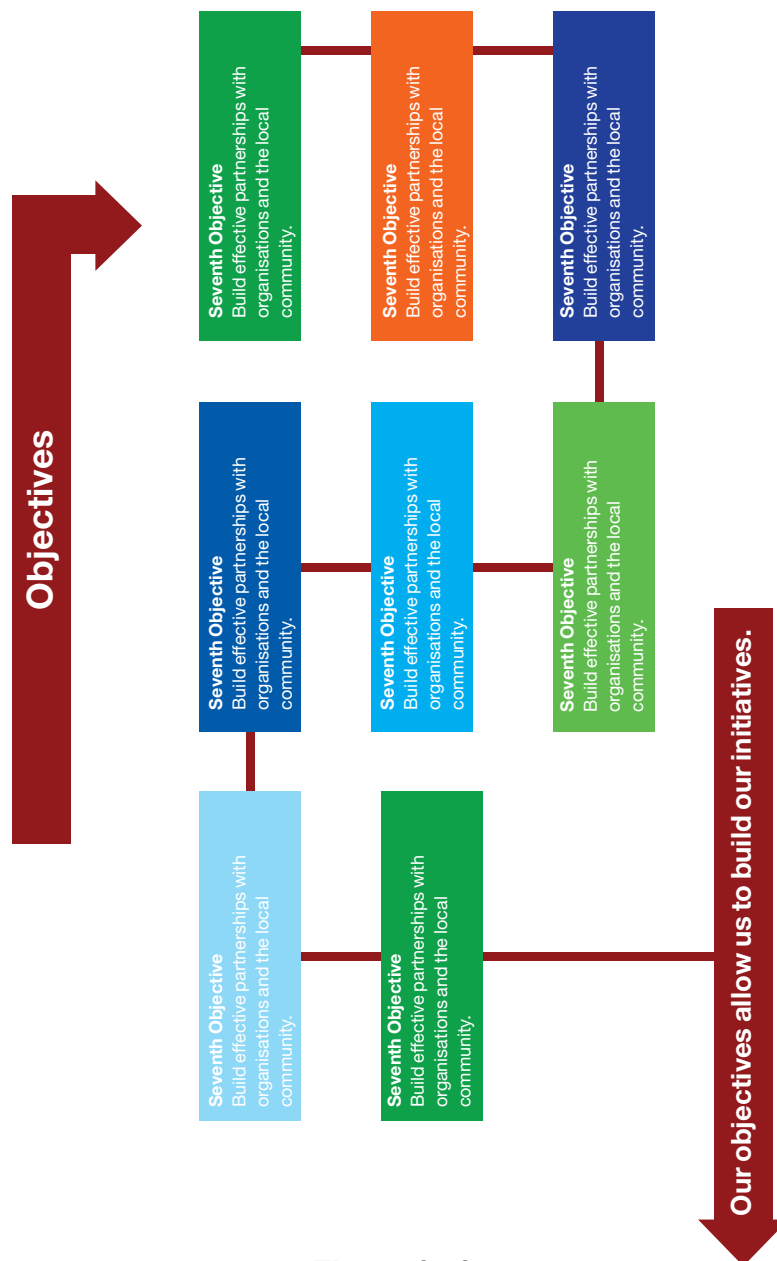
Figure (17)
Middle East University's Objectives

When the University formulated its objectives, it accounted for the Ministry of Higher Education and Research's indicators as documented in the official correspondence no. (MP/8025) date (11/07/2018), as illustrated in Appendix (4).

Second: The University's Strategic Initiatives

In order to achieve its objectives and aims, the University established 36 initiatives that are organised based on the University's four aims and eight objectives. They are illustrated in Table (22) below.

Table (22)

Middle East University's Initiatives According to the Framework of its Strategic Objectives

Aims	Objectives	Initiatives
First Aim: Build Human Capital	1. Adopt governance into all the University's administrative processes.	1. Manage according to the philosophy of governance. 2. Transformational leadership 3. Manage the diversity of faculty members and students in terms of gender and nationality. 4. Risk Management
	2. Establish an attractive and educational environment that supports innovation, creativity, excellence, and entrepreneurship.	5. Improving students' test results and academic outcomes. 6. Adopt strategic training methods. 7. Establish independent academic units.
	3. Complete the establishment of SMART university infrastructure.	8. Implement smart management techniques for fiscal and administrative management processes (going paperless for documentation and using electronic payment methods). 9. SMART learning 10. Use SmartSpace as a method of international communication. 11. Invest in digital and SMART capital. 12. Complete the establishment of the necessary infrastructure.

Aims	Objectives	Initiatives
Second Aim: Emulate the plans and programmes of prestigious universities	4. Continuously improve the University's study plans and programmes.	13. Administer self-assessments. 14. Identify local and international academic programmes that sustainably apply quality measures and are congruent with national requirements. 15. Adopt industry-specific academic programme offerings. 16. Re-orient focus on improving study plans, teaching methods, examination methods, and review methods based on popular consensus. 17. Prepare for meeting the standards of more quality assessments and ranking systems. 18. Increase international partnerships to further develop the University. 19. Broaden the hosted programmes and programmes ran in partnership with prestigious and productive universities. 20. Monitoring the number of emerging and closed programmes offered at the University (ones that are classified as either stagnant or saturated).
	5. Establishing methods for external and internal academic exchange and support.	21. Maintain communication with higher education institutions. 22. Pursue academic exchange with local and international universities.
Third Aim: Serve the community and pursue sustainable development	6. Expand and diversify the University's financial resources.	23. Better manage student tuition and fee collection. 24. Develop the University's liquid and solid assets. 25. Optimise the use of the financial output produced by academic, consulting, and research activities conducted by the University's various deanships and departments, and from various University projects and the renting out of University facilities. 26. Managing all aid, grants, scholarships, donations, and endowments given to the University. 27. Managing all other revenue. 28. Managing the capacity gap.
	7. Build effective partnerships with civil community institutions.	29. Innovation in the volunteer work it does. 30. Support the services that the University offers the community and strive for its improvement. 31. Evolving the University's contributions to achieving sustainable development. 32. Launching a platform to maintain communication with alumni.
Fourth Aim: Pursue constructive research	8. Upgrade the level and quality of research pursued at the University.	33. Build a platform for research excellence. 34. Highlight the importance of applied research. 35. Establish business incubators. 36. Encourage basic research in the fields of innovation, creativity, invention, and entrepreneurship.

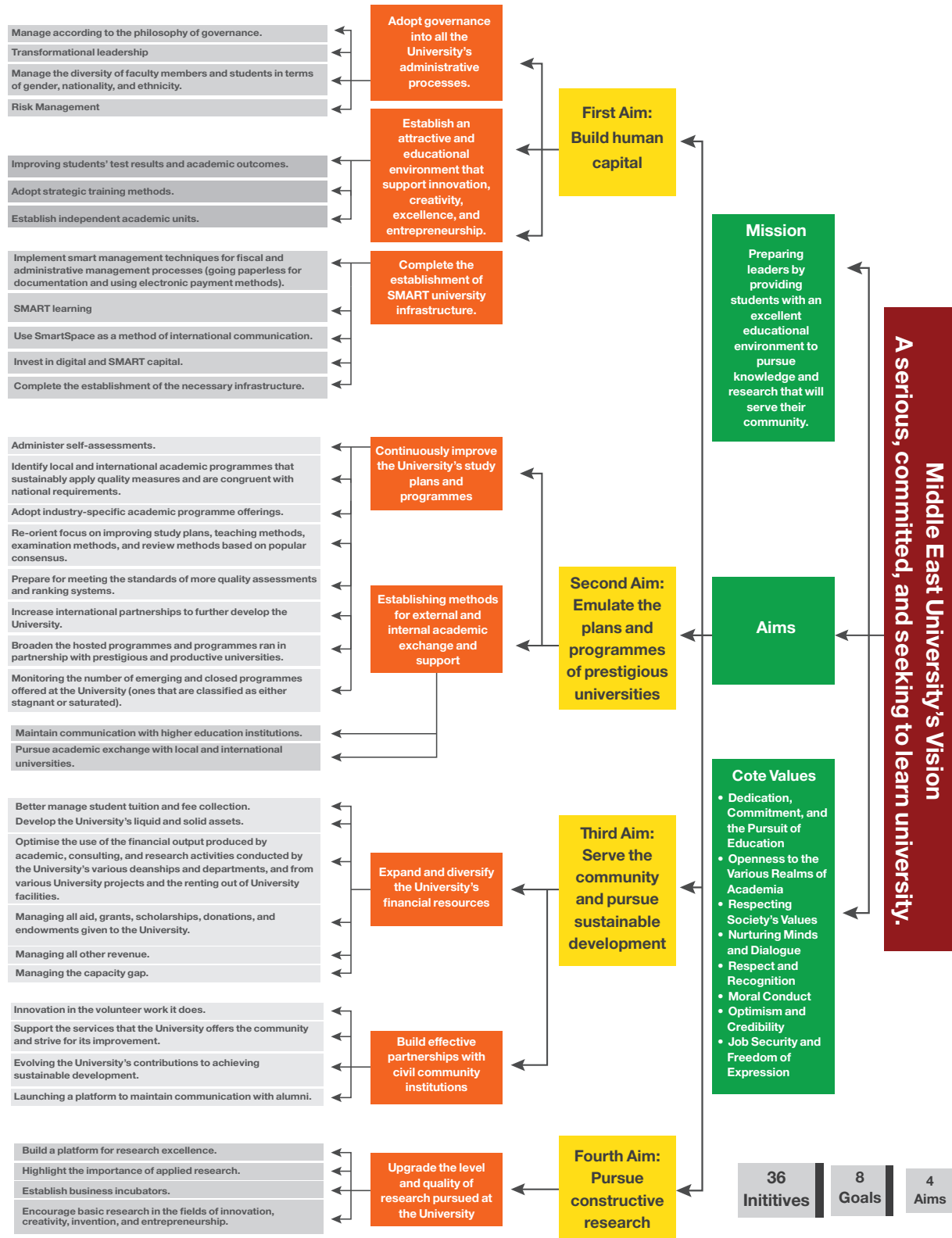**Figure (18) displays the summary of Middle East University's Strategic Direction.**

Manage according to the philosophy of governance.

Transformational leadership

Manage the diversity of faculty members and students in terms of gender, nationality, and ethnicity.

Risk Management

Adopt governance into all the University's administrative processes.

Improving students' test results and academic outcomes.

Adopt strategic training methods.

Establish independent academic units.

Establish an attractive and educational environment that support innovation, creativity, excellence, and entrepreneurship.

First Aim: Build human capital

Implement smart management techniques for fiscal and administrative management processes (going paperless for documentation and using electronic payment methods).

SMART learning

Use SmartSpace as a method of international communication.

Invest in digital and SMART capital.

Complete the establishment of the necessary infrastructure.

Complete the establishment of SMART university infrastructure.

Mission
Preparing leaders by providing students with an excellent educational environment to pursue knowledge and research that will serve their community.

Administer self-assessments.

Identify local and international academic programmes that sustainably apply quality measures and are congruent with national requirements.

Adopt industry-specific academic programme offerings.

Re-orient focus on improving study plans, teaching methods, examination methods, and review methods based on popular consensus.

Prepare for meeting the standards of more quality assessments and ranking systems.

Increase international partnerships to further develop the University.

Broaden the hosted programmes and programmes ran in partnership with prestigious and productive universities.

Monitoring the number of emerging and closed programmes offered at the University (ones that are classified as either stagnant or saturated).

Continuously improve the University's study plans and programmes

Maintain communication with higher education institutions.

Pursue academic exchange with local and international universities.

Establishing methods for external and internal academic exchange and support

Second Aim: Emulate the plans and programmes of prestigious universities

Aims

Middle East University's Vision
A serious, committed, and seeking to learn university.

Better manage student tuition and fee collection. Develop the University's liquid and solid assets.

Optimise the use of the financial output produced by academic, consulting, and research activities conducted by the University's various deanships and departments, and from various University projects and the renting out of University facilities.

Managing all aid, grants, scholarships, donations, and endowments given to the University.

Managing all other revenue.

Managing the capacity gap.

Expand and diversify the University's financial resources

Third Aim: Serve the community and pursue sustainable development

Cote Values
• Dedication, Commitment, and the Pursuit of Education
• Openness to the Various Realms of Academia
• Respecting Society's Values
• Nurturing Minds and Dialogue
• Respect and Recognition
• Moral Conduct
• Optimism and Credibility
• Job Security and Freedom of Expression

Innovation in the volunteer work it does.

Support the services that the University offers the community and strive for its improvement.

Evolving the University's contributions to achieving sustainable development.

Launching a platform to maintain communication with alumni.

Build effective partnerships with civil community institutions

Build a platform for research excellence.

Highlight the importance of applied research.

Establish business incubators.

Encourage basic research in the fields of innovation, creativity, invention, and entrepreneurship.

Upgrade the level and quality of research pursued at the University

Fourth Aim: Pursue constructive research

| 36 Inititives | 8 Goals | 4 Aims |

Figure (18)
The Summary of MEU's Strategic Direction

Eleventh Step: Key Performance Indicators:

The University identified a holistic guide describing its main Key Performance Indicators, titled, "A Guide to Middle East University's Key Performance Indicators", published at the National Library under decision number (4557/9/2019). It includes 197 KPIs for all of the University's activities and operations. This guide acts as a source for assessing the University's performance. Table (23) clarifies the nature, type, and numbers of the KPIs it uses for its self-evaluation process.

Table (23)
Details of Middle East University's KPIs

#	Type of Indicator	Number of Quantitative Indicators	Number of Qualitative Indicators	Total Number of Indicators
1.	Input Indicators	58	13	71
2.	Operational Indicators	56	2	58
3.	Output Indicators	51	17	68
Total Number of Indicators		**165**	**32**	**197**

Fourth Stage: Did We Achieve Our Aims?

This stage is made up of three steps that complete the eleven previous steps and are as follows:

Twelfth Step: Implementing the Strategy

Implementing the strategy means: carrying out the group of activities that are pursued through executing previously outlined administrative efforts that work to improve overall efficiency and accomplish the previously identified objectives.

This process requires that the following steps be executed:

1. Identifying Implementation Tasks:
This first step for ensuring the successful implementation of the strategy is to identify the tasks needed to do so, and includes:

- Translating the strategic plan into five implementation plans.
- Ensure the availability of the necessary personnel and resources to accomplish them.
- Developing effective budgets to support the provision of the necessary resources.
- Linking rewards to the successful completion of objectives.
- Make sure the University's organisational philosophy coincides with its strategic philosophy.
- Establish a leadership system to execute objectives and effectively take on any challenges that may arise during the strategy implementation process.

2.   Identifying the Implementation Guidelines

The second step for ensuring the successful implementation of the strategy is identifying the implementation guidelines, which entails:

1. Determining the parties and individuals who will be implementing the strategy.
2. Determining the implementation methods that best coincide with the University's new strategic direction.
3. Determining the best teamwork strategy that will ensure success.

3.   Coordinating the Implementation Effort

The third step for ensuring the successful implementation of the strategy is coordinating the implementation effort, which entails:

- Identifying each participating individual's role and coordinating their cooperative efforts.
- Tracking their progress.
- Encouraging their efforts.

Thirteenth Step: Monitoring the Strategy

The process of monitoring the strategy entails evaluating the implementation process, and following the correct procedures to accommodate for any deviations from the plan. It also entails evaluating the use of current resources, and focusing on issues that the University might face in the near future. This process will be carried out using a set of tools that will be adopted in the future, including:

1. **Balanced scorecard:** a system used to constantly measure performance. Through the use of this tool, the University can translate its strategy into clear objectives and a set of standards that organise performance evaluation. These standards are linked to a set of operations and programmes that should be executed to achieve the aforementioned objectives, as illustrated in Figure (19) below.
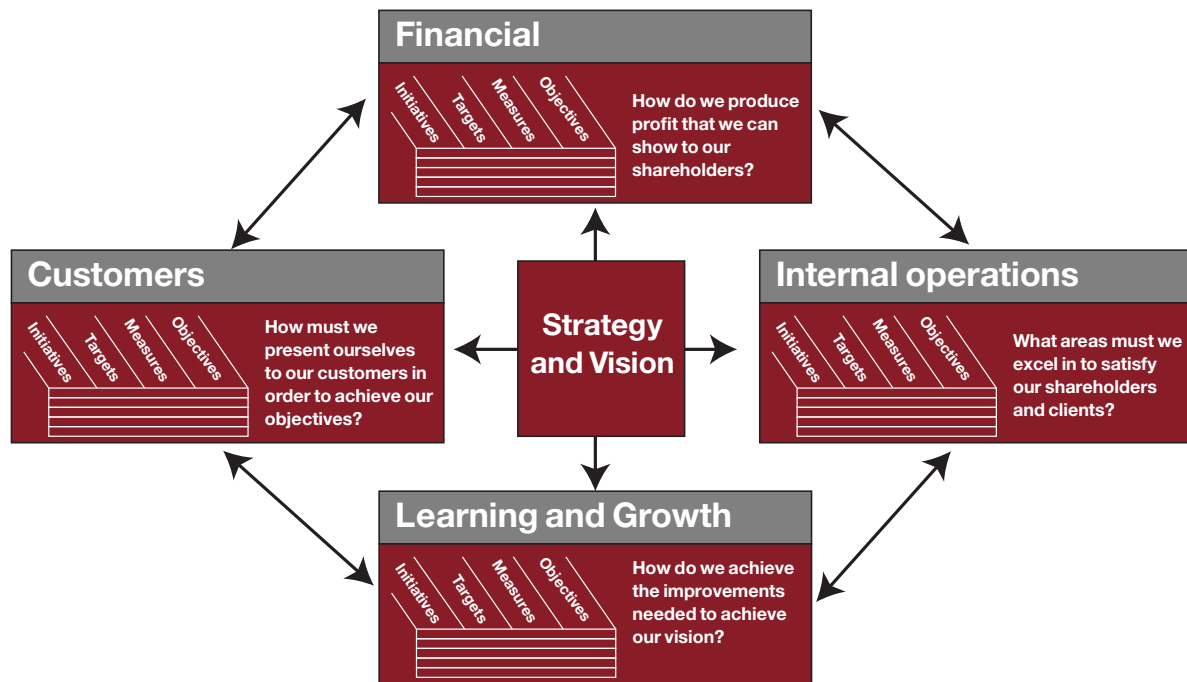
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Figure (19)
Balanced Scorecard Model

2. **Benchmark comparisons:** the benchmark comparison process allows the University to judge the quality of its performance and outputs. The compared benchmark points may include the performance of international competitors, leaders in the local space, or common standards, as illustrated in Figure (20) below.
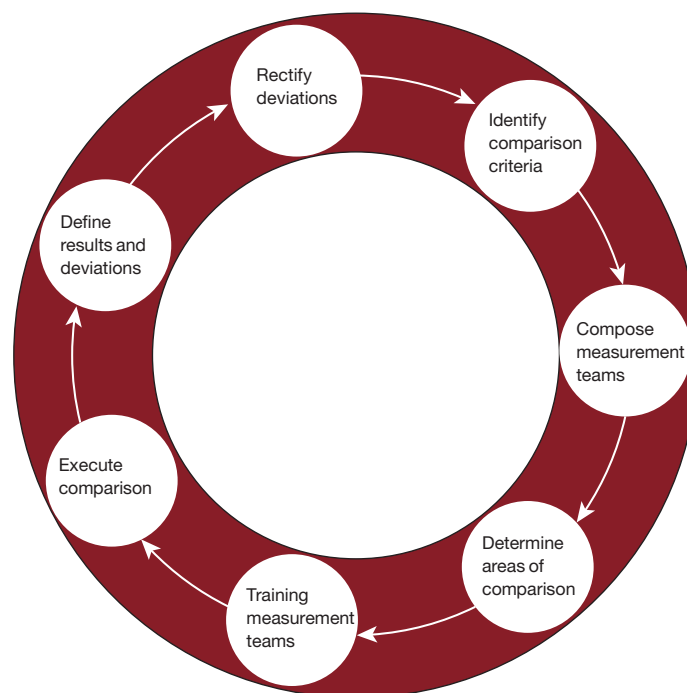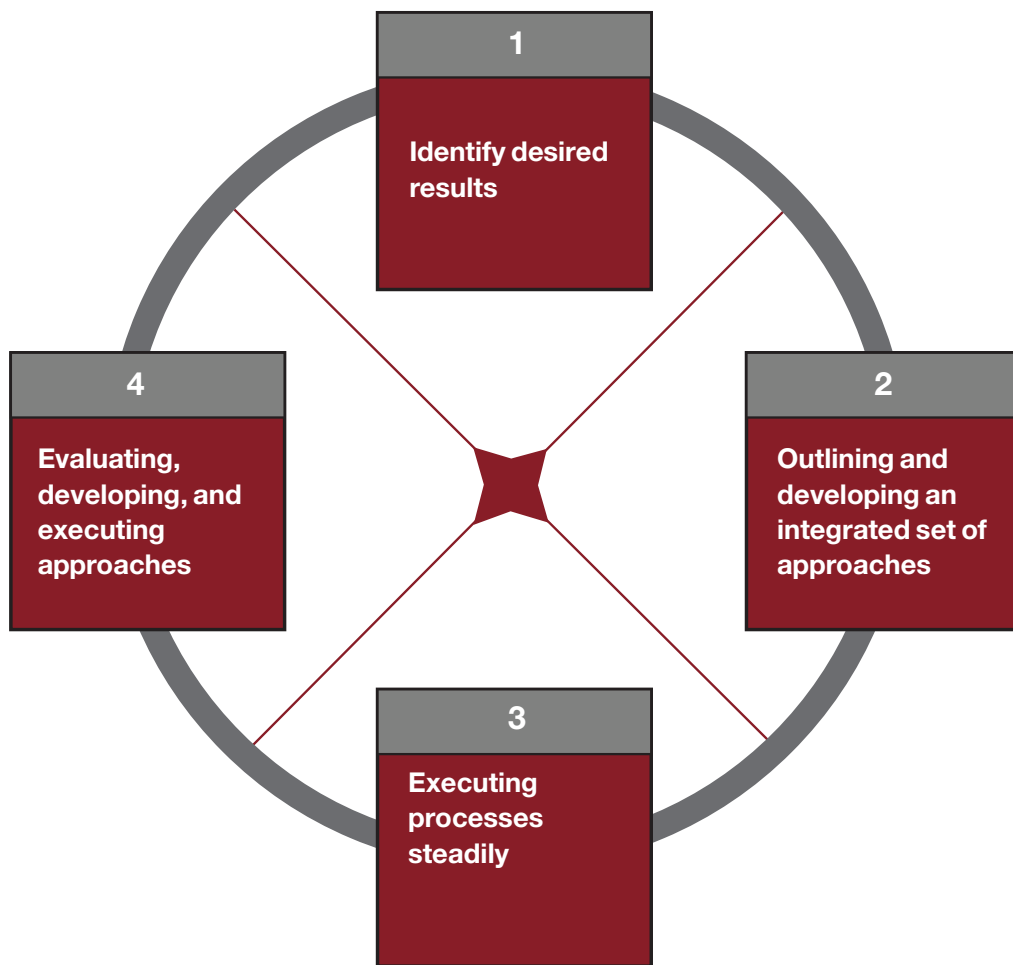

Figure (20)
Benchmark Comparison Cycle

3. **The RADaR technique:** a tool for monitoring and measuring the University's performance which constitutes of following four elements:

- Results
- Approach
- Deployment
- Assessment and improvement

The process is further illustrated in Figure (21) below.

Figure (19)
Balanced Scorecard Model

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4. **Continuous development:** keeping a constant lookout for new ways to enhance the quality of the University's work and performance. Continuous development is vital for strategic monitoring for the following reasons:

- Allows for the instant disclosure of deviations, thus preventing the accumulation of mistakes.
- Allows the University to preemptively respond within a timeframe that ensures rapid development in fields that affect its operational success.
- Helps the University prepare for all possibilities and potential emergencies.
- Encourages teamwork and the exchange of knowledge.

As it is illustrated in Figure (22) below.
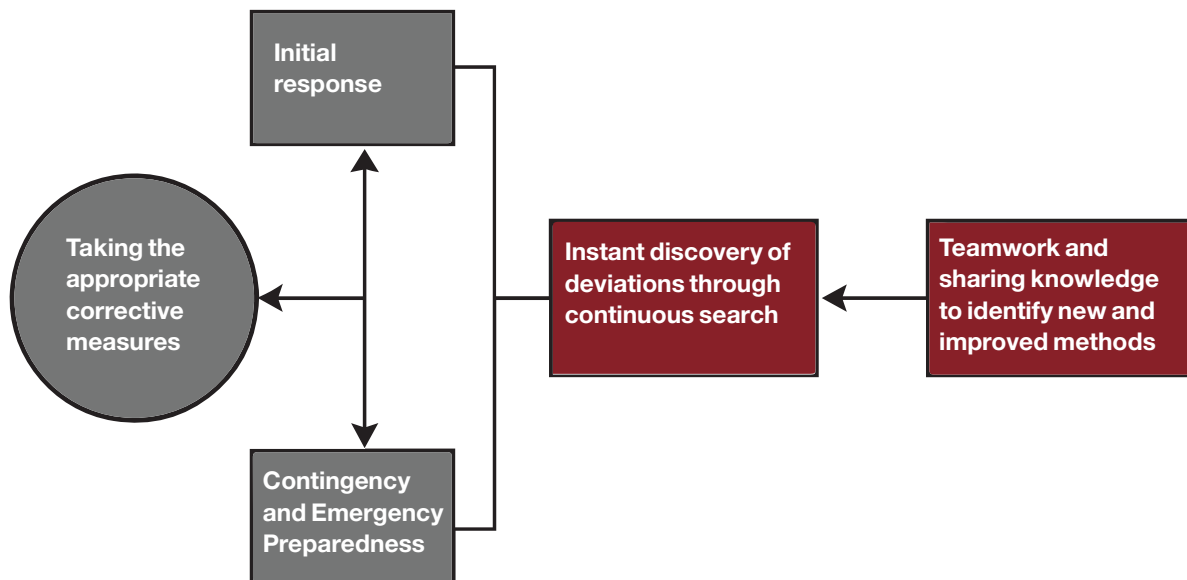
Figure (22)
Continuous Development Process

Fourteenth Step: Assessing the Strategy

Lessons learned facilitate MEU's ability to innovate and adapt by determining the necessary changes it should apply in order to achieve or promote the desired organisational effects. Effects that prove to produce a positive change should be promoted, while effects that fail to cause any changes should be replaced. Examples of the desired effects include those that initiate a change in individual or organisational behaviour due to the lessons learned from previous experiences.

Lessons learned from previous experiences are based on the results of key performance indicators.

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References and Additional Reading

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Nasereddin, Yacoub (2018). هكذا أفكر "من وحي معرفتي الأكاديمية وتجربتي العلمية" في الممارسات الإستراتيجية [This is how I think "based on my academic knowledge and practical experience" in strategic practices], Middle East University Publications, distributed by al-Yazori Publishing House, Amman, Jordan.

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Appendices

Appendix (1)
The Summary of the External Factors Matrix and Internal Factors Matrix
First: The Results of the Internal Factors Analysis (Strengths and Weaknesses)

Internal Factors (1) Strengths - Weaknesses	Weight (2)	Degree (3)	Estimated Weight (4) 3 x 2	Comments (5)
First: Strengths				
International Academic and Research Partnerships	0.10	3	0.30	
Being Awarded QA Certificate (Golden Standard)	0.10	4	0.40	
Faculty members who are qualified to teach most study plans/majors	0.05	2	0.10	
Diversity of faculty members' nationalities	0.08	3	0.24	
Availability of Educational Infrastructure	0.10	3	0.30	
The University's Geographical Location	0.12	5	0.60	
Space of University's Green Spaces	0.05	3	0.15	
Second: Weaknesses				
Faculty member's inability to teach content required for some majors and study plans	0.07	4	0.28	
Focus on theory over practice in study plans	0.05	3	0.15	
Limited recruitment efforts and communication with alumni	0.10	5	0.50	
Lack of coordination between the University and labour markets	0.03	4	0.12	
Students face excessive amounts of administrative and financial bureaucracy	0.07	5	0.35	
Inefficient administrative resources	0.03	4	0.12	
Some faculty members display weak English language, Arabic language, and technological proficiency	0.02	3	0.06	
Some faculty members focus on the teaching aspect and neglect other duties	0.03	2	0.06	
Average of responsivity to the University's internal environmental variables	**1.00**		**3.73**	

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Second: PESTEL Analysis and Competitive Powers (Opportunities and Threats)

External Factors (1) Opportunities – Threats	Weight (2)	Degree (3)	Estimated Weight (4) 3 x 2	Comments (5)
First: Opportunities				
Safety and Political Security in Jordan	0.15	4	0.60	
Increasing opportunities for the University to support governmental educational policies and work in partnership with the Ministry of Higher Education and Research	0.05	3	0.15	
Stable demand for places at universities and flexible degree paths and majors	0.05	3	0.15	
Arab and foreign students have expressed a desire to enrol in Jordanian universities	0.07	4	0.28	
Increase in the Popularity of Distance Learning	0.06	3	0.18	
An increase in demand for professional vocation-specific degrees that meet the needs of the labour market	0.05	4	0.20	
Growth in the start-up and innovation sector	0.06	1	0.06	
Population growth (refugees and immigrants)	0.06	1	0.06	
Second: Threats				
A number of local community colleges have become accredited four-year universities	0.12	4	0.48	
Local universities are in competition with one another for potential students' enrolment at their institution	0.05	3	0.15	
An incongruence between the majors the University offers and various investment opportunities	0.08	3	0.24	
The local laws and regulations somewhat contradict international standards of quality	0.07	2	0.14	
Private universities all offer similar programmes	0.05	4	0.20	
The quality of the infrastructure for providing students with access to the University campus has decreased and includes the worsening of the state of the surrounding roads, night time street lighting, and water supply	0.04	4	0.16	
The laws and regulations set forth by the Ministry of Higher Education and Research are constantly in flux	0.06	2	0.12	
Acceptance policies applied by public universities	0.04	2	0.08	
Average of responsivity to the University's external environmental variables	**1.00**		**3.25**	

Appendix (2)
A Survey for a Sample of Stakeholders

Dear stakeholders,
Greetings,

We present to you with the following survey (see attached) as MEU is working to choose a business model that embodies MEU's vision, mission, and future trends, and evaluate the effectiveness of MEU's aims and objectives.

We kindly ask that you answer the survey accurately and objectively. We appreciate the vital role you play in determining MEU's strategic direction, and appreciate the opportunity to benefit from your wide expertise. For further clarification, the set of definitions below explain the terminology used in the survey.

Best regards.

- **Business model:** a series of information, facts, evidence, and administrative duties that determine how the University's operations are carried out. It ensures the University's ability to adapt to the changing needs of the target market. A business model also finds new ways to add value for stakeholders who benefit from these trends.
- **Vision:** the aspirations that the University is working to achieve and are consistent with the University's potential and ability to accomplish the University's desired objectives for the future.
- **Mission:** a group of aims that include the University's purpose of existence, the scope of the University's operations, and the University's competitive capabilities.
- **Core Values:** the group of guiding moral principles that define the code of conduct the University sets for its representatives both internally within the University and when interacting with individuals from outside the University.
- **Aims:** the future long-term position that the University is working to arrive at. It is usually more of a quality-specific indicator as opposed to a quantity-specific one.
- **Objectives:** the short-term aspirations defined by the SMART paradigm that are measurable, realistic, and are set to be accomplished within the confines of a predefined timeline.

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Question One:

In your opinion, which of the following business models embody MEU's vision and mission? Please choose one by adding a tick (√) inside the bracket next to your answer, and then explaining the reasons for your choice.

1. Reorienting our focus on the maintenance of quality and excellence. ( ) Reason:

2. Reorienting our focus on the maintenance of strategic success. ( ) Reason:

3. Reorienting our focus on the maintenance of strategic prominence. ( ) Reason:

Question Two:

Determine the degree to which MEU's following values embody its vision and mission by adding a tick (√) under the answer that best reflects your opinion. Please add any comments that you feel are necessary.

Value	Very High	High	Medium	Low	Very Low	Comments
Excellence						
Creativity						
Continued Teaching and Learning						
Speed of Response						
Governance						
Community Service						
Global Presence						

Question Three:

Determine the degree to which MEU's following aims embody its vision and mission by adding a tick (√) under the answer that best reflects your opinion. Please add any comments that you feel are necessary.

Aims	Very High	High	Medium	Low	Very Low	Comments
Creating Knowledge and Preparing Leaders						
Research and Knowledge Economy						
Community Services and Sustainable Development						

Question Four:

Determine the degree to which MEU's following objectives embody its aims by adding a tick (√) under the answer that best reflects your opinion. Please add any comments that you feel are necessary.

Objectives	Very High	High	Medium	Low	Very Low	Comments
Adopt governance into all of the University's administrative processes						
Offer innovative academic programmes that meet the highest standards of quality						
Establish an attractive and educational environment that support innovation, creativity, excellence, and entrepreneurship						
Improving the efficiency of the Universities Faculties, Deanships, Departments, Centres, and Offices						
Building internal and external lines of academic communication						
Establishing effective partnerships with community organisations						
Upgrading the level and quality of research pursued at the University						
Expanding the University's financial resources						

Question Five:

Determine the degree to which SMART features are present in MEU's objectives by adding a tick (√) if present, or an (x) if not present, under the answer that best reflects your opinion. Please add any comments that you feel are necessary.

Objectives	Specific (S)	Measurable (M)	Acceptable (A)	Realistic (R)	Timed (T)	Comments
Effectively adopting governance into the University's administrative processes to promote innovation						
Offering innovative academic programmes that meet the highest standards of quality						
Establishing an attractive and educational environment that supports creativity and excellence						
Improving the efficiency of the Universities Faculties, Deanships, Departments, Centres, and Offices						
Building internal and external lines of academic communication						
Establishing effective partnerships with community organisations						
Upgrading the level and quality of research pursued at the University						
Expanding the University's financial resources						

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Appendix (3)

Compatibility Matrix between MEU's Aims and Higher Education Indicators

University Aims / Higher Education Indicators	Building Human Capital	Programmes and Study Plans that Emulate those from Prestigious Universities	Community Service and Sustainable Development	Purposeful Research
Global Presence	●	●	●	●
Accreditation and Quality Assurance	●	●		●
Teaching	●	●		●
Research	●	●	●	●
Human Resources	●		●	●
Financial Affairs	●		●	●
Administration and Processes	●		●	
Infrastructure	●	●	●	●
University Environment	●	●	●	●
Governance	●	●	●	●
Community Development			●	●
Adherence to the Council of Higher Education's Decisions	●	●	●	●

Appendix (4)

Compatibility Matrix between MEU's Objectives and Higher Education Indicators

Objectives / Indicators	Adopt Governance in the University's Administration Processes	Establish an attractive and educational environment that supports innovation, creativity, excellence, and entrepreneurship	Complete the establishment of SMART university infrastructure	Continuously improve the University's study plans and programmes	Establishing internal and external lines of academic communication	Expand and diversify the University's financial resources	Build effective partnerships with organisations and the local community	Upgrade the level and quality of research pursued at the University
Global Presence	√	√	√	√	√	√	√	√
Accreditation and Quality Assurance	√		√	√	√			√
Teaching		√	√	√	√		√	
Research	√	√	√	√	√	√	√	√
Human Resources	√	√	√				√	√
Financial Affairs	√	√			√	√	√	√
Administration and Processes	√		√			√		
Infrastructure	√	√	√		√	√	√	√
University Environment	√	√	√	√	√		√	√
Governance	√	√	√	√	√	√	√	√
Community Development	√				√	√	√	√
Adherence to the Council of Higher Education's Decisions	√	√	√	√	√	√	√	√

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MEU

جامــعـة الــشرق الأوسط
MIDDLE EAST UNIVERSITY

Amman - Jordan

نـعـــد القـــادة
PREPARING LEADERS

كليـة تكنولوجيا المعلومات
Faculty of Information Technology

كليــة الأعمـــال
Faculty of Business

كلية الحقــوق
Faculty of Law

كليـة الآداب والعلــوم
Faculty of Arts and Sciences

كليــة الصيدلــة
Faculty of Pharmacy

كلية العمـارة والتصميـم
Faculty of Architecture & Design

كليــة الأعــلام
Faculty of Media

كليــة الهندسـة
Faculty of Engineering

كليــة العلــوم التربويــة
Faculty of Educational Sciences

عمادة الاعتماد والجودة والمعلومات
Deanship of Accreditation,
Quality and Information

عمادة الدراسات العليا والبحث العلمي
Deanship of Graduate Studies
and Scientific Research

عمـادة البرامـج الدوليـة
Deanship of International
Programmes

عمــادة شـــؤون الطلبــة
Deanship of Students Affairs