Educational Excellence in The Islamic World: Enhancing Global Quality and Strategy Planning

أ.د. عبد العزيز برغوت

* Prof. Dr. AbdelazizBerghout,

*International Islamic University Malaysia (IIUM)

Abstract

This paper addresses the role of both global quality and strategic planning in the process of enhancing educational excellence and creating value and opportunities for sustainable development.The paper posits that global quality aims at creating global value added to serve global stakeholders & customers in line with global standards. Hence, what is required at this stage of development of our institutions of higher education is clear and integrated framework that outlines the various aspects of global quality as an activity and process which aspires towards transforminginstitutions so as to attain the capabilities and strengths needed to bring home global quality as reality, culture, system and practices. For any institution to achieve this status of excellence there are certain critical success factors that need to be addressed such as; global quality teaching & learning, global quality research & innovation, global quality scholarship & human capital, global quality facilities & services, global ICT structures, global information & knowledge capital and global financial agility & sustainability. The paper concludes that there is a need to bridging local-global talents, benchmarking for value creation, engaging stakeholders, engaging talents & creative minds, engaging global networks and educational alliances, valorizing community service & engagement and creating opportunities for financial & social investment. Besides, for any institutions of higher education to move the value chain of creating global quality, it should address matters related to the system, governance and management namely; strategic thinking, planningactioning& measurement capabilities, governance, leadership & management dynamism, dynamic quality management structure and system, autonomy, accountability & self-value creation & innovation.

Keyword: *global quality- stakeholders, strategic management- actioning strategy-transformational strategy.*

Introduction

Vying for educational excellence is not only a noble mission and strategic objective of our communities at large but also a key driver of sustainable development and creation of opportunities for all. In the current situation it is obvious that the forces of globlisation, knowledge society, intelligence economy, sophisticated management, governance and leadership, ICT management, human capital engineering are becoming more prevalent and influential in our progress. As such, for a fast developing world, where socio-economic and civilizational development is a priority, education is one crucial catalysts of excellence.

In general terms, this paper perceives education as a catalyst which drives development through nurturing quality human capital that is equipped with the necessary knowledge, skills, attitudes and other related qualities. In other words, education becomes more of a conduit for value creation and sustainable development. Hence, one of the important tasks of higher education institutions is to ensure that education plays this pivotal role. Accordingly, there is a need to grasp the paradigm shift that is taking place on the world educational scene so as to cope and respond effectively to the new demands and challenges of educational excellence.

Educational excellence is an attained high level of achievement that meets the international and global standards and requirements. In other words, achieving educational excellence means, inter alia, excellence in the philosophy, vision, mission, programmes, delivery, teaching and learning, strategic plan, management system, leadership and governance, quality culture, infrastructures, services, facilities, internationlisation, community engagement, knowledge management, human capital engineering…Hence for any institution to attain this level, it needs to possess real capability, maturity and state of readiness and mastery of the process of education as a complex whole that integrates many elements to formulate what is called educational excellence.

Obviously, many societies have already embarked in real investments on quality higher education providing huge opportunities for wealth creation, value adding and more importantly human capital and societal development. What is evident from the various successful models of education in the US, Europe, Asia and Africa is that attaining high levels of educational excellence requires engineered transformation.[1] Indeed, the term transformation appears to be the driving force behind the process of enhancing global quality. Thus, it is worth noting that without planned and sustainable transformation the exercise of wanting to create educational excellence might become futile and costly.

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[1] Refer to: Mintzberg, H., Lampel, J., Quinn, J.B. and Ghoshal, S., (2003), The Strategy Process: Concepts, Contents and Cases, Fourth Edition, 2003, Prentice Hall, pp. xiv

Therefore, understanding the current dynamics and drivers of educational excellence in the world is of more merit and interest.

Research Questions

This paper addresses the following questions:

1) What is global Quality and why it is important for the development of education in the Islamic World?

2) What are the main aspect of global quality sutable for the Islamic world context?

3) To what extent our institutions of higher education need strategic planning to enhance quality?

Objective of Research

Among other things, the present paper aspires towards:

- Providing a framework for global quality development in the Islamic world higher education institutions.

- Scrutinizing the various aspect of global quality.

- Introducing a general outline of the strategic planning required for the development of global quality culture.

- Providing a case study on the implementation of strategic planning to achieve quality in a university namely the International Islamic University Malaysia.

Definition of Terms

There are important terms that have been used in the paper. In the context of this paper,

1) Global quality means two things, firstly a set of integrated international quality standards and requirement in all aspect of educational excellence and secondly it a process of transformation complying with global standards and requirements of quality.

2) Strategic planning is the ability to understand the comprehensive environment and factors surrounding the institution and identify long term directions, strategic objectives and action plans that will assist in achieving the goals of the institution and managing and measuring its performance in all its stages of development.

3) Education excellence is a high degree or level of attainment that meets the expected standards and expectations and delivers the best needed result in all terms.

Methodology of Research

The paper used library research in order to secrutnise the literature and works under taken in the area of quality and strategic planning. Books, articles and other materials were consulted in order to grasp and construct the general framework of the study. Additionally, the paper want on to textual analysis and study of the various models of higher education institution in order to identify the best model that can be taken as a case for the study.

The next few pages provides a framework for the enhancement of quality of the institutions of higher education stressing the importance of two elements namely; requirements of global quality and strategic planning resilience.

I- EDUCATIONAL EXCELLENCE:
STAKEHOLDERS, KNOWLEDGE SOCIETY AND QUALITY

The Merits of Quality in Enhancing Educational Excellence

To begin with, quality is a key to educational excellence. That is to say, quality of inputs, processes, outputs and outcomes make a difference in any educational system. As a matter of fact, the experience of many world educational institutions prove the merits of quality in transforming higher education and creating new value and opportunity for development. Some western, European

and Asian countries[2] which undertook the transformation processes to enhance the quality of higher education bear witness of the fact. For example, the Bologna[3] declaration: towards the European Higher Education Era sets a framework for the creation of world class institutions of higher education stressing the need for quality.[4] The Bologna[5] declaration emphasizes that:

> European higher education institutions, for their part, have accepted the challenge and taken up a main role in constructing the European area of higher education, also in the wake of the fundamental principles laid down in the Bologna Magna Charta Universitatum of 1988. This is of the highest importance, given that Universities' independence and autonomy ensure that higher education and research systems continuously adapt to changing needs, society's demands and advances in scientific knowledge.[6]

If this is so in the rest of the world, I trust and believe that the Islamic world is no exception. Therefore, it is evident that many Islamic countries have embarked on transforming education through quality. Indeed, there are many efforts which are geared toward creating quality educational institutions of high caliber responding to the need of sustainable development. Hence, our institutions need to further transform themselves to achieve higher levels of quality according to the world standards.

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[2] See, Ms. Emily Jones, Ms. Margrat Pearce and Dr. Tom Karmel, The Australian Higher Education Quality Assurance Framework, International Conference on: Quality Assurance in Higher Education: Standards, Mechanisms and Mutual Recognition, Bankok, Thailand, 8-10 November 2000, pp. 11-12.

[3] Bologna process is a European initiative to undertake the course of educational transformation to ensure the setting of a European higher education Era by the 2010.

[4] The Bologna Process towards the European Higher Education Area: http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html

[5] In the Bologna process fourth report of the session 2006/ 2007 the 7th point was about the 2010 and beyond. See: www.parliament.the-stationery-office.com/pa/cm200607/cmselect/cmeduski/205/205.pdf -

[6] Ibid.,

Undoubtedly, quality will continue to be a high priority for higher education in the next decade. During the last decade "qualityassurance schemes for higher education have been implemented almost everywhere. At this next stage, the trend is toward standards that can be referenced internationally. In other words, there is a need to move toward mutual recognition and trust so that national programs for quality assurance will provide international validity. Regional conferences and summits have taken place throughout the world to address this challenge."[7]

On the other hand, there are many calls from the Islamic countries to engage in transformation to create quality stressing the need for real value and opportunity creation. Repeatedly, in many occasions, the Ministers of higher education indicated and strongly voiced the need for the enhancement of quality so as to ensure success in nurturing new generations of well acquainted professionals and graduates. As an example, Malaysia has long emphasised the importance of creating quality educational system that offers real opportunities for better education and nurturing well trained human capital. This is in line with the National Higher Education Strategic Plan which is set to lay down the Foundations Beyond 2020. It spells out clearly the strategic thrusts for the creation of quality educational institutions. The thrusts are:

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[7] (Trends in Global Higher Education: Tracking an Academic Revolution: A Report Prepared for the UNESCO 2009 World Conference on Higher Education Philip G. Altbach, Liz Reisberg, Laura E. Rumbley).

1) widening access and increasing equity;
2) improving the quality of teaching and learning;
3) intensifying research and innovation;
4) strengthening of higher education institutions;
5) intensifying internationalization;
6) enculturation of lifelong learning and
7) reinforcing ministry of higher education delivery systems.

Considering the above focus thrusts, one may underscore the real value of quality and its merits in enhancing educational excellence. Accordingly, higher education institutions particularly in the OIC region are bound to play a leading role in this new context of global quality competitiveness and resilience. However, in striving for excellence, it is important to understand the new global and local environments where our educational institutions operate so as to respond to the demands and face effectively the challenges.

Understanding the Current Environment and Dynamics

Put more emphatically, there are many factors which influence any activities leading to creating educational excellence and meeting the requirements of global quality. Accordingly, what is required from the institutions of higher education is primarily the understanding of these dynamics as well as engineering the proper strategies and action plans that will respond to the requirements of attaining sustainable educational excellence. To shed a light on

these dynamics and factors which influence the current environment of

education, the following points are relevant:

1. Increasing focus on Knowledge based Development (Knowledge society, knowledge economy, information intelligence, ICT intelligence…etc.);
2. Increasing and effective use of ICT in development and education in particular;
3. Education becomes a huge investment;
4. Globalization and the internationalisation of education;
5. Focus on global quality management and quality services;
6. Involvement of society and social stakeholders in quality education;
7. Dynamics of public and private players in education;
8. Focus on human capital engineering as vital strategy the creation of value and opportunities;
9. Diversifying the sources of investment in education;
10. Focus on creating niches (research, teaching, servicing…etc.)
11. Focus on the value added by the graduate and other products of higher education institutions;
12. Enhancing quality services targeting the international stakeholders;
13. Focus on quality leadership and governance;
14. The new sofisticated characteristics and demands of the learners in particuler and stakeholders in general;
15. creating world educational networks and alliances which create global impact
16. Intensifying global risk management capabilites.

Strategically speaking, it is important for our educational institutions to

grasp the essence and dynamics of education in a knowledge economy and

society milieu. In general terms, this new context is characterised, among other

things, by 1) fast growing interest on enhancing high quality of inputs,

processes, outputs and outcomes, 2) dominance of strategic planning[8], quality management capabilities and performance measurement competencies, 3) globlizing the value added of ideas and inventions, 4) creating opprtunities and transforming possibilities into values and wealth, 5) effctive use of information and technology in enhancing quality, 6) capitalising on human capital, 7) creating world educational networks and alliences, 9)increasing high academic competitiveness, 10) focsuing on reserach and innovation as key to development, 11) creating world class infrstuctures and facilities, and 12) enhacing governance and leadership capabilities and resilience.

It is so far clear that the dynmics of knowledge society and its requirements bear heavily not only on our views of educational excellence, but also on the daily managment of our educational institutions. Hence, it is imperative to raise the bar of quality in order to satisfy and respond to the requirments of our stakeholders. Thus, there is a need to subject our efforts and practices to quality standrads and criteria so as to ensure sucess and high performance. In other words, if we are to address the real issues of educational excellence, we should first deal with the question of what kind of quality demanded by our stakeholders locally, intenationally and globally.

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[8]Refer to: Teay, S., (2007), A Primer on Strategic Organization Analysis Planning (SOAP) Model, 4th Edition, 2007, Assumption University Digital press, Bangkok.

Stakeholders and Quality Education

Suffice to say, stakeholders play a crucial role not only on the success of the university but also on creating a real value and quality. Stakeholders; such as students, teachers, parents, community, government, and other associated players and partners become vital to the development and progress of university. As such, satisfying and responding to the requirements and aspirations of the stakeholders is of paramount importance to sustainable development. Therefore, the pressing question that hangs in the mind of stakeholders today is: What sort of educational quality that we project and offer? A simple response to this question is that people are looking for a quality which is at the level of international standards.

Stakeholders too wanting to see higher education institutions not only nurturing excellent professionals, scholars, teachers, lawyers, engineers, artistes…but also instilling the sense of mission and societal roles that the university ought to play. In particular, they are looking for research and innovation, solutions and cures to social ills and problems, services and activities that uplift and develop society.

In order to respond to these demands of our stakeholders, we have to urge our institutions to undertake the process of transformation ranging from imparting quality culture to establishing the highest possible standards of quality

in teaching and learning, supervision, research and innovation and leadership and governance. In other words, they demand excellence in quality, planning, governance, academic services, knowledge creation and dissemination…etc. Our stakeholders refuse to see us consuming knowledge and providing mediocre education and services. Rather they want us leading in all aspects and that is exactly the meaning of quality. Indeed, it is this kind of quality that will qualify us to compete with world class universities and be ready for greater roles in serving our society and mankind at large through contributing to sustainable development. We have to create the capacity that will enable us to internationally be recognized and why not become international and global hubs of educational excellence. Indeed, this recognition and global role will be the result of the kind quality that we impart to our curriculum, services, research and will be reflected in the quality of the graduate that we nurture and the research, products and solutions which we offer to the community.

Hence, for the institutions of higher education to prove their worthiness in a knowledge society context, quality should become not only a culture but the driving force behind educational excellence and value creation. In order to achieve this level of quality, institutions of higher education should address issues such as; quality culture,behvioural change, mindset, environment,

infrastructure, mechanism, policies and regulations, performance management and measurement...

The other aspect of creating quality environment requires as Harvey puts it "setting the parameters within which the quality process takes place; establishing a non-exploitive, suspicion-free context in which a culture of quality improvement can flourish; establishing and ensuring a process of internal quality monitoring; enabling the consistent gathering of relevant information analysis and reflection; disseminating good practice through an effective and open communication system; encouraging and facilitating team-working amongst academic and academic-related colleagues' delegating responsibility for quality improvement to the units.[9]

II- EDUCATIONAL EXCELLENCE:
VALORAISING GLOBAL QUALITY & NEED FOR
STRATEGIC PLANNING

Having explained the need for educational excellence and its requirements in the current globalised environment and knowledge driven societies, it is relevant to address the question of global quality as a pressing key factor in achieving educational excellence. Accordingly, the paper endevours to set a general framework of what is global quality and how it requires strategic thinking and planning as well.

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[9] Harvey, L. Quality in Higher Education, Editorial, Vol. 2, No. 2, 89-93.

Global Quality& Need for Strategic Planning[10]

The foregoing pages have clearly established the fact that quality is an imperative in any endeavors to attain educational excellence. However, one should primarily note that in a situation of intensified globlisation and dominating knowledge society dynamics, quality needs to be seen from a global perspective. All attempts to localize quality or keep it within the boundaries of once institution or community ought to be a factor of regression rather than progression. This paper does not intend to explore a well-defined meaning of what does global quality stands for rather it will look at it as a process of transformation complying with global standards and requirements of quality. Therefore, global quality as process and systematic activity may be understood as:

Global Capacity	**1. Building** institutional Capacity to respond to the high expectations of global stakeholders and customers.
Global Standards	**2.Applying** and sustaining global quality standards.
Global Services	**3.Ensuring** excellent global quality services and facilities
Global Positioning	**4. Positioning** strategically in the current highly world competitive environment which is driven by the dynamics and requirements of knowledge society and economic intelligence.
Global Human Capital	**5. Engineering** the human capital that is ready to compete and make global impact (Researchers, lecturers, administrators, quality postgraduate students, consultants ….)

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[10] For details refer to: Teay, S., (2009), Strategic Performance Management System: An Integrated Framework, 1st Edition, 2009, Assumption University Digital press, Bangkok

Illustration No.1. Main Aspects of Global Quality

The illustration No. 1 shows the importance of "the global" imperative on the issue of quality. In other words, meeting the global standards and raising to the global requirement influences our understating and handling of quality inside our institutions. Therefore, global quality aims at creating global value added to serve global stakeholders & customers in line with global standards. Hence, what is required at this stage of development of our institutions of higher education is a clear framework that outlines the various aspects of global quality as an activity and process which aspires towards transformingthe institution so as to attain the capabilities and strengths needed to bring home global quality as reality, culture, system and practices. The illustration No. 2[11] provides an outline of the various aspects of global quality. At first, it shows the general goal that any educational institution aspires to achieve is: to attain a leading global quality educational excellence through value creation, stakeholders' engagement and creating sustainable opportunities for success. For any institution to achieve this status of excellence there are certain critical success factors that need to be addressed such as; achieving global quality teaching & learning, global quality

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[11] Adopted from: BerghoutAbdelaziz, Internationalising Higher Education: Responding to the Challenge of Enhancing Global Quality, Paper Presented to the International Conference on: 6th QS Asia Pacific Professional Leaders in Education Conference, Singapore 17-19 November 2010 in partnership with Mahidol University.

research &innovation, global quality scholarship & human capital, global quality facilities & services, global ICT structures, global information & knowledge capital and global financial agility & sustainability.

On the other hand, there are priority strategies which influence the process of creating global quality namely; bridging local-global talents, benchmarking for value creation, engaging stakeholders, engaging talents & creative minds, engaging global networks and educational alliances, valorizing, community service & engagement and creating opportunities for financial & social investment. Besides, for any institutions to move the value chain of creating global quality, it should address matters related to the system, governance and management namely; strategic thinking, planning, actioning& measurement capabilities, governance, leadership & management[12] dynamism, dynamic quality management structure and system, and autonomy, accountability & self-value creation & innovation.

Obviously the above mentioned elements have an impact on the entire process of creating global quality. However, any endevour in this regard would require the capability to manage the output and the outcome of the entire process of education and teaching and learning. Hence, the other crucial aspect in this framework is the handling of the output and outcome. That is to say, the institution should be able to manage effectively the projection and output. This output includes among other things, global stakeholders satisfaction, high global ranking, global recognition& branding, high local & global employability, global community services and engagement through products, solutions & impactful activities.

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[12] Johnson, G. and Scholes, K., (2005), Exploring Corporate Strategy, Sixth Edition, Prentice Halls, 2006, pp. 24.

LEADING GLOBAL QUALITY EDUCATIONAL EXCELLENCE THROUGH VALUE CREATION, STAKEHOLDERS ENGAGEMENT AND CREATING SUSTAINABLE OPPORTUNITIES FOR SUCCESS
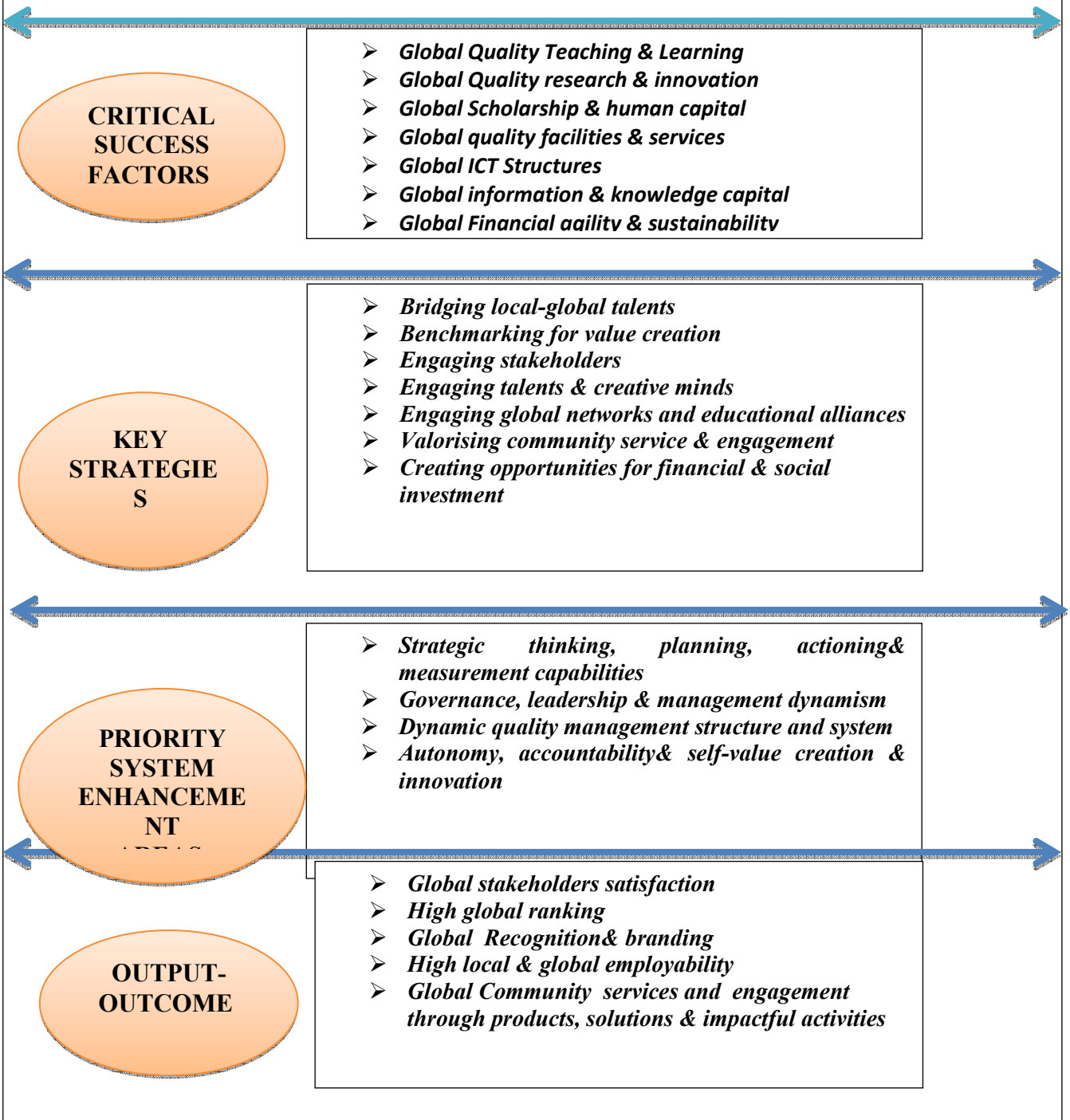
CRITICAL SUCCESS FACTORS

- ➢ *Global Quality Teaching & Learning*
- ➢ *Global Quality research & innovation*
- ➢ *Global Scholarship & human capital*
- ➢ *Global quality facilities & services*
- ➢ *Global ICT Structures*
- ➢ *Global information & knowledge capital*
- ➢ *Global Financial agility & sustainability*

KEY STRATEGIES

- ➢ *Bridging local-global talents*
- ➢ *Benchmarking for value creation*
- ➢ *Engaging stakeholders*
- ➢ *Engaging talents & creative minds*
- ➢ *Engaging global networks and educational alliances*
- ➢ *Valorising community service & engagement*
- ➢ *Creating opportunities for financial & social investment*

PRIORITY SYSTEM ENHANCEMENT AREAS

- ➢ *Strategic thinking, planning, actioning& measurement capabilities*
- ➢ *Governance, leadership & management dynamism*
- ➢ *Dynamic quality management structure and system*
- ➢ *Autonomy, accountability& self-value creation & innovation*

OUTPUT-OUTCOME

- ➢ *Global stakeholders satisfaction*
- ➢ *High global ranking*
- ➢ *Global Recognition& branding*
- ➢ *High local & global employability*
- ➢ *Global Community services and engagement through products, solutions & impactful activities*

Illustration No. 2. Outlining Global Quality Outlook

Educational Excellence: Synergizing the Strategic Planning

It is so far clear that creating global quality involves a systematic process of transformation. Accordingly, the issue of strategic thinking and planning become more pertinent and vital for the success of the entire process. In general terms, strategic planning assists in putting in the vision, the general direction, mission, strategic objectives, strategies, action plan, key result areas, critical success factors, key performance indicators, targets, initiatives, accountability, timeframe for action and gap analysis. Additionally, the strategic plan provides also a framework for planning and executing strategies and action plan as shown the illustration No. 3

- **THINKING**

SETTING THE BAR OF EXCELLENCE

SCANNING AND DATA GATHERING

PLANNING

LEADING

LEADING FOR VALUE & RESUTLS

EXCELLING

STRATEGISING

IMPLEMENTING

IMPROVING

MANAGING

EVALUATING

INSPIRING/ INFLUENCING

MONITORING/ CONTROLING

COMMUNICATING

Illustration No. 3. Strategic Planning Framework

Based on the above illustration it is important to synegise the entire process of strategic planning so as to oversee the bigger picture and set the directions and

destinations before the plans and initiatives. For instance, the Balanced Scorecard as a tool for performance measurement and strategy execution provides a good framework for planning and implementing strategies. "Through the Balanced Scorecard approach, education management means that management must pervade all levels of the HEI to ensure that the human, information and organization systems that form the base of the capabilities and capacities foundations of the institution must be competent to utilize the internal education processes to create and deliver educational value. This educational value when consumed by the stakeholders will strengthen the financial base of the institution."[13]

Educational Excellence and Measuring Performance: The Case of International Islamic University Malaysia

Undoubtedly, there are many good universities in the world which undertaken the quality transformation process and showed excellence in many aspects such as; teaching and learning, research and innovation, leadership and governance…etc. However, it is always important to underscore the fact that creating global quality and moving up in the value chain of quality ladder requires, inter alia, a clear strategic plan which is geared towards execution and performance. At this juncture an example will serve the purpose. For instance, the International Islamic university Malaysia is a case of a university that used strategic planned transformation to create educational excellence and move upward towards global quality.

The IIUM in its 28 years journey towards educational excellence and global quality might be taken as a case study of transformation and global

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[13]TeayShawyun, A Primer on Strategic Organization Analysis and Planning Model, Assumption University Digital Press, Bangkok, 2007.

quality creation. The illustration No. 4 draws a concise picture of the IIUM's[14] strategic plan aspiring towards transforming it from a comprehensive teaching university into a world renowned Islamic intensified research institution:

VISION: IIUM will become a leading international centre of educational excellence, to restore the dynamic and progressive role of the Muslim Ummah in all branches of knowledge.

MISSION: To achieve Integration, Islamization, Internationalization and Comprehensive Excellence

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IIUM KEY RESULT AREAS
- Employable graduates with well-rounded personalities
- Academic standing of international standard
- Financial autonomy & sustainability
- High scholarship with ethical values
- Breakthrough research & innovation
- Quality facilities & services

STRAEGIC OBJECTIVES

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[14] This illustration adopted from the strategic plan of the IIUM (2007-2015).

C1	**Achieve status as a leading international academic& research institution imbued with Islamic values**		**P5**	**Have a significant pool of distinguished academic staff**
S1	**Nurture well-rounded personalities and employable graduates**		**P6**	**Secure bigger research grant**
S2	**Become a reference centre in niche areas**		**P7**	**Enhance quality service**
F1	**Achieve financial sustainability**		**P8**	**Increase income contribution from SBUs/R&I/IHSB**
P1	**Strengthen quality integrated curriculum**		**L1**	**Strengthen staff development and competency**
P2	**Intensify quality research outputs and publication**		**L2**	**Ensure quality research facilities**
P3	**Strengthen postgraduate studies**		**L3**	**Improve library facilities to support research**
P4	**Increase academic staff who are engaged in research**		**L4**	**Enhance morality within the University community**

<div style="text-align:center; color:red; font-weight:bold;">KEY PERFORMANCE INDICATORS</div>

Positioning IIUM in the QS Asian University Ranking	Cost per Student (Total OE over student population)	% of externally recognized experts in their filed	No. of labs obtained accreditation /certification
Positioning IIUM in the QS World University Ranking	% of lectures incorporating Islamic perspective in their T&L	% increase of research grants secured	% increase in subscription of journals / online databases
Positioning IIUM in the Malaysia Higher Education (SETARA)	% of increase of publication in SCOPUS / ISI or equivalent	% of customer satisfaction rating 4 & above (scale 1-5)	% of satisfaction survey on social & moral environment that scores 4 & above
% of satisfaction survey from My3s that scores 4 & above (scale 1-5)	% of PG students to total student population	% of internally generated income to operating expenditure	% of student rating at least "Agree" on lecturer's conduct of teaching (SFS – Part 1)
% of graduate employed at the point of convocation	% of academic staff with PhD or equivalent	Balanced Distribution of Research Experience	% of student rating at least "Agree" on courses (SFS – Part 2)
Total no. of products licensed for commercialization /technology know-how licensing / IPR/copyrights	% of academic staff involved as Principal Investigator	% of staff attending 7 days of training	% of student rating at least "Good" on T&L facilities (SFS – Part 3)

Illustration No. 4. The Case of a Transformational Strategic Plan: The

Conclusion

What is of interest and merit what has been elaborated so far is the understanding that any transformation towards educational excellence and creation of real global quality valour requires systematic and well-articulated strategic planning whereby the vision, mission, key result areas, strategic objectives, key performance indicators and tools to manage and measure performance are all intact. What is pressing is to engineer strategic plans which can synergise and consolidate human, financial, intellectual and technological capitals, which are at our disposal in order to achieve the highest possible levels of education excellence and create real value and opportunities for sustainable development.

However, we have to remember that words and ideas alone are not quite meaningful and effective until they are translated into acts and deeds. Hence, striving for quality and comprehensive excellence begins when we create the system and culture that transforms strategies and plans into outputs and outcomes.

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