المملكة العربية السعودية
وزارة التعليم
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الرد على ملاحظات وتوصيات

المعيار العاشر

SSRI General Notations & Recommendations

		1. EEC-NCAAA			2. Institution Response
Pt.	**Pg.**	**Notations and Recommendations**	**Pt.**	**Pg.**	**Responses**
	1	**General Comments** **The SSRI is well written and presented. The following notations and recommendations are offered to make the SSRI better presented and informative, particularly for justifying the stated statements and the cited evidence.**			
		Since NCAAA Standards are mission-driven and outcome-based (operational outcomes and learning outcomes), the University strategic plan, including vision, mission, strategic goals, objectives, and initiatives/actions is the focal point of writing the SSR. In all sections of the SSRI, including NCAAA Standards and Sub-standards, <u>the report should mention first the related parts of the University mission, goals, or objectives/initiatives and then how they have been achieved.</u> UQU needs to show how university mission guided planning and how it was achieved.			Many standards mention university-level strategic planning and how it relates to the area operation. Parts were added to the other standards in order to show how they relate to the strategic planning and vision and mission of the university.
		The SSRI is too long; the report should be as concise as possible. This means that while it needs to contain all the information that may be needed for the intended audiences, it should also be trimmed of all the unnecessary materials. The report should be self-			The SSR was revised and edited to eliminate repetitions, and some parts were put in annexes instead of the body of the SSR.

sufficient, that is, it should be possible to read it on its own, with reference to where the supporting evidence may be found. *For example, the Completion Rates of Recommendations and the data for KPIs are presented in both tables and graphs; one of them (e.g., table) is sufficient. The other one does not add much information to what has been already depicted.*			
The SSRI should provide sufficient supporting evidence, in <u>English language</u>, for its statements and the judgments it contains. This evidence may take the form of data, qualitative information, background documents or any factual information that is relevant to the statements made. The need for conciseness means that this evidence may be mentioned in the body of the report, and then put in an annex or appendix, so it can be consulted when necessary, without interfering with the easiness of reading the report.			The body of the SSR mentions the relevance of the evidence quoted and then the number of the annex. More evidence has been provided in all standards and integrated with the previous version. Moreover, many documents were translated into English, and some others were summarized in English.
Since the Institution is operating in different locations and having sections for male and female students, a single report should be provided but any significant differences should be noted and comments made about reasons for the differences and any response that should be made to deal with those differences.			Where relevant, the report mentions the differences between the different campuses and branches, such as, for example Standard 4. Standard 6 also mentions the differences between the library facilities in the different branches. Standard 7 comments on the ongoing projects in different locations. A section was added to the relevant section in the profile to comment on these processes.

	The descriptions of procedures should indicate how evaluations were conducted in the different locations/branches. It is important to check that the various campuses' experiences and judgments as well as sections for male and female students are fairly included. It is important not to average conflicting evidence. KPIs need to be reported for male and female sections and then the total, and also for the Main Campus as well as Branch Campuses. SSRI needs to provide more information about Branch Campuses. Comparisons need to be given and could be in attachments with references within SSRI.		Moreover, a booklet with detailed questionnaire results and performance indicators data has been prepared.
	It is recommended to highlight how UQU maintains a unified academic system for applying teaching curricula and research programs for both male and female students and faculty alike in the various campuses. Is each academic department considered a single academic unit or a program in its respective college; hence, its respective department council (containing both female and male faculty) and chairperson are responsible for its academic affairs?		Various measures of unification are discussed in the SSR, including the unified use of NCAAA templates and the unified quality requirements, the internal review visits. There are different structures for departments at UQU. The majority of departments are considered a single academic unit, with departmental councils including both male and female members and offering one or more programs. In some medical colleges, however, different departments participate in offering a single program, but each department is considered an administrative unit, with a chair and a council. This information was added in section 2 of the profile.
	It is recommended to illustrate in detail how UQU integrate the various campuses from the Academic and Administrative perspectives.		The different branches are basically considered colleges, and their deans participate in the university council in the same way the deans of the other

			colleges do. The staff members and students also participate in the university events and activities. Some supporting deanships, such as the Deanship of Student Affairs and the Deanship of Admission and Registration, have representatives or vice-deans at the branches in order to closely supervise the deanships' duties at the branches. This was also added to section 2 of the profile.
	Self-Study Process. This section should deal with the self-study process: how it was organized, how the different views were collected and taken into account, the way in which evidence was collected and is now provided as a basis for judgment, indicating who was responsible for drafting the SSR, how it was <u>disseminated and accepted by the different University stakeholders.</u> This section is meant to show the readers of the SSR that the self-study effectively engaged the University community, and thus, the community effectively has a <u>feeling of ownership with regard to its outcomes.</u>			The section of the Self-Study Process mentions briefly the most important aspects of the process and the formation of the standards committees. The section has been expanded with some more details. The university community has been, and will further be, updated about the results of the SSR through a series of events and publications. The feeling of credibility and ownership come from the fact that representatives from all units and colleges were involved in the data collection and writing process, and even at the stage of replying to the latest NCAAA comments.
	The SSR should show how the University is doing with relation to the standards set out by the NCAAA. This should be done in such a way that in each case there is an overview of the situation of the University with relation to the standard, plus a short paragraph in which the main differences in <u>each campus</u> can be identified. This means that when analyzing each standard, a *profile* of the institution is provided, rather than an average, which actually hides both strengths and weaknesses in any given area.			Differences where highlighted, were relevant. However, some standards might not show clear differences between the different branches because of the standardization and centralization of the area of operation, such as Standards 2 and 8, for instance. However, where relevant, the situation on the different campuses was discussed. The discussion based on averages was deleted from the SSR where it masked differences.

It is recommended to check all tables for consistency, missing data, calculation of percentages and class size for male and female sections, etc.			Checked
On Pages 125 & 126, "The plan included 3 goals and 5 strategic objectives." The Third goal " **A university community that is professional in quality"** is missing**.** In Table 3, it is recommended to replace A, B, and C by First, Second, and Third Goal.			Fixed Replaced
Actions that have been taken to improve the following should be addressed: • The low proportion of female faculty members to the number of female students. • The success rate in the first year • The low completion rate of undergraduate students. • The low ratio of students to administrative staff. • The low ratio of operating financial allocations allocated to student services.			These issues were discussed in different parts of the report, particularly standards 4, and 9. The discussion was enriched with further examples and evidence, mainly (G.9.41, G.4.138, G.4.139). These points will be discussed in the detailed standards responses.
Under the heading "Description of the process for the preparation on this standard", it is recommended to add the specific documents, reports, data and information and how they were collected, the frequency of meetings, etc. the Committee responsible for that particular Standard has used to write it.			Where special forms and arrangements were used, an annex describing the arrangements was attached. (standards 5, 6, 9, and 10). Standard 4 already has a detailed description of the process.
Survey data need to be reported particularly on standard 4 with some comparisons across programs, colleges, campuses, females and males, etc.			A report has been attached.

1. EEC-NCAAA			2. Institution Response		
Pt.	**Pg.**	**Notations and Recommendations**	**Pt.**	**Pg.**	**Responses**
11	405-440	**Standard 10. Research**			
		UQU is recommended to have its formal institutional research plan including benchmarked performance indicators and budgeting in English language.			Translated
		All supporting evidence should be in English language.			The major documents have been translated. Most of the less import documents have been summarized in English.
		UQU is recommended to publish intellectual property policies in English language.			Translated
		UQU is recommended to establish a well organized and structured database to monitor all the university research activities, <u>internal and external funds</u>, and publications in the University.			Databases have been made to monitor the research activities, and some relevant statistics are in Annexes (G.10.49), (G.10.50), (G.10.51), (G.10.52), (G.10.53), (G.10.61), (G.10.74), and (G.10.75).
		SSRI should elaborate and provide evidence on:			
		a) any international collaboration specifically supporting research, and to which extent these implemented/ useful/effective are,	10.1		UQU has applied to the International Co-operation Program initiated by Research and Development at the Ministry of Education, and 44 research projects were initially accepted. (G.10.91)
		b) annual reports published on the overall institutional research performance and <u>action plan and strategies</u> for <u>improvement</u> of percentage of faculty publishing research, research facilities and equipment and total annual operating budget for research,	10.1		Annual reports are included in the evidence, see for example Annex (G.10.19) and (G.10.25). Annex (G.10.77) includes the action plan of the Deanship of Scientific Research (added to section 10.1).

c)	the rule of research units/centers in colleges; budget for these units,	10.1		There are rules of research centers in (G.10.7).
d)	data related to male and female research activities and the various campuses,	10.2		The required data is provided in (G.10.78), incorporated in section 10.2
e)	UG research activities and the various initiatives to encourage joint research between faculty and students,	10.2		Students participate in an annual student research form (G.10.79), and there is a special program to provide support to students going to conferences (G.10.80). (Section 10.2)
f)	the management process for research proposals, and how these proposals are prioritized,	10.1		The priorities are set according to national needs to support knowledge economy. (Section 10.1 and introduction)
g)	plans taken to involve industries and external funding resources,	10.3		There are external agreements mentioned in the report. Extra supporting evidence includes (G.10.81), (G.10.82), and (G.10.83). (Section 10.3)
h)	"Ethics of human / animal research",	10.1		There is a committee for the ethics of human/animal research, and the adopted bylaws are included in (G.10.84) (section 10.1).
i)	mechanism UQU uses to investigate fraud or plagiarism,	10.1		There are bylaws for research ethics (G.10.10) as well as a plagiarism detection unit (G.10.85). (Section 10.1)
j)	any institutional policy specifying the minimum research expectation for faculty members,	10.1		UQU is following the official unified by-laws, and the bylaws of postgraduate supervision (G.10.86) include some requirements. (Section 10.1)
k)	the support of UQU to its faculty in the area of research in teaching and learning in the various disciplines,	10.1		There is a tree for research specialties, and support for the field of learning and teaching will be included in the support areas in the fourth round of research grants. (Section 10.1)

	l)	teaching load versus time for research activity,	10.1		UQU is following the official unified by-laws, and there is a proposal for counting research as part of the official load (G.10.87) (Section 10.1).
	m)	evaluation of the adequacy of the research facilities/budgeting/ manpower, and equipment made available for faculty to do research,	10.4		The research facilities have been evaluated for the different colleges, as shown in (G.10.88). (Section 10.4)
	n)	the mechanism by which students are included in research: acknowledged, joint authorship.	10.2		There are bylaws for joint publication and protecting the rights of postgraduate studies (G.10.45), as mentioned in section 10.2.
	o)	research policies regarding conflict of interest , ownership of IP and research commercialization,	10.3		The intellectual property bylaws and the mechanisms of research marketing have been discussed in section 10.3. See Annex (G.10.56)
	p)	any action plan to increase the research collaboration with industrial/governmental/private agencies,	10.3		The Deanship has prepared an action plan to increase research collaboration, as can be seen in (G.10.89). Moreover, a proposal has been made to establish an office for technology transfer (G.10.83). (Section 10.3).
	q)	various stakeholders feeling about the university provision of adequate facilities and equipment to support the research activities, and	10.4		The research facilities have been evaluated for the different colleges, as shown in (G.10.88). (Section 10.4)
	r)	comparability of research laboratory facilities and equipment at male and female sections and campuses.	10.4		There is ac committee for labs and facilities (G.10.90). There are also labs for certain colleges as well as the recently opened shared research labs for male and female students. https://uqu.edu.sa/en/App/News/41016