A Strategic Approach for Making Higher Education Institutions Relevant and Viable through Engaged Learning and Teaching based upon Graduate Employability Profiles

By Serwan M J Baban*

HEI's attempt to stay relevant and viable through engaging effectively with society, government and the private sector at all levels. These objectives are achieved via renovating their vision, approaches to learning and teaching and developing relevant graduate profiles for employment in both public and private sectors. It has been recognised that these interrelated challenges can successfully be accomplished through effective management practices and resourceful planning to handle ongoing market influences, competition and fluctuations in student enrolments. Therefore, enabling the institution to align its decisions with its mission and goals, while addressing risk assessment and risk management and considering the needs and expectations of its internal and external constituents. This paper presents a collaborative process for developing learning and teaching strategic plans, with a focus on graduate employability profiles, to fulfil an institution's forethought for the future. The paper also proposes an implementation procedure to manage the successful delivery of declared learning and teaching priorities and objectives. In other words, enabling the organisation to remain relevant and competitive and on the path to realize this aspiration.

Keywords: Higher Education, Learning and Teaching, Strategic Plans, Relevance, Graduate Employability.

Introduction

The purpose of an organization defines why it exists in a specific environment and what it is intended to do. Higher Education Institutions (HEIs) are the engines of social and economic development in their host communities. Hence, to become relevant HEIs need to evolve continuously and to operate in the context of serving their stakeholders, host environment and to contribute effectively towards national socio-economic development (Balderston, 1995; Baban, 2022, 2023).

Therefore, to fulfil their purpose HEIs are expected to provide academic leadership which involves producing high quality graduate education and selective undergraduate education. In addition to offering professional development and technological training which mostly deals with the preparation of students for potential specific job markets. Hence, these attributes known collectively as a graduate employability profile is a framework that a HEI/college uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate.

---

*Professor, Chief Scientific Advisor, The Presidency of Kurdistan Region, Iraq.

Developing these characteristics in graduates will require strong connections and communications with employers and the job market which in turn will lead to relevant curriculum development, optimal learning outcomes and the desired graduate employability profiles. They will also need to be determined at institutional level and then identified at a faculty, discipline, qualification and subject level through a range of approaches including consultations with employers, students and professional bodies (Baban, 2018a, 2023; Kirui and Sang, 2020; Hudson, 2023).

A review of the literature reveals that HEIs are facing challenges in producing graduates capable of responding to, and meeting evolving market needs, contributing to nation building, sustainable development and wealth creation (Moran and Stevanovic, 2009; Kirk, 2010, Baban2011a; Baban 2011b; Halbinger, 2020)

Furthermore, it is progressively becoming evident that higher education is not a luxury; in fact, the attainment of a higher education degree is becoming essential for survival in a competitive job market. Consequently, higher education is increasingly seen as a priority in the policies of international aid agencies such as the World Bank (World Bank, 1994, 2000).

Evidently, potential future changes in HEI's teaching and learning functions to increase their relevance and contribution to the economy, development and the society in general includes a serious focus on developing and implementing graduate employability profiles, making the learning and training more student centred in order to make the graduates aware of the developments in society and of what is required of them in the future including the necessary skill sets for future employability (Spring, 1998; Baban, 2017; Baban, 2022, 2023; Halbinger, 2020). Within this rapidly transforming world, HEI's attempt to stay relevant and competitive as well as engaging effectively with society, government and the private sector. However, due to multiple external and internal issues they often face significant challenges in attaining these aspirations (Keller, 1983; Baban, 2017, 2022). The challenges often include:

i. Fluctuations in student enrolments, the change in student demographics and associated funding irregularities .
ii. Market influences driven by the threat of competition has led to the emergence of higher education as a business. As a result, institutions have been under pressure to expand rapidly and redefine their roles and vision to match the new reality (Newman and Couturier 2002).
iii. The pressures to meet public expectations and the obligations to become more transparent and accountable in the new competitive environment (Moja, 2007). Therefore, the "business as usual" approach became less and less acceptable from the public perspective (Taylor et al., 2008).
iv. Meeting the demands made by accrediting bodies, these bodies, responding to external demands for accountability through the development of standards for assessment and learning outcomes, started to assert that HEIs should have a strategic plan and an assessment plan in order to meet accrediting requirements (Baban, 2018a).

These conditions have obliged HEI's to seek the means to manage these demands and pressures, determine what it intends to become in the future and at the same time, succeed in an evolving competitive environment (Baban, 2018a, 2023; Neumann and Guthrie, 2006; Hudson, 2023). As a consequence, strategic planning has emerged as an effective tool for developing and implementing a proactive and flexible stance whilst operating in a fluctuating environment (Keller, 1983, Baban 2017, 2018b, 2023). It follows that strategic plans were viewed as pathways for formulating institutional mission and vision, prioritising resources, and promoting organisational focus. Therefore, HEIs need to adopt their resources, activities, and knowledge so that the strategy can be seen as the direction and scope to achieve desired outcomes in a changing environment (Kettunen, 2008; Halbinger, 2020). Some even indicated that HEIs should undergo transformations to become initiators of change rather than just responding to external pressures and external needs (Moja, 2007).

This paper presents a strategic approach for making higher education institutions relevant and viable through developing learning and teaching strategic plans, with a focus on graduate employability profiles, to fulfil an institution's forethought for the future. The paper also proposes an implementation procedure to manage the successful delivery of declared learning and teaching priorities and objectives. Hence, enabling the organisation to remain relevant and competitive and on the path to realize this aspiration.

Graduate Employability Profiles

The world's economy is changing as knowledge becomes more important. Therefore, the quality of graduates developed by higher educational institutions, and their suitability to employment is becoming increasingly critical to national competitiveness. In fact, employers and professional bodies have acknowledged the need for graduates who are responsive to economic, social, cultural, technical and environmental change and can work flexibly and intelligently across business contexts. Furthermore, they signified that graduates are expected to understand the part they play in building their organizations, and have the practical skills to work effectively in their roles.

Various authors have offered definitions for employability, Griesel and Parker (2009) highlighted the main categories of skills and attributes that employees look out for when recruiting graduates. These are; basic skills, intellectual ability, workplace skills, applied knowledge and interactive skills, these are collectively referred to as the 'Graduate Employability Profiles'. Whist, Weligamage (2009) and Sha (2006) indicated that employability relates to the skills and attributes needed to gain employment and progress in an industry. Another relevant definition of employability is: a set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Yorke, 2004).

In practical terms this endeavour will require HEI's to focus on developing graduates with the expertise and intellectual capacity and curiosity required to meet arising local, regional and national challenges facing the country. Consequently, the graduates should leave the institution with specific knowledge and expertise in their chosen discipline as well as the necessary skills to succeed in a competitive environment and to make tangible contributions to the development process. Furthermore, HEI's should aim to prepare their graduates to become active global citizens and leaders, attuned to the development process and cultural diversity to benefit from employment opportunism locally, nationally and internationally (Oliver, 2004; Baban, 2011, 2017).

Higher Education institutions worldwide make an effort to inculcate and develop graduate employability skills in their students by providing academic staff with a clear framework and the necessary relevant support and resources to integrate these skills into the curriculum, course design and assessment, provide students with work placements and exposure to professional settings and offer advice and guidance through career services. Moreover, some higher educational institutions tend to offer their students opportunities for developing the required skills through participation in clubs, societies and work placements.

Strategic Planning and Higher Education Institutions

Strategic planning in higher education emerged in the 1970's and 1980's and has been steadily evolving since as a response to various external and internal challenges facing higher education intuitions (Chaffee, 1984; Gumport and Sporn, 1999; Hinton, 2012). Chandler (1962) defined strategic planning as "the determination of the long-term goals and objectives of an enterprise and the adoption of courses of action and the allocation of resources necessary for carrying out these goals". Crisp (1991) defines strategic planning in higher education as "the set of activities designed to identify the appropriate future direction of a college and includes specifying the steps to move in that direction". Whilst, Johnson, et.al, (2008) defines it as the direction and scope of an organisation over the long term, which achieves advantage for the organisation through its configuration of resources within a changing environment, to meet the needs of markets and to fulfil stakeholder expectations .

Essentially, strategy involves setting the future plans of the Institution, but it requires a comprehensive understanding of the Institution's resources (such as cash, assets and employees), it's environment (such as markets, political and economic issues, customers and competitors) and exactly what the Institution's stakeholders (anyone with an interest in the business, such as shareholders, staff, customers, government, etc.) expect of the Institution. Furthermore, strategic planning assumes that specific aspects of the future can be created or influenced by the organisation. Consequently, there is wide consensus that strategic planning, if developed and implemented properly, will offer HEIs a solid road map to progress and to successfully serve the community (Hinton, 2012; Baban, 2017). More specifically, having an effective a strategic plan will

i.   Provide direction: One of a strategy's main advantages is the direction it provides for the Institution. By laying out a well-thought-out plan, the institution will be sure that everyone is working toward the same objectives and will give staff members a sense of shared responsibility.

ii.   Establishes a measure for success: by enabling organisations to compare their growth and performance to predetermined objectives.

iii. Increases adaptability: In the current innovation-focused society, Institutions need to be responsive to change. An effective business strategy will allow Institutions to predict and meet the changing demands of the current market.

iv.   Enhances adaptability: Institutions must be flexible to change in the modern, innovation-focused society. Institutions will be able to anticipate and meet the shifting demands of the present environment with the help of an effective business plan.

Strategic planning in higher education emerged in the 1970's and 1980's and has been steadily evolving since as a response to various external and internal challenges facing higher education intuitions (Chaffee, 1984; Gumport and Sporn, 1999; Hinton, 2012).

Contemporary strategic plans have multiple components and each component serves a specific purpose. These components are planning tools used either separately or in groups; the planning process is tasked with ensuring that these individual components are aligned with each other and mutually supportive. Strategic planning can be developed with two focuses, first a focus on internal pressures, bases strategic planning on institutional values, and is purely practical, seeking to assist the HEI to run efficiently and effectively (West-Burnham, 1994; Larsen and Langfeldt, 2005; Hinton, 2012). The other focus is related to positioning the HEI in relation to its external environment, emphasising planning in response to financial changes, government regulations, changes in the student market, competition from other HEI's, emerging technologies, or international pressures (Gumport and Sporn, 1999; Bayenet et.al., 2000).

The planning process will also provide an interactive platform for all relevant staff at the institution to develop and document a collective vision, values and mission statements (Baban, 2015). In addition to developing comprehensive strategies, and detailed action plans for the core activities of teaching and learning. These supporting documents will provide specific points of reference and guidance in the planning process and during the implementation period.

**A Practical Approach for Developing a Learning and Teaching Strategic Plan**

In terms of process, strategic planning will require developing a collaborative learning and teaching vision, identifying the priorities, procedures, and operations to achieve the vision. The collective institutional vision is then translated into a mission statement and goals. Then after, the planners need to articulate practical strategies for achieving the goals as well as addressing goal measurement which involves articulation of objectives (the short-term conditions needed to achieve

desired conditions for a particular goal), indicators (the quantifiable measures of progress; they provide numeric assessment of the desired conditions of well-being for a particular goal) and benchmarks (the target levels of performance expressed in measurable terms and specified time frames, against which actual achievement is measured).

An effective implementation plan detailing accountabilities, deadlines and measures for assessing the completion of various tasks is also required. These should be accomplished in a positive environment inspiring the sense of ownership for the plans by staff and relevant academic units. Next monitoring as well as evaluation and revisions are required to inject the necessary adjustments to further enhance the process (Fig 1).

This process amongst other issues will require growing and obtaining collective institutional understandings and agreements on the purpose of an organisation. Defines why it exists? what it is proposed to do? A role is defined as the actions or functions that it assumes to achieve its purpose. In addition to the fundamentals of learning and teaching (Biggs, 2001) which include vision, core values and operating principles as well as priority and accountability issues. More specifically (Baban, 2018a, 2018b, 2023);

Figure 1. The Process of Developing a Teaching and Learning Strategic Plan
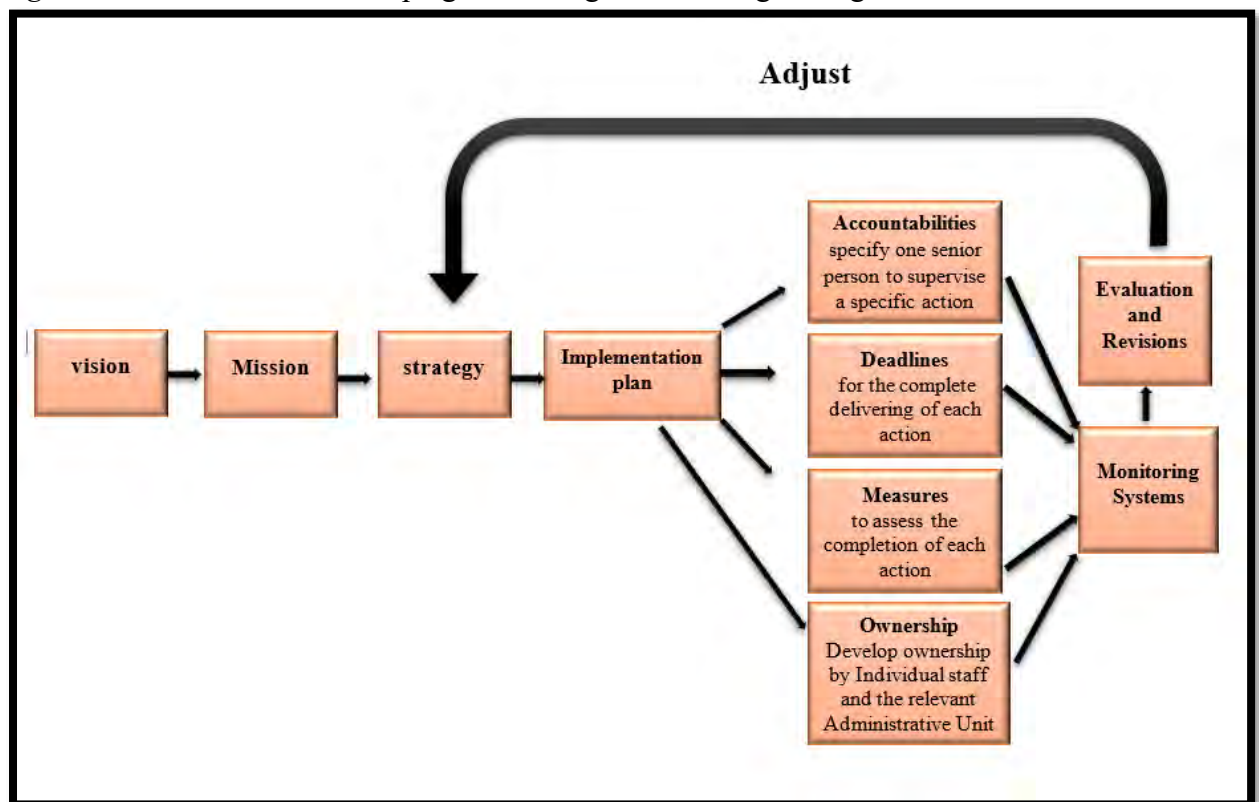
Institutional Agreements

An essential first step for any strategic planning is obtaining institutional agreements on the following concepts and principles:

i. **Organizational core values and operating principles.** These are the beliefs and principles that guide the organization; these should be shared and strongly held values by senior management and staff. By ensuring that all employees are working toward the same objectives, having clearly defined institutional values helps the organisation realise its mission. These principles should guide every decision the institution makes. HEI's Core values often include academic freedom, academic excellence, equitable access, respect, accountability, transparency, honesty, integrity and collegiality.

ii. **Vision for the Target Community.** This is the HEI's impression of what the community it serves would be like if the values and operating principles including gradate employability profiles were shared and practiced by all involved. The vision must be based on the values of those involved in the process and will have a stake in the achieving the vision.

iii. **Mission.** This is the HEI's public statement of the contribution it promises to make to help accomplish the community vision.

The Planning Process

Developing a learning and teaching plan is a collective process involving input from all relevant staff (Biggs, 2001; Biggs and Tang, 2007, Baban 2018b, 2023), hence, once, a combined institutional view is developed and agreed upon, the planning process can proceed through determining the following issues:

i. **The Current Status of the Learning and Teaching at the HEI.**

The required information can be gathered using both internal and external questionnaires to establish a realistic understanding of the **HEI's** real competencies in learning and teaching as well as the demand for HEI education, employability of its graduates. Besides identifying and examining actual and potential local, regional and national competitors in this field.

ii. **Priority Learning and Teaching Issues.**

Identifying these priorities requires preparing and shaping a HEI's learning and teaching with a particular focus on the future. The priorities will set the direction of the HEI over the long term and clearly defines the overall mission including markets, customers and products; as well as the vision in terms (conceptualisation of what the organization's future should or could be). In turn, it will determine the institutions niche, graduate employability profile and competency within its geographic and virtual environments.

iii. **Expected Objectives.**

These objectives should be articulated to express what the HEI must achieve to address the learning and teaching priority issues.

iv. **Determine Accountability.**

Determine the accountable personnel and the relevant time lines for implementing the strategies, action plans, and budgets and effectively communicate the process of allocating resources (time, human capital, and funds) to address the priority issues and achieve the defined objectives.

v. **Reviews.**

Regular reviews should be conducted to ensure that the plans are performing as planned, evaluate the outcomes and to adjust the plans as necessary. Ultimately the learning and teaching plan requires that:

1. All degree programmes have curriculum statements outlining the graduate profile of those who graduate with the award of the degree.
2. All courses in the degree have a clear statement of learning outcomes mapped in the graduate profile, indicating how the learning outcomes from the course contribute to the degree.
3. All courses have a clear statement of how the teaching methods used in the course relate to the learning outcomes for the course and provide these for students.
4. All courses have a clear statement of assessment requirements for the course and how these relate to the learning outcomes for the course.

A Collaborative Process for Developing a Learning and Teaching Strategic Plan

The following represents a participatory and an interactive process for developing the strategic plan based on written responses from staff at various HEI, college and department levels (Biggs, 2001) derived through the following specific tasks Figure (2). The tasks can only be successfully executed after establishing institutional agreements on the fundamentals such as the intuition's goal, core values and operating principles.

Task 1: Defining the Learning and Teaching Vision, Mission and Values.
The task, through the questions below, aims to develop a consensus on the learning and teaching vision, mission and core principles.

Developing the Vision

Based on institutionally agreed values, concepts, definitions and your own experience, list five points best defining the learning and teaching vision for the institution as a distinguished local, regional or international HEI.
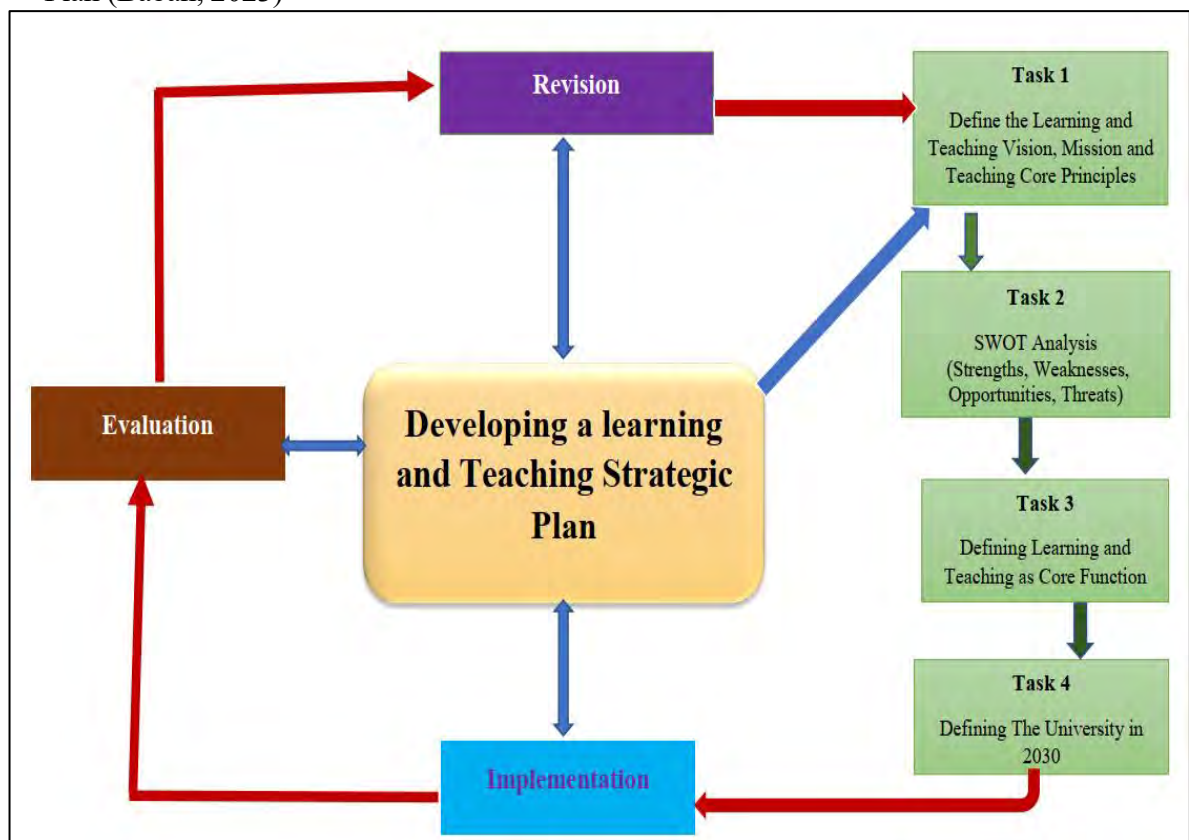
Developing the Mission

Based on institutionally agreed values, concepts, definitions and your own experience, list five points best defining the learning and teaching mission for the institution as a distinguished local, regional or international HEI.

Developing the Learning and Teaching Core Principles

Based on institutionally agreed values, concepts, definitions and your own experience, list five points best defining the learning and teaching core principles for the HEI. These might include staff development, pedagogy, graduate employability profile and links to the market, links with international institutions and professional organisations).

Figure 2. A Collaborative Process for Developing a Learning and Teaching Strategic Plan (Baban, 2023)

Task 2: SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis

The task, through the questions below, aims to establish the current status of the HEI by focusing on Quality, Relevance, Internationalisation, Accreditation and Graduate Profile/Employability. Then comparing these characteristics with the main competitors locally, regionally and internationally.

Defining Strengths, Weaknesses, Opportunities, Threats

Based on institutionally agreed values, concepts, definitions and your own experience, perform SWOT analysis for the HEI's Teaching and Learning approaches as well as quality, curriculum content, development and relevance).

Task 3: Learning and Teaching as Core Functions

This task, through the question below, aims to define the institution's learning and teaching processes, delivery and assessment modes. Then relate these core function to the preparation of a distinctive HEI graduate obtaining the knowledge, skills and the intellectual curiosity required for the development of region, country and worldwide.

Defining Learning and Teaching Core Functions

Based on institutionally agreed values, concepts, definitions and your own experience, list five points best defining the Learning and Teaching, curriculum content and relevance, development as well as graduate profile and market needs.

Task 4: The HEI in 2030

The task, through the question below, aims to develop consensus regarding the main points defining the HEI in 2030 to become the preferred destination for students, lectures and researchers as well as being the first choice for employers.

Defining the HEI on 2030

Based on institutionally agreed values, concepts, definitions and your own experience, list five points best defining the HEI in 2030.

The Implementation Plan

The implementation plan is the means of turning learning and teaching goals and objectives into a working plan. There are a number of prerequisites that reinforce implementation and ensure a successful outcome, these include (Baban 2018a, 2018b, 2023):

1. Assignment of responsibility, deadlines and identification of measures of completion and documentation. Therefore, it is necessary to identify one person to be accountable for the implementation of a specific action to completion, a person to monitor the implementation of the specific action, a date by which the action is expected to be completed, and what measures will be used to define success in the implementation of the action. Figure (3), represents a basic implementation plan for a HEI learning and teaching priority, containing clearly defined actions, implementation and monitoring responsibilities as well as the deadlines for delivering the actions.

2. The person's assigned responsibilities for the actions must have the authority and the necessary resources (people, time, space, technology, and funding) to deliver the required objectives on time.

3. Facilitating faculty participation as a central component of HEI operations. Therefore, the HEI should target faculty members as individuals and aim at obtaining commitment, willingness and a positive collective sense of the need for change. In addition to encouraging the organisational units to take responsibility for their strategic planning, while promoting alignment between unit-level plans and with the HEI's overall strategic plan.

4. Strengthen the participation and capacity of planners and implementers. This is necessary to enable the organizational units to successfully fulfil their role in strategic planning process and it can be achieved through creating a diverse leadership team with deep organisational knowledge, a variety of perspectives, and an understanding of decision-making powers and boundaries

5. Conducting a semi-annual review. This review is necessary to transparently manage the goals of the strategic plan.

6. The implementation plan should be flexible in its formation; hence it can be easily adjusted to respond to concerns about the planning process as well as the internal and external changes that will occur during the life time of the strategic plan.

7. HEI's in their early years of strategic planning, especially those embarking on strategic planning for the first time need to be mindful of financial limitations and establish goals and action plans reasonably feasible in regard to both human and financial resources.

Figure 3. The Implantation Plan for an Identified Priority within HEI Learning and Teaching Plan (Baban, 2023)

Teaching and Learning Priorities			Dates			
Priority: Curriculum Development and Renewal			Sept	Oct	Nov	Dec
Actions	Implementation	Monitoring				
1.1. **Staff Development.**						
A Staff Training on graduate Profile, Curriculum Development and Program Benchmarking	Head of Dept.	L & T Unit		■		
B Training in Class administration	Head of Dept.	L & T Unit	■			
C Training in preparing course handbooks	L & T Unit	Head of Dept.	■			
D A development strategy to introduce staff to in new learning methods and technologies.	L & T Unit	Head of Dept.	■			
1.2. **Curriculum Development**						
A Prepare graduates for professional Practice and fulfilled the University's graduate attributes.	Dept. Scientific Cttee	Univ. Council + L & T Unit			■	■
B Form a Curriculum and Renewal Committee.	Head of Dept.	Dept. Council	■			
C Embed Graduate Attributes into coursework, including assessment, design, teaching and evaluation.	Dept. Scientific Cttee	Univ. Council + L & T Unit		■		
D Examination of Core courses with a particular focus on learning to the graduate profile and market needs.	Dept. Scientific Cttee	Univ. Council + L & T Unit		■		
E Committee evaluating (Benchmarking) of complete curriculum internally and with other relevant University.	Dept. Scientific Cttee	Univ. Council + L & T Unit		■		
F Department council approval of curriculum.	Dept. Council	Head of Dept.	■			
G University Council approval of curriculum.	University Council	Univ. Council + L & T Unit	■			

Conclusions

HEI's are facing ongoing challenges to stay relevant and competitive in their learning and teaching approaches and programmes offered which have significant impacts on graduate employability. Evidently, these aspirations can be achieved via modernising a HEI's vision and programmes utilising new approaches to learning and teaching and producing graduates with the relevant graduate employability profiles to gain employment with government and the private sector. This paper presented a participatory process for developing learning and teaching strategic plan based on staff feedback at various HEI, college and department levels derived through several tasks. The tasks can only be successfully executed after establishing institutional agreements on the intuition's operating principles and learning and teaching fundamentals such as vision, mission, values and goals. The paper also proposes an implementation procedure to manage the delivery of declared and approved learning and teaching priorities and objectives

The process of planning must start with a clear understanding of the motivation for planning; ensuring the availability of all the necessary resources, and the leadership must maintain a focus on the strategic plan's priorities and goals. Furthermore, middle management and staff must be engaged throughout the

planning process so they develop the capacity and understanding required to implement the plan. At the same time, the wide input from multiple constituencies regarding the institution's major learning and teaching priorities must be carefully considered and accommodated within the plan.

This paper also promotes establishing collective institutional agreements on the intuition's operating principles, priorities and fundamentals to allocate and ensure the availability of all the necessary resources when they are needed at university, college and departmental levels. Hence, the leadership should focus on aligning the necessary human, financial and physical resources allocations and cultivating new resources to support the key teaching and learning priorities in the university strategic plan.

Experience has shown that, the planning process and associated procedures can also advance evidence-based decision-making and in particular, the budget process and to lay the foundation for performance measurement, which allows managers to make resource allocation decisions in accordance with clearly defined teaching and learning goals. In addition, it assists the monitoring of progress whilst detecting deviations from the plan and correcting them on a timely basis.

References

Baban S. M. J. (2011a*). The Role of KRG Higher Education Institutions in the Process of Nation-Building*. A presentation in the Kurdish World Congress, Rotterdam, Netherlands during 7-9 October 2011.

Baban S. M. J. (2011b). *The World Bank-Iraq Education Study Tour for the Knowledge Economy South Korea and Malaysia June 6th-19th, 2011*. A Report to the Governing Board, University of Kurdistan Hewler, August 2011, 21 pages.

Baban S.M.J. (2015). *The Strategic Plan for Cihan University 2015-2020*. Kurdistan Regional Government, Iraq. 25 pages.

Baban S.M.J. (2017). *Stances on Higher Education and HEI Governance. Published by Kurdistan Regional Government, Erbil, Iraq*. 374p. Catalogue Record in the General Directorate of Public Libraries, Ministry of Culture and Youth, Kurdistan Regional Government, Iraq: 2-2017.

Baban S.M.J. (2018a). An Interactive Process for developing Strategic Research and Research Training plans for Higher Education Institutions. *International Journal of Development and Sustainability (IJDS)*, Vol. 7, No. 1, 240-249

Baban S.M.J. (2018b). *HEI's in Developing Countries: A Road to Excellence*. Lap Lambert Academic Publishing. 134 Pages. ISBN: 978-613-9-87426-2.

Baban S. M. J. (2022). *A Scheme for Enhancing a HEI President's Performance in a Transforming World*. 9 Pages. ISSN: 2188-1162 The European Conference on Education 2022: Official Conference Proceedings. *https://doi.org/10.22492/issn.2188-1162.2022.27*.

Baban S. M. J. (2023*). A Practical Approach for Developing Strategic Learning and Teaching Plans for Higher Education Institutions*. Oral presentation at the 25th Annual International Conference on Education 15-18 May 2023. Athens Institute for Education & Research. Athens, Greece.

Balderston F. (1995). *Managing Today's HEI*. Second Edition. Jossy-Bass, 399P.

Biggs, J.B. (2001). *The Reflective Institution: Assuring and Enhancing the Quality of Teaching and Learning'*, Higher Education, 14, 221-238.

Biggs, J. & Tang, C. (2007). *Teaching for Quality Learning at University: What the Student Does*, (3rd ed.), Maidenhead, England: Open University Press.

Bayenet, B., Feola, C. & Tavemier, M. (2000). Strategic Management of Universities: Evaluation Policy and Policy Evaluation. *Higher Education Management*. Vol. 12, No. 2, pp. 65–80.

Chaffee, E. E. (1984). Successful Strategic Management in Small Private Colleges. *The Journal of Higher Education*, Vol. 55, No. 2, pp. 212–241.

Chandler, A. Jr. (1962). *Strategy and Structure: Chapters in the History of the American Industrial Enterprise*. MIT.

Crisp, P. (1991). *Strategic Planning and Management, Blagdon, UK: The Staff College.*

Sha, N. (2006). *Are graduates to be blamed? Unemployment of computer science graduates in Malaysia*. Retrieved March 10, 2012, from http://aabss.org/Perspectives2008/AAB SS2008Article6NORSHIMAZSHAH.pdf

Griesel, H. & Parker, B. (2009). *Graduate attributes: A baseline study on South African graduates from the perspective of employers*. South Africa: HESA Press.

Gumport, P. J. & Sporn, B. (1999). *Institutional Adaptation: Demands for Management Reform and HEI Administration*. In: John Smart, ed., Higher Education: Handbook of Theory and Research, Volume XIV New York: Agathon Press.

Halbinger, M. A. (2020). "The Relevance of Makerspaces for University-based Venture Development Organizations" *Entrepreneurship Research Journal*, vol. 10, no. 2, 2020, pp. 20200049. https://doi.org/10.1515/erj-2020-0049

Johnson, D. W., Johnson, R. T. & Holubec, E. J. (2008). *Cooperation in the classroom* (8th Ed.). Edina, MN: Interaction.

Hinton K. E. (2012). A *Practical Guide to Strategic Planning in Higher Education Society for College and University Planning*.48 Pages.

Hudson E. (2023). *Designing a Graduate Profile: Four Essential Steps*. https://globalon lineacademy.org/insights/articles/designing-a-graduate-profile-four-essential-steps.

Keller G. (1983). *Academic Strategy: The Management Revolution in American Higher Education*. The Johns Hopkins HEI Press, Baltimore and London.

Kettunen, J. (2008). Strategy Process in Higher Education. *Journal of Institutional Research* 15, no. 1: 16-27.

Kirui, J. K. & Sang, H. C. (2020). Rethinking Quality and Relevance of University Education in Kenya: Entrepreneurial Dimension. *The Journal of Quality in Education*, 10(16), 144–164. https://doi.org/10.37870/joqie.v10i16.231

Kirk, D. (2010). *The Knowledge Economy in the Middle East*. Pp. 1-6. In Daniel O and Kirk D. (Editors), 2010, Innovation through Education: Building the Knowledge Economy in the Middle East, Global education Research Reports, Report Four, Institute of International Education. New York, USA. 140P.

Larsen, I. & Langfeldt, L. (2005). *Profiling Comprehensiveness? Strategy Formulation and Effects of Strategic Programmes at Traditional Universities*. In: A. Gornitzka, M. Kogan, and A. Amaral, eds., Reform and Change in Higher Education: Analysing Policy Implementation, Springer Netherlands, 2005, pp. 343–361.

Moran A. & Stevanovic Z. (2009). *Iraqi Kurdistan Environment; An Invitation to Discover*. IK Consulting Engineers Ltd. Complex Santafe Studio, Belgrade, 210p.

Moja, T. (2007). *Institutional challenges and implications for HEIS: Transformation, mission and vision for the 21st century*. In: P. MacMillan (Ed.), Higher Education in the World 3: New Challenges and Emerging Roles for Human and Social Development: Global University Network for Innovation.

Newman, F. & Couturier, L. K. (2002). *Trading Public Good in the Higher Education Market*. The Observatory on borderless higher education, January 2002.

Neumann, R. T. & Guthrie, J. (2006). *Performance Indicators in Australian HEI's: Establishment, Development and Issues*. Presented during the EIASM second Workshop on the Process of Reform of HEI Systems, 4-6 May 2006, Venice, Italy.

Oliver, D. E. (2004). Human Capital Theory and Higher Education in Developing Countries. *Journal of Thought*, 39(1), 119-130.

Spring, J. (1998). *Education and the Rise of the Global Economy*. Mahwah, NJ: Lawrence Erbaum Associates. Sykes, A. B. (1996). Opportunities for Partnership in the Pacific Rim: Reflections on a Visit to Vietnam. Paper presented at the Annual Conference of the Community Colleges for International Development, Phoenix, AZ.

Taylor, J., de Lourdes Machado, M. & Peterson, M. (2008). Leadership and Strategic Management: Keys to Institutional Priorities and Planning. *European Journal of Education*, Vol. 43, No. 3, September 2008, pp. 369–386.

Weligamage, S. (2009). *Graduates' employability: Evidence from literature review*. Retrieved June 26, 2014, from http://www.kln.ac.lk/uokr/ASAIHL/SubThemeA8. pdf

West-Burnham, J., Strategy, Policy and Planning (1994). In: T. Bush and J. West-Burnham, eds., *The Principles of Educational Managemen*t. Harlow, England: Longman, 1994, pp. 77–99.

World Bank (1994). Higher Education: The Lesson of Experience. (World Bank Stock No. 12745). Washington, DC: The World Bank.

World Bank (2000). Higher Education in Developing Countries – Peril and Promises. Published for The Task Force on Higher Education and Society by the World Bank. Washington.

Yorke, M. (2004). Employability in the Undergraduate Curriculum: Some Student Perspectives. *European Journal of Education*, 39, 409-427. https://doi.org/10.1111/j.1465-3435.2004.00194.x