

2016

Understanding the change processes resulting from accreditation of colleges in Saudi Arabia

Faisal Ali M. Alghamdi
University of Wollongong, fama637@uowmail.edu.au

Follow this and additional works at: <https://ro.uow.edu.au/theses>

University of Wollongong

Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following: This work is copyright. Apart from any use permitted under the Copyright Act 1968, no part of this work may be reproduced by any process, nor may any other exclusive right be exercised, without the permission of the author. Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material.

Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

Unless otherwise indicated, the views expressed in this thesis are those of the author and do not necessarily represent the views of the University of Wollongong.

Recommended Citation

Alghamdi, Faisal Ali M., Understanding the change processes resulting from accreditation of colleges in Saudi Arabia, Doctor of Philosophy thesis, Faculty of Social Sciences, University of Wollongong, 2016.
<https://ro.uow.edu.au/theses/4760>

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

**Understanding the Change Processes Resulting from Accreditation
of Colleges in Saudi Arabia**

Faisal Ali Alghamdi

Master of Training and Development (Griffith University)

Bachelor of Chemistry (King Saud University)

A thesis submitted in fulfilment of the requirements for the award of the degree of

Doctor of Philosophy

University of Wollongong

School of Education

Faculty of Social Sciences

2016

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious, the Most Merciful

ABSTRACT

Change is inevitable in the life of any organisation, including higher education institutions, in order for it to survive and compete. In Saudi Arabia, the process of accreditation has involved many higher education institutions in order to improve the quality of education provided to students. However, accreditation has been problematic for many Saudi colleges and the change processes resulting from it is not well understood, nor reported on in any depth, from the perspective of those actively involved.

Therefore, the present study aims to develop an understanding of the change processes resulting from accreditation by investigating the perceptions of faculty members in the College of Education and College of Arts at King Saud University which have undertaken the accreditation process and been successfully accredited by international accreditation bodies.

Three research questions were developed to guide this study: 1) What are the perceptions of faculty members about the process of accreditation?; 2) How have education faculty policies and procedures changed as a result of accreditation?; and 3) What are the challenges and benefits for a faculty seeking accreditation?

A case study methodology was used to gain an in-depth understanding of the accreditation process as experienced by the participants in the two colleges. This study employed various methods to collect data from multiple sources, including a questionnaire, semi-structured interviews, and document analysis. The participants were purposively chosen from among the faculty members who had been actively involved in the accreditation process in the two colleges.

The major finding of this study was consistent with the existing literature that claims that change is a complex and multidimensional process. A nuanced understanding of

the change processes in Saudi Arabia requires a combination of models of change based primarily on the teleological model with additional influences from the political, social cognitive and cultural models of change. The accreditation process was perceived by respondents as an opportunity to critically examine their programs and policies and identify their strengths and weaknesses. It also enabled the development of the conceptual framework of the CoE, strategic plan of the CoA, and the core proficiencies that each student in both colleges is expected to demonstrate upon graduation. Moreover, the process helped in the development of a systematic assessment approach for data gathering and analysis to assess program performance. It also increased collaboration among male and female faculty members, increased female members' participation in the decision-making process, and improved cooperation between the colleges and their relevant stakeholders. Furthermore, the accreditation process in both colleges was facilitated by a number of factors, such as the strong level of commitment from senior leaders, the creation of a new organisational structure and the establishment of the position of Vice Dean of Development and Quality, and greater communication. However, the process in both colleges was also inhibited by a number of factors including faculty members' resistance to change and identification of insufficient resources.

The main implication of this study is that leaders in Saudi higher education context should be aware of the complexity of change and not focus solely on one model for change, but instead give great considerations to multiple models of change. Learning and applying more than one model may provide change leaders a larger set of tools to effectively work with the process of accreditation.

ACKNOWLEDGEMENTS

Alhamdulillah, I would like to start my words here by thanking Allah (SWT) for giving me this opportunity and the patience to complete this work. Peace and blessings be upon prophet Muhammad (PBUH), his family and his companions.

I am certain this brief acknowledgement will not adequately express the depth of my gratitude and appreciation for my supervisors, Prof. Ian Brown and Prof. Garry Hoban. Their expertise, support, enthusiasm, friendship and comments were always constructive and positive, guiding me in completing this thesis. I thank them very much for all the efforts they have extended to me.

This dissertation is dedicated to my beloved mother, who passed away during the writing of this thesis. I wish she had lived to see this day. May Allah make her grave a vast place, as well as enlighten it, make it one of the gardens of Paradise and forgive her sins.

This thesis would not have been possible without the prayer and constant support of my father (may Allah protect him). My deep gratitude goes to him for his encouragement and his sacrifice, allowing me to be far from him for years.

I would like to thank my lovely wife for being supportive and patient with me during my most difficult times. I thank her for travelling with me all the way to Australia and staying abroad with me for the last four years. Her love, understanding and hard work enabled my family and I to make the educational journey successfully. To my lovely children, Layan, Saud, Abdullah and Nawaf, the love, joy encouragement, support, patience, tears and frustrations that we shared through this journey enabled me to reach the finish line—you have been my greatest inspiration.

Lastly, thank you so much to my dear brothers, my sister and all who have helped me in completing this thesis.

CERTIFICATION

I declare that this thesis is my own work unless otherwise referenced or acknowledged. This document has never been submitted for a degree at any academic institution.

Faisal Ali Alghamdi

October 2016

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	v
CERTIFICATION	v
TABLE OF CONTENTS.....	v
LIST OF TABLES	vx
LIST OF FIGURES	x
CHAPTER 1: INTRODUCTION	1
1.1 Background to the study.....	1
1.2 Purpose of the study and research questions.....	3
1.3 Significant of the study	4
1.4 Definition of terms	4
1.5 Organisation of the study	5
CHAPTER 2: CONTEXT OF STUDY	7
2.1 Introduction	7
2.2 Kingdom of Saudi Arabia – A background.....	7
2.3 Brife history of higher education in Saudi Arabia.....	9
2.4 Quality of higher education in Saudi Arabia.....	11
2.5 King Saud University.....	14
2.5.1 The College of Education	16
2.5.2 The College of Arts	16
2.6 Accriditation: Definition and purpode	17
2.7 Types of accreditation	19
2.7.1 Compulsory accreditation versus voluntary accreditation	19
2.7.2 Institutional versus programme accreditation.....	20
2.8 Accriditation bodies	21
2.8.1 The National Council for Accreditation of Teacher Education (NCATE)	21
2.8.1 The American Academy for Liberal Education (AALE)	24
2.1 Summary	29
CHAPTER 3: LITERTURE REVIEW	30
3.1 Introduction	30
3.2 Nature of organisational change.....	30

3.3 Forces of organisational change.....	32
3.4 Degree (Magnitude) of change.....	34
3.5 Timing of change	37
3.6 Levels of change	39
3.7 Focus of change.....	41
3.8 The manner and target of the change	42
3.9 Theoretical framework.....	45
3.9.1 Evolutionary model	47
3.9.2 Teleological model	48
3.9.3 Life cycle model	52
3.9.4 Political model.....	53
3.9.5 Social cognition model	55
3.9.6 Cultural model	57
3.10 Combination of models of change	58
3.11 Accreditation process as an example for change	59
3.12 Perceptions about accreditation process.....	62
3.12.1 Perceived benefits linked to accreditation process	63
3.12.2 Perceived problems and challenges linked to the accreditation process.....	68
3.13 Summary	73
CHAPTER 4: RESEARCH METHODOLOGY	76
4.1 Introduction	76
4.2 Research paradigm	76
4.3 Research Design.....	77
4.4 Research sites and participants.....	79
4.5 Data collection	81
4.6 Data collection methods.....	82
4.6.1 Questionnaire.....	83
4.6.2 Semi-structured interview.....	85
4.6.3 Documents	87
4.7 The pilot study	88
4.8 Validity and reliability	94
4.9 Data analysis	95
4.10 Summary	97

CHAPTER 5: STUDY FINDINGS (PART ONE)	99
5.1 Introduction	99
5.2 Demographic characteristics of the participants	100
5.2.1 Survey response distribution.....	100
5.2.2 Participants by position	100
5.2.3 Participants by academic rank	101
5.2.4 Participants by working years in college.....	102
5.3 A general overview of the responses to the questionnaire items	102
5.4 Importance of the accreditation process.....	106
5.5 Extent of implementation of planning activities	113
5.5.1 Development of the CoE conceptual framework and the CoA strategic plan	122
5.5.1.1 CoE conceptual framework	122
5.5.1.2 CoA strategic plan and rge qualification framework for student and graduates	126
5.5.2 Improvement of CoE and CoA assessment process	129
5.5.2.1 CoE assessment system	129
5.5.2.1 CoA assessment plan.....	132
5.5.3 Changes in CoE and CoA academic programs.....	134
5.5.3.1 CoE academic changes	135
5.5.3.2 CoA academic changes.....	140
5.5.4 Modifications of CoE and CoA policies and practices.....	144
5.5.4.1 CoE modifications	144
5.5.4.2 CoA modifications.....	147
5.6 Effectiveness of the implementation of planning activities	149
5.7 Summary	154
CHAPTER 6: STUDY FINDINGS (PART TWO)	157
6.1 Introduction	157
6.2 The presence of factors supporting and inhibiting the accreditation process.....	157
6.2.1 Factors that supported the accreditation processes.....	158
6.2.2 Additional supporting factors to the accreditation process	164
6.2.3 Factors that inhibited the accreditation process.....	165
6.2.4 Additional factors inhibiting the accreditation process	167

6.3 The impact of factors supporting and inhibiting the accreditation process.....	173
6.3.1 The impact of supporting factors on the accreditation process	174
6.3.2 The impact of factors inhibiting the accreditation process	179
6.4 Summary	181
CHAPTER 7: DISCUSSION AND CONCLUSIONS	184
7.1 Introduction	184
7.2 Overview of the findings.....	184
7.3 Discussion of the findings.....	186
7.4 Implications of the study.....	201
7.5 Limitations of the study and suggestions for further study.....	203
7.6 Conclusions	204
REFERENCES.....	206
APPENDIX A: ANZOISE’S QUESTIONNAIRE	227
APPENDIX B: REVISED QUESTIONNAIRE (ENGLISH).....	234
APPENDIX C: REVISED QUESTIONNAIRE (ARABIC).....	240
APPENDIX D: INTERVIEW QUESTIONS (ENGLISH).....	246
APPENDIX E: INTERVIEW QUESTIONS (ARABIC)	247
APPENDIX F: THE EXECUTIVE SUMMARY OF THE COE’S CONCEPTUAL FRAMEWORK.....	248
APPENDIX G: COA STUDENTS’ QUALIFICATIONS AND OUTCOMES FRAMEWORK.....	254
APPENDIX H: TRANSITION POINT ASSESSMENTS INITIAL PROGRAMS AND ADVANCED PROGRAMS	258
APPENDIX I: FIELD EXPERIENCES AND CLINICAL PRACTICE REQUIRED FOR INITIAL PROGRAMS AND ADVANCED PROGRAMS	262
APPENDIX J: THE ORGANISATIONAL STRUCTURE OF THE COE.....	265
APPENDIX K: THE ORGANISATIONAL STRUCTURE OF COA.....	266

LIST OF TABLES

Table 4.1 The purpose of each question in Anzoise's questionnaire	84
Table 4.2 Summary of modifications were made to the original questionnaire	91
Table 4.3 The relationship between the research questions, data collection instruments, and data analysis procedures	97
Table 5.1 Distribution of respondents by colleges	100
Table 5.2 Distribution of respondents by position	101
Table 5.3 Distribution of respondents by academic rank	101
Table 5.4 Distribution of respondents by working years in college	102
Table 5.5 The responses to the importance of the accreditation process	103
Table 5.6 The responses to the extent of implementation of planning activities	104
Table 5.7 The responses to the effectiveness of the implementation of planning activities	104
Table 5.8 The responses to the presence of factors supporting the accreditation process	105
Table 5.9 The responses to the presence of factors inhibiting the accreditation process	106
Table 5.10 Analysis of differences in faculty members' perceptions of the importance of the accreditation process	108
Table 5.11 Analysis of differences in faculty members' perceptions of the extent of the implementation of planning activities	114
Table 5.12 Analysis of differences in faculty members' perceptions of the effectiveness of the implementation of planning activities	150
Table 5.13 An overview of the findings of the case studies	155
Table 5.14 An overview of the findings of the case studies	156
Table 6.2.1 Comparative presence of supporting factors to the accreditation process	158
Table 6.2.2 Comparative presence of inhibiting factors to the accreditation process	165
Table 6.2.3 Responses to the open-ended question (7)	167
Table 6.3.1 Analysis of differences in faculty members' perceptions of the impact of supporting factors	174

Table 6.3.2 The analysis of differences in faculty members' perceptions of the impact of inhibiting factors	179
Table 6.4 Comparative presence and impact of supporting factors to the accreditation process	182
Table 6.5 Comparative presence and impact of inhibiting factors to the accreditation process	183
Table 7.1 CoE and CoA faculty members' major perceptions about the accreditation process	185

LIST OF FIGURES

Figure 2.1 Map of Saudi Arabia	8
Figure 2.2 Expenditure on Higher Education and training by the Saudi Government (in US\$ Billions)	11
Figure 3.1 First and second order changes	37
Figure 3.2 Models of change	46

CHAPTER 1: INTRODUCTION

1.1 Background to the study

The process of change in large and small organisations, profit-oriented and non-profit entities, and industrial and academic institutions is a global phenomenon. Change is therefore considered inevitable, and organisations and their stakeholders always factor it in to their decisions (Bumes, 2004; Burke, 2002, 2014; Drake & Sparks, 2012; Fullan, 1993; Heracleous & Barrett, 2001; Mdletye, Coetzee, & Ukpere, 2014; Seymour & Fife, 1988). Organisational change can be a reaction to internal or external circumstances (Flamholtz & Randle, 2008). External factors include fluctuations in the local economy, in competition levels, available technology, and the overall maturity levels observed within the organisation (Flamholtz & Randle, 2008; Mathisen & Einarsen, 2004). Internal factors might include an internal desire to compete, employee complaints, gaps and shortcomings in decision-making and communication processes, and shortcomings in job satisfaction levels and employee morale (Alexander & Alexander, 2011; Lunenburg, 2010; Lunenburg & Ornstein, 2011). To ensure the continued sustainability of the organisation, it is imperative that changes to aspects related to policies, members, and products be allowed over time.

Academic institutions do not operate in isolation; therefore, they are also susceptible to change. Indeed, periodic changes in higher education institutions are considered the norm, rather than the exception (Kerr & Gade, 1987). The regular introduction of change adds to the strength of the institution and enables it to withstand the competition (Stensaker, 2010). Hence, it is imperative that educational institutions are willing to adapt to their environments to maintain their competitiveness (Spreitzer, 1995).

Saudi Arabian higher education institutions are now seemingly cognisant of the need to change and adapt to the prevailing market. This realisation can be attributed to many sources, like the Arab Human Development Reports (2003, 2014, 2015) issued by the United Nations Development Program (UNDP). These reports criticised the quality of education provided by Middle Eastern educational institutions, judging them to fall short of acceptable international standards. Hence, the reports emphasised the need to overhaul the entire higher education sector within the Arab world (UNDP, 2003, 2014, 2015).

In the aftermath of the publication of this report, several initiatives and changes were undertaken from within the Saudi Arabian higher education sector (Al-Alawi, Al-Kaabi, Rashdan, & Al-Khaleefa, 2009; Al-Atiqi & Alharbi, 2009; Burden-Leahy, 2009; Carroll, Razvi, Goodliffe, & Al-Habsi, 2009). These efforts and changes included increasing government spending allocated to the education sector, a significant expansion in the number of universities (Abou-Zeid & Taha, 2014; Smith & Abouammoh, 2013), conducting a national project called “The Future Plan for University Education in the Kingdom of Saudi Arabia – AFAQ” which set targets for the next 25 years (Al Ohali & Al Aqili, 2010; Ministry of Higher Education, 2010), and conducting the 8th Development Strategic Plan (2005-2009). Some of the most important goals of the Plan include concentrating on research development, developing collaboration between higher education and the private sector and implementing accreditation programs for colleges (Alhazemi, Rees, & Hossain, 2013; Ministry of Higher Education, 2011)

Furthermore, one of the main changes was in the introduction of quality assurance, which has become a priority for the Ministry of Higher Education in Saudi Arabia (Darandari et al., 2009; Onsman, 2010). The National Commission for Assessment

and Academic Accreditation (NCAAA) was established in 2004 in order to support improvements in the quality of higher education. Moreover, all Saudi universities and colleges were encouraged to obtain international accreditation from the relevant accreditation agencies (Abou-Zeid & Taha, 2014). In this regard, accreditation can be considered an external tool to improve the quality of education by creating opportunities to undergo positive organisational changes (Murray, 2004).

1.2 Purpose of the study and research questions

The successful implementation of the change processes is not always easy. Indeed, there are a multitude of challenges associated therein (Flamholtz & Randle, 2008). Beer and Nohria (2000) stated that change remains difficult to bring about since around 70% of all organisational change initiatives have failed.

In Saudi Arabia, many higher education institutions have undergone, and are currently undergoing, a series of significant organisational change. Some of those changes are motivated by a desire to improve the quality of education provided to students by engaging in an accreditation process. However, the process of accreditation has been problematic for many Saudi colleges and the change process resulting from accreditation is not well understood, nor reported on in any depth, from the perspective of those who have been actively involved. Prince (2003) argues that accreditation is a complex process that need to deep understanding.

Thus, the purpose of the current study, therefore, is to understand the change processes resulting from accreditation as perceived by faculty members of College of Education (CoE) and College of Arts (CoA) at King Saud University (KSU) in Saudi Arabia. The CoE and CoA have received the institutional accreditation from the National Council for Accreditation of Teacher Education (NCATE) and the

American Academy for Liberal Education (AALE), respectively. This purpose will be addressed by answering the following research questions;

1. What are the perceptions of faculty members about the process of accreditation?
2. How have education faculty policies and procedures changed as a result of accreditation?
3. What are the challenges and benefits for a faculty seeking accreditation?

1.3 Significance of the study

This study intends to make several contributions to the existing change process literature and to change management praxis. Firstly, because most, if not all, the current theories on organisational change processes are based on Western ideals that may not effectively apply to the Saudi Arabian context, this study intends to contribute to organisational change theory by providing the Saudi perspective. Secondly, the study intends to contribute empirical insight into the organisational change field by identifying and comprehensively describing the specific practices that are essential to implementing change processes. This study also intends to provide proposals for practitioners engaging in change endeavours by providing them with relevant insights and increasing their understanding of the practices at work when constructing organisational change processes. Finally, this study provides additional depth and richness to our current understanding of why change is so difficult, what can go wrong, and what can be done in order to make change work more reflexive and productive in the future.

1.4 Definition of terms

To facilitate the understanding and comprehension of the fundamental principles within this section, the following terms are briefly defined and reviewed below.

- **Change process** refers to the way in which change happens (Kezar, 2001).
- **Change agent** is a person who initiates and champions change within the organisation.
- **Accreditation** is a process of external quality review "by which governmental, parastatal or private body (accreditation agency) evaluates the quality of a higher education institution as a whole, or a specific higher education program/course, in order to formally recognise it as having met certain predetermined criteria or standards and award a quality label" (Sanyal & Martin, 2007, p. 6).
- **Faculty members** are all the staff who contributes to the achievement of quality through involvement in related accreditation activities are referred to as faculty members. These include the academic staff who teachers and administrators such as the Dean, Vice Dean, and Heads of academic departments.

1.5 Organisation of the study

This study is organised into six chapters with appendices as follows: Chapter 1 is the introduction. It provides an overview of this study. This chapter includes research background, problem statement, the purpose of the study and research questions, the significant of the study, definition of terms, and the organisation of the study.

Chapter 2 is the context of this study. It is divided into two sections. The first section provides an overview of the context in which the research took place. It includes a general overview of Saudi Arabia, a brief background of the higher education sector in Saudi Arabia, the major initiatives that have taken place to improve quality of higher education in Saudi Arabia, and a brief background of King Saud University and its CoE and CoA. The second section of the chapter includes the definition and

purpose of accreditation, types of accreditation, and a brief overview of the NCATE and AALE and their academic standards

Chapter 3 is the literature review. It is divided into two sections. The first section presents the nature of organisational change, the internal and external factors for change, the degree of change, levels of change, timing of change and focus of change. The next section discusses the question of 'how of change' and the target of change. This chapter four also presents the theoretical framework of this study. The second section of the chapter discusses steps of the accreditation process. Moreover, it presents a review of literature on the perceptions towards the accreditation process.

Chapter 4 is the methodology of this study. It presents the research methodology that has been used to answer the research questions. It begins by explaining the interpretive paradigm, the research strategy for this study, the methods of data collection. The data analysis procedures, verification, limitations, and ethical consideration, and the pilot study are also included in this chapter.

Chapter 5 and Chapter 6 present the findings of the study. They discuss the demographic characteristics of the participants, the perceptions of faculty members about the importance of the accreditation process, and the implementation and effectiveness of planning activities to support the accreditation process, the presence and impact of several factors that support and inhibit the implementation of the accreditation process.

Finally, Chapter 7 is the discussion of the findings. It deals with five key issues: the major findings of the study, discussion of the findings, implications of the study, limitations of the study and suggestions for further study, and the conclusions.

CHAPTER 2: CONTEXT OF STUDY

2.1 Introduction

This chapter is divided into two sections. The first section aims to provide an overview of the context in which the research took place. It presents a general overview of Saudi Arabia as a background for this study. Then, it provides a brief background of the higher education sector in Saudi Arabia, including its achievements and challenges. The major initiatives that have taken place to improve quality of higher education in Saudi Arabia will also be provided. Finally, a brief background of King Saud University and its Education College and Arts College are presented as these are the two institutions that have been used as the case studies in this thesis.

The second section of the chapter aims to discuss accreditation as mechanism of assurance of quality. It starts with the definition and purpose of accreditation. It then identifies the types of accreditation. This section also outlines the general steps of the accreditation process. Moreover, it presents a review of literature on the perceptions towards the accreditation process. A brief overview of the NCATE and AALE and their academic standards is provided. Finally, the chapter concludes with a summary.

2.2 Kingdom of Saudi Arabia – A background

The Kingdom of Saudi Arabia, commonly known as Saudi Arabia, is the largest country in the Arabian Peninsula, and occupies nearly 2.2 million km². It is located in southwest Asia and it is surrounded by Kuwait, Iraq and Jordan from the north, and Oman and Yemen from the south (see Figure 2.1). To its east it is bordered by Qatar, United Arab Emirates and the Arabian Gulf, and to its west by the Red Sea (Ministry of Foreign Affairs, 2016).

Saudi Arabia has one of the fastest population growth rates in the world at 3.5 percent a year (Onsman, 2010). According to the General Authority for Statistics (2016), the total population of the Saudi Arabia is approximately 30.77 million. Saudi Arabia also has a young population with 60% of the country under 25 years of age (Smith & Abouammoh, 2013). The capital of Saudi Arabia is Riyadh. Arabic is the major language of Saudi Arabia (both written and spoken) and is its official language, and majority of Saudi residents follow Islam as a religion (Bowen, 2008; Central Department of Statistics & Information, 2010).



Figure 2.1 Map of Saudi Arabia

Oil production and export is the backbone of the Saudi economy, with Saudi Arabia supplying nearly 60% of the world's oil requirement (Niblock, 2006). However, oil and fossil based fuels are non-renewable sources of energy and hence not sustainable forever. According to some experts going by the current global energy demand, oil reserves will more or less be exhausted by the year 2050 (Bentley, 2002). Hence, Saudi Arabia has embarked on a program to shift from an oil based economy to one

that is knowledge-based. In line with this plan, the Saudi government has made huge investments in the field of education, with special emphasis on higher education by developing its universities to meet global standards (Smith & Abouammoh, 2013).

Saudi Arabia has a predominantly Muslim population with Islam and Arabic are the official religion and language respectively. Two of Islam's holiest sites Almasjed Alharam in Mecca and Almasjid Alnabawi in Medina are located in the country from where the religion spread on the Earth. The Islamic faith forms the core of all Saudis, impacting all facets of life in the Kingdom in terms of their culture, beliefs and customs. All state functions and policies are dictated by the concepts of the religion, reflected in how *shari'ah* (Islamic law) forms the basis of the constitution and the legal framework within the country. It is therefore important to understand that the Islamic faith attaches tremendous importance to education, and considers it a religious compulsion for all its followers irrespective of their gender (Holy Quran 96:1). Besides, the educational system draws heavily from Islamic teachings, reflected in how the curriculum at all levels of the educational system continually draws upon Islamic teachings (Alrashidi & Phan, 2015).

2.3 Brief history of higher education in Saudi Arabia

In 1975, the Ministry of Higher Education was established in Saudi Arabia, and prior to that, since 1954, higher education was managed and supervised by the Ministry of Education. Recently, in 2015 the Ministry of higher education and the Ministry of Education was merged in one Ministry under the name of the Ministry of Education (Ministry of Education, 2016a). The post-secondary education system in Saudi Arabia is very much alike the system prevalent in the United States. However, in Saudi Arabia, the educational system has incorporated Islamic teachings, thought, traditions and customs (SACM, 2008).

Institutes of higher education in Saudi Arabia are controlled by the Saudi Government, following a hierarchical decision making system. The highest decision taking body in relation to higher education in Saudi Arabia is the Council of Higher Education, which manages and controls higher education. The King of Saudi Arabia chairs this council, which reflects the prime importance given to the higher education sector by the Saudi government. Other members of the council include the ministers of Education, Labour, Finance, Social Affairs, Civil Services, and Economy and Planning. The council frames the higher education policies, rules and guidelines, and also regulates the establishment of new institutions of higher education in Saudi Arabia (Smith & Abouammoh, 2013)

The Saudi government has drastically increased its spending on education to around 25% of its annual budget, from what was 10% of the net budget previously (U.S.-Saudi Arabian Business Council, 2015). In 2011, the government has spent approximately USD 40 billion on higher education and training (Ministry of Finance, 2011). Figure 2.2 illustrates the steady increase in government expenditure on public spending between the years 2004 to 2011. There has been numerous additions in the number of colleges, technical institutes, vocational institutes throughout Saudi Arabia, and the number of Saudi universities has increased from just 8 in 2003 to 40 in 2011 (Ministry of Education, 2012). The increasing demand for higher education among young Saudis has led to this rapid increase in the last few years (Onsman, 2010).

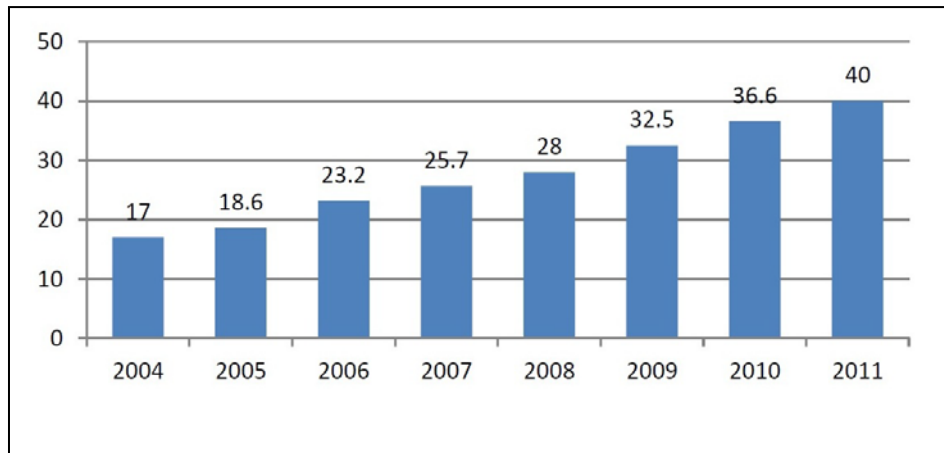


Figure 2.2 Expenditure on Higher Education and training by the Saudi Government (in US\$ Billions)

There are certain distinct characteristics which are unique to the Saudi Educational system. The most important feature is that education in Saudi Arabia is completely free, for both Saudi citizens and also foreigners (Al-Aqeel, 2005). The government also subsidises students studying in private institutions by paying 50% of their course fees. Another distinct feature is that the government provides free accommodation facilities on campus for students from remote rural areas of Saudi Arabia. The students also get a monthly remuneration to support their other expenses. The universities in Saudi Arabia are strictly segregated according to gender, with men and women having different campuses, in view of compliance with the Islamic code of Sharia (Tariq & Michelle, 2013).

2.4 Quality of higher education in Saudi Arabia

Even though there are many positive aspects in the Saudi higher education system, it has been subject to much criticism, especially with regards to its inability to compete in the globalised world (AL-Otabi, 2005). The primary concern raised about higher education in Saudi Arabia is the emphasis on learning based on the traditional way of

learning, based on repetition and memorisation (Tariq & Michelle, 2013). Studies by Al-Essa (2010), Al-Miziny (2010), Barnawi (2011), and Al-Hazmi (2006) have bemoaned the lack of critical thinking in higher education in the Kingdom. According to Al-Hazmi (2006), Saudi higher education systems lacks critical thinking and deep-rooted analysis. A World Bank's study also has concluded that many Arab university graduates lack the job skills needed by the private sector. The study attributed this to the fact that education systems in those countries do not encourage higher-order thinking skills such as problem solving, independent thinking and flexibility to form judgemental viewpoints (World Bank, 2002).

Reputational ranking systems which facilitate comparisons universities against each other have further exacerbated the situation. In the Webometrics Ranking of World Universities of 2006, Saudi universities were ranked much lower when compared to other global universities, and this increased the criticism of the higher education system in Saudi Arabia. The King Saud University, which is one of Saudi's most prestigious institutions of higher education, was ranked at the 2998th out of the 3000 rankings. This poor rating raised alarm bells about the quality of Saudi universities (Smith & Abouammoh, 2013). As a result, the Saudi Government constituted an enquiry commission to study the teaching quality, learning processes, quality of faculty and support staff, information technology, infrastructure, and research facilities (Smith & Abouammoh, 2013).

Responding to the apparent lower quality of higher education, the Saudi government has undertaken number initiatives in the higher education system in order to meet global quality standards. For example, the Ministry of Higher Education initiated a national program called AFAQ (or in English Horizon) Project in 2006 (Al Ohali & Al Aqili, 2010; Ministry of Higher Education, 2010). The objective of the AFAQ

project was to develop the effectiveness of the Saudi higher education system by preparing a long standing, determined, concrete and futuristic strategy, with clearly defined objectives for the coming 25 years. The project involved collection of optimal standards, and scientific basis for assessing the accomplishments and defining the necessities of the higher education system, along with objectives of desired outcomes, and the funding model. The AFAQ project also intends to develop the utilisation of human capital, economic resources and to encourage research and development by allocation of required funds. The main objective of the project is to augment the skill sets of university students, in line with international standards (Al Ohali & Al Aqili, 2010; Ministry of Higher Education, 2010).

The Ministry of Higher Education in Saudi Arabia has also conducted the 8th Development Strategic Plan (2005-2009) to improve the education quality provided by the existing academic institutions. The aims, such as emphasising on research and development, expanding admission capacities within universities, executing accreditation programs for colleges, encouraging the number of scholarships and developing cooperation between private sector and the higher education are among some of the key objectives of this plan (Alhazemi et al., 2013).

Moreover, the National Commission for Assessment and Academic Accreditation (NCAAA) was established in 2004 in order to support development in the higher education quality (Ministry of Education, 2016b). The commission is responsible for establishing standards and benchmarks for academic certifications, framing policies, rules and regulations for academic practices, periodically assessing the process of certification and provide quality assurance for institutes of higher education. It is also involved in promoting and planning optimal performance in different departments of studies, collaborating with international partners of quality assurance, promote

studies and research, and develop publications in order to support quality assurance of higher education in Saudi Arabia (Ministry of Education, 2016b). Currently, every higher education institute in Saudi Arabia requires compulsory accreditation from the NCAAA (Al-Musallam, 2007; Al Mohaimeed, Midhet, Barrimah, & Saleh, 2012).

The Ministry of Higher Education also encouraged universities and colleges to meet the international accreditation standards. Several colleges have embarked on a program of self-evaluations in order to identify their strengths and weaknesses. Many Saudi universities and colleges are also working towards or have already achieved accreditation from international quality assurance organisations (Smith & Abouammoh, 2013) such as the American Academy for Liberal Education (AALE), the Accreditation Broad for Engineering and Technology (ABET), and the National Council for Accreditation of Teacher Education (NCATE).

2.5 King Saud University

The King Saud University (KSU) is the largest public university in Saudi Arabia, and is located in its capital city of Riyadh. It was founded in 1957, initially named as Riyadh University, but in 1982 it was re-named as King Saud University. KSU is one of the 14 government universities which are controlled by the Ministry of Higher Education. KSU has more than 8300 faculty members, 70000 students, 150 academic programmes, and had an annual budget of more than 2.1 billion USD in 2010/11 (Smith & Abouammoh, 2013). To comply with Islamic law of Sharia, the KSU is segregated into two different campuses, one for men and the other for women.

In 2009, the KSU started an inspirational program of re-defining its future strategy. As a result, a 2030 vision for KSU, along with its mission statements and vital strategic objectives were embraced in the new Strategic Plan. The 2030 vision for KSU is to be a university of international quality and provide leadership in

constructing a knowledge based society. The new mission statement for KSU is to provide unique education, create productive studies, provide service to society and strive for building a knowledge based economy and society by effective learning, efficient use of technology and optimal national and international collaborations (King Saud University, 2013b). As the consequence of the 2030 plan, there has been a drastic reduction in the number of students and faculty of KSU, which has been achieved by moving of 53 colleges and 250 academic programs from KSU to three newly formed universities. This re-structuring of KSU was necessary in order to increase organisational efficiency in line with the strategic objectives of KSU to bring it to global standards. Further, the academic courses of KSU are being subjected to periodic curriculum review to determine its relevance (KSU, 2010).

These change initiatives have borne fruit and have positively impacted the university. Today three reputed university rankings – namely the QS World Universities Ranking, Webometrics and Shanghai Jiaotong all rate the KSU well ahead of all other universities located in the Kingdom, Arabian Gulf countries and the Arabian region. The 2013-14 World University Academic Ranking rate the KSU amongst the best 400 in the world at the 351st place. Webometrics ranks KSU at the 402nd place globally, 67th place in Asia, the 1st place in the Arab region (King Saud University, 2013a). Many of the KSU colleges sought towards improving its academic programs by fulfilling the requirements of accreditation for number of international academic bodies. For example, in 2012, both the College of Education and the College of Arts have been accredited the international institutional accreditation from two different accreditation bodies.

2.5.1 The College of Education

The College of Education (CoE) is amongst the nine faculties under Humanities at the KSU. The CoE was established in 1966, and functions in close co-operation with the Ministry of Education to develop academic quality of teachers by conducting various programs, seminars and conferences. The students of the College are prepared to develop into superior teachers for primary, junior and high schools (CoE, 2011).

The CoE consists of eight departments, namely – the Department of Islamic Studies, Department of Education, Department of Special Education, Department of Educational Administration, Department of Curriculum and Instruction, Department of Art Education and Department of Physical Education and Movement Science. The College of Education offers 19 different academic programs consists of 6 undergraduate programs, 8 master's programs and 5 PhD programs (CoE, 2011).

In 2012, the CoE was accredited with international academic recognition by the National Council for Accreditation of Teacher Education (NCATE). This accreditation is valid for 5 years and covers 6 undergraduate and 6 master's academic programs of the college. KSU's College of Education is the premier educational institution in the Kingdom to receive this accreditation from the global quality assurance body, for its teacher's education programs. NCATE accreditation process that KSU' College of Education has implemented is one of the focuses of discussion in this study.

2.5.2 The College of Arts

The College of Arts (CoA) was established in 1957 as the first college at KSU. It contains seven departments, namely- the Department of Arabic Language and

Literature, the Department of English Language and Literature, the Department of History, the Department of Geography, the Department of Mass Communication, the Department of Social Studies and Department of Library and Information Science (CoA, 2011).

The primary role of the college is to promote the study of the humanities and to cultivate the intellectual and spiritual qualities of the human being. In addition, the CoA has special goals stemming from its unique Saudi character. First, it plays an important role in the revival of Islamic culture, the preservation of Islamic history and traditions, and the enhancement of Arabic language within the context of a modern and developing society. Moreover, the college offers scientific studies that systematically research various aspects of the Saudi society. It also aims at supplying the country with well qualified graduates who will assume various managerial, social and planning responsibilities (CoA, 2011).

On the path toward academic and research excellence, the College has embarked on its quality journey and initiative to attain institutional accreditation from the American Academy for Liberal Education (AALE) and from the National Commission for Academic Accreditation and Assessment (NCAAA). The college has conducted a comprehensive self-study to examine all aspects of its operation and how they relate to the Mission and Goals of the college (CoA, 2011). In 2012, the CoA was accredited with the AALE and this accreditation is valid for 5 years.

2.6 Accreditation: Definition and purpose

Several studies considered accreditation as a main means for quality assurance and instituting continual improvement (Alstete, 2004; Bejan et al., 2015; Bogue & Hall, 2003; Chalmers & Johnston, 2012; Eaton, 2012; M. Martin & Stella, 2007). Accreditation could be considered to be a process of quality assurance whereby an

institution or program is critically evaluated at regular intervals by an external body to ensure its compliance to certain standards and processes (Bogue & Hall, 2003). Accreditation could also be considered to be a process of institutional improvements by enabling a panel of peers to recommend necessary improvements in educational programs towards enhancing the stature of the program for achieving the required objectives (Bogue & Hall, 2003). Sanyal and Martin (2007) suggest a comprehensive definition of accreditation as “the outcome of a process by which a governmental, parastatal or private body (accreditation agency) evaluates the quality of a higher education institution as a whole, or a specific higher education program/course, in order to formally recognise it as having met certain predetermined criteria or standards and award a quality label” (Sanyal & Martin, 2007, p. 6).

Accreditation has four key purposes within the higher education context comprising quality control; accountability; quality improvement ; and facilitating the movement of students (Kis, 2005; M. Martin & Sanyal, 2006). Quality control aims to ensure that institutions or programs maintain the minimum quality standards established by the accreditation agency. Accountability refers to the extent to which the institution and program justifies the cost incurred by students and governments. Thus, this aspect contributes to ensure that the multiple stakeholders could benefit from their investments. In this sense, the accreditation process is expected to provide the public with clear data about the performance of institutions or programmes. With regards to the aspects of quality improvement, M. Martin and Sanyal (2006) believe that the accreditation process enables institutions or programs to identify shortcomings in order to institute relevant remedial measures for ensuring the consistency of the programs offered. The accreditation process also stimulates competition among academic organisations and it therefore can enhance quality. To conclude, the

accreditation process works to ensure that academic qualifications issued by an institution can be easily recognised by other institutions, as well as facilitating the movement of students between regional, national and international institutions (M. Martin & Sanyal, 2006).

2.7 Types of accreditation

Harvey (2004) stated that accreditation is organised in different ways within various systems. Accreditation can be either a compulsory or voluntary process, and either it is conducted at the institutional or the program level.

2.7.1 Compulsory accreditation versus voluntary accreditation

Compulsory accreditation processes require that the institution or the program under consideration is audited periodically (M. Martin & Sanyal, 2006). Such measures are more common in Austria, Hungary and the Netherlands to ensure that the minimum required standards are being adhered to as the process involves the periodical renewal of recognition for the institutions or programs (Sanyal, 2013).

Within the context of voluntary accreditation processes, the institution or the program managers may themselves decide to be audited. Hence, M. Martin and Stella (2007) conclude that voluntary accreditation systems focus more on improving the standards. Institutions or individual programs may be seek accreditation in order to enhance their profiles towards drawing a competitive advantage within the market and amongst peers for enrolling more students or securing additional academic grants. Voluntary accreditation systems are widely prevalent around the world likes of Nigeria, India and in the United States (Sanyal, 2013).

In Saudi Arabia, all institutions and programs of higher education and associated programs need to be compulsorily accredited. The Ministry of Education therefore is

demanding all the institutions and programs of higher education to be subject to standards the National Commission for Academic Accreditation & Assessment (NCAAA)'s standards, which was established in 2004 for this purpose (Abou-Zeid & Taha, 2014; Al Mohaimeed et al., 2012). However, institutions and programs are free for decide for themselves whether they would prefer to be accredited internationally.

2.7.2 Institutional versus programme accreditation

The accreditation process can be conducted for the entire institution, or it can also focus on individual programs (Barsoum & Mryyan, 2014; Eaton, 2012; Harvey, 2004; Nkiko, Ilo, Idiegbeyan-Ose, & Segun-Adeniran, 2015; Ryhan, 2013; Sanyal & Martin, 2007). Institutional accreditation refers to the assessment of the entire organisation and is not just limited to evaluating the specific academic programmes offered. The process involves assessing the entire institution encompassing all the functions and fields of study. The process can involve the physical facilities, student services, finances, academic programs, governance, teaching staff, management, mission, the available learning resources including the library, laboratories, and the educational technology employed (Barsoum & Mryyan, 2014). Institutional accreditation processes ensure that the institute is compliant to the established mission and goals and equal in quality with its peers (Zabriskie & McCormick, 2000).

On the other hand, program accreditation focuses on the quality of a specific field of study or the academic department within a given institution. This is in turn related to evaluating the standards and measures of staff functions, the program resources available, the curricula and the content therein. It might also assess the teaching methodology employed and the commitment level of the students involved. In addition, it might consider the outcomes generated from the program in terms of the

ability of graduates to be absorbed within the effective labour force (Harvey, 2004). Correspondingly, it measures aspects of knowledge, skills, and abilities of the stakeholders involved in consideration of their practices, professional competencies, and the skill levels of the practitioners within the profession (Carter, Zabriskie, Anderson, & Janssen, 2013). Institutional accreditation processes are therefore considered to be more generic in comparison to program accreditation processes. It is worth to mention here that the cases in this study (i.e. the CoE and CoA) have been accredited as part of an institutional-wide accreditation process.

2.8 Accreditation bodies

Humanities Colleges can be accredited by a number of accreditation bodies. The NCATE and AALE are the two major bodies that offer accreditations to Education Colleges and Arts Colleges respectively and are the focus for this study. The following section provides a brief background and an overview of both the NCATE and the AALE and their academic standards.

2.8.1 The National Council for Accreditation of Teacher Education (NCATE)

In 1954, the National Council for Accreditation of Teacher Education (NCATE) was established as a voluntary non-profit organisation to accredit teacher certification programs at colleges and universities (called units) in the United States (NCATE, 2008). Since July 2013, NCATE has been merged with the Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP). Therefore, the new CAEP standards must be followed by all the departments and educational colleges that want to acquire a US accreditation (CAEP, 2015).

According to (NCATE, 2008), “each unit seeking accreditation for the first time is required to submit its conceptual framework as a precondition for establishing eligibility for NCATE accreditation” (p. 14). The aim of the conceptual framework as announced by the NCATE (2008) is to:

Establishes the shared vision for a unit’s efforts in preparing educators to work in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated (p. 14).

In addition to the conceptual framework, the College of Education must demonstrate proficiency in the six standards of the NCATE which are:

1. Candidate Skills, Knowledge and Temperaments. This standard entails all the features connected with educational excellence and learning objectives. The students acquiring broader academic expertise are being focused by this standard, where they are prepared for their personal and professional lives, besides their grooming and personality development.
2. Assessment System and Unit Evaluation. As far as the students and graduates of an institution are concerned, data acquisition and its analysis should be incorporated in the process of assessments and evaluations carried out by the institutions. Moreover, a methodology for the institution assessment and its academic curricula should also be encompassed in this process.
3. Field experience and Clinical Practice. During the field courses, the abilities and academic knowledge acquired by the students should be practiced in the field under organised observation and there should also be a mechanism of feedback for the purpose of improvements. Besides defining the laws and rules, the authorities concerned should clearly explain the objectives of the training program, in addition to the role and responsibilities of the students.

4. Diversity. The diverse nature of students and their various cultural upbringings should be taken into account by the programs offered by the institutions. This is apart from the diversity in the course.
5. Faculty Qualifications, Performance, and Development. Services of the subject experts and well qualified teaching staff should be engaged by the institution. Specified criteria should drive the selection of staff. Also, periodic performance evaluation and professional development programs should be carried out by the institution to illustrate the upkeep and continuous development of the staff.
6. Governance and Resources. Suitable educational equipment and facilities are normally possessed by the institutions, besides other essential services which are needed for the protection of both the staff and the students (NCATE, 2008).

NCATE uses certain rubrics addressing the critical elements associated and components with each standard to assess a unit's success in meeting these six standards. The critical elements are described by the rubrics with the help of three proficiency levels: unacceptable, acceptable, and target. While working toward the target level, an acceptable level must be fulfilled by the unit on all six of the NCATE standards and same should also be ensured (NCATE, 2008).

A college looking for NACTE accreditation must go through a critical self-evaluation and prepare a self-study report, called an Institutional Report (IR), along with a proof that all the six standards are met. For a site visit, a Board of Examiners (BOE) team is sent by NCATE to review the institutional report and supporting evidence so that this claim could be evaluated. Following the location visit, a team report is prepared by the BOE in which its findings are summarised besides

producing an accreditation recommendation. The BOE team report can be reviewed by the institution and a rejoinder can also be written by the institution if it is preoccupied with any of the findings depicted in report. Formulating a response to the institution's rejoinder comes under the domain of the chair of the BOE (NCATE, 2008).

The Unit Accreditation Board of NCATE relies on BOE team report, IR, institutional rejoinder and BOE team chair's response to the rejoinder, to make decision regarding accreditation matters. Different options can be exercised by the Unit Accreditation Board, which are as follows (a) deferring the decision till the time next meeting is conducted, (b) granting or continuing accreditation for a defined length of time, or (c) withdrawing or denying the accreditation (NCATE, 2010, 2012).

2.8.2 The American Academy for Liberal Education (AALE)

The American Academy for Liberal Education (AALE) is a United States organisation through which colleges and universities or liberal arts programs within such institutions, that provide general education programs in the liberal arts, are certified. The K-12 charter schools, higher education institutions and independent schools throughout the United States are accredited by the AALE. The academy also can accredit the programs and institutions outside the United States whereby the liberal arts and the liberal education are being emphasised (AALE, 2016).

The mission of the AALE is to encourage merit in liberal education by recognising programs and schools worldwide that maintain the highest standards of liberal arts learning. Besides offering peer-review certification, AALE successfully accomplishes its mission by formulating the precise, comprehensive and wide-ranging standards. In addition, the qualitative and quantitative assessment measures

are also developed by the AALE, which are in line with the practices and standards of liberal education (AALE, 2016).

Schools and programs that seek accreditation under the Academy have to think seriously about and document their success in instilling and developing the characteristic of liberally educated persons in their students. These characteristics contain the acquisition of a rich fund of significant knowledge, ability to reason clearly about important issues besides a tendency for acquiring knowledge and skills are the different elements. The aim of the Academy's Liberal Learning Assessment criteria is to develop a program-wide dialogue pertaining to the objectives of student learning and the way it can be determined if these objectives are being fulfilled or not (AALE, 2016).

Academic standards were developed in order to provide students with the characteristics of liberally educated persons in a comprehensive and coherent manner. The programs are requested by the Academic's Standards to explain the following points: their educational objectives and their mission, their idea and implementation of programs designed to meet those objectives, their faculty development which must be well-qualified to execute those study programs, and the establishment of suitable learning resources (AALE, 2016).

The AALE has 15 standards and 102 criterions. Institutions or programs seeking accreditation under the Academy must prepare self-study report and respond to each standard as well as to its associated criteria. These standards are listed below:

1. Effective Reasoning: liberal education always aims to develop students' capacities to recognise and to think clearly about significant matters and questions. Besides higher-order capabilities for expressing, analysing and incorporating information and arguments, certain foundational skills or abilities such as, ease in

writing reading, and oral communication, mastery of the basic principles of mathematical and scientific reasoning are the integral part of the ability to reason in an effective manner.

2. Broad and Deep Learning: A liberally educated person should have a rich collection of significant knowledge and the ability to compare and successfully incorporate new or different areas of knowledge. An institution's general education curriculum should provide students with a comprehensive foundational knowledge of the different liberal arts and sciences. Students should also gain extensive knowledge derived from the persistent and progressive assessment of the distinct learning modes that are part of one or more significant disciplines. With the help of such studies or their counterparts, students gain the potential to integrate multifarious and diversified knowledge, besides correlating and comparing incongruent parts of the curriculum to one another.

3. The Inclination to Inquire: An education in the liberal arts fosters and encourages the student for search for and obtaining essential knowledge and skills. Consequently, the unquestionable sign of a liberally educated mind is possibly a temperament for asking intelligent and perceptive questions and for chasing educational and beneficial skills.

4. Mission Statement: the institution's mission statement should reflect the significance and uniqueness of liberal education. Furthermore, the institution's aims should be declared in a manner that is consistent with the curriculum management.

5. Freedom of Thought and Speech: Freedom of speech and thought should be supported and protected. Rules of decorum should be posted so that the search for truth and intellectual inquiry could be facilitated as desired.

6. Entrance Requirements: The academic entrance requirements are defined and implemented by the institution, through which the students are enabled to register in the college-level general education courses as needed by them.

7. General Education Requirements: Within the general education requirement, not less than a third of the student's coursework to be taken is needed by the bachelor's degree requirements in the liberal arts and sciences, except when exam paper does prove the equivalent attainment.

8. Basic Knowledge Requirements: A basic knowledge of the arts and sciences is established by the general education requirement. Besides the principles of American society and the study related to the theoretical, political and cultural history of Western civilization, a basic knowledge of mathematics, physical and biological science, including lab experience; provisional understanding of a foreign language, in addition to the study regarding literature and narrative models would normally be incorporated in this foundation. The authorities concerned accept deviations from these norms in only those scenarios where non-American or non-Western components are apparently not warranted; e.g., for colleges outside the US or in cases where the considerable implementation of this standard is ensured by the overall quality of the general education program.

9. Assessment: While learning the elements of general education instructed under Standard Four, progress of a student in learning these elements is evaluated by the institution. Moreover, the institution determines the degree to which it has become successful in accomplishing the specified milestones, whether it is achieved through some academic counterpart or through general examination.

10. Orderly Progression of Courses: As described and imposed, a systematic evolution from elementary to advanced levels of knowledge is ensured by the

curriculum's prerequisite structure. In addition, those deliberated fundamentals (either to a general education or to mastery of a major) are clearly differentiated by the course definitions in the catalogue, whatever the level of course may be.

11. Student Writing: During every stage of progress, considerable essays are written by the students as undergraduates and their competence in written English is also illustrated in this manner.

12. Active Learning and Faculty Development: the significance of teaching is highlighted, endorse and reward in the life cycle of the program.

13. Appropriate Class Size: The size of a class should be suitable to subject matter, need for class discussion and the level of instruction.

14. Teaching and Counselling Activities of Regular Faculty: Regular faculty members are constantly engaged in academic counselling. Moreover, introductory general education courses, as well as introductory courses within majors, are likely to be taught by these members including the senior members.

15. Library Resources: The demands of the institution's programs are effectively met through library and other information resources, including online or electronic resources. Furthermore, utilization of scholarly resources is encouraged among students (AALE, 2016).

The institutional standards, resources, capitals or student support services are being managed by the Academy, while its regular emphasis is on the quality of the instruction. The quality of the education should be indicative of all these aspects and the college's mission regarding the liberal arts should also be revealed in a considerable way (AALE, 2016).

Hande (2015) believes that the standards and criteria recognised under each of accreditation standards of external accreditation bodies are not a set of measurement

tools by themselves and do not cover everything which happens in higher education institutions. They are levers for transformational change and provide an external point of reference for evaluating the quality of the institution under assessment.

2.9 Summary

This chapter was divided into two sections. The first section provided a brief background of the context of study. It also outlined the challenges facing the higher education system in Saudi Arabia. These challenges included the increasing demand for higher education among young Saudis, the inability of Saudi universities to compete in the globalised world because their emphasis on repetition and memorisation, and the low-rank of Saudi universities compared to other global universities. The section further described the efforts made to improve the quality of Saudi higher education system. These efforts included increasing the budget allocated to education sector, significant expansion in the number of universities conducting the national program called AFAQ which defined objectives for the coming 25 years, conducted the 8th Development Strategic Plan (2005-2009), establishing the NCAAA, and encouraging all Saudi universities and colleges to seek the international accreditation.

The second section discussed the main functions of accreditation and also provided a definition of it. It then identified the types of accreditation. Moreover, this section provided a brief overview of the NCATE and AALE and their academic standards. The next chapter deals with a literature review on the change process and the role of accreditation process.

CHAPTER 3: LITERATURE REVIEW

3.1 Introduction

This chapter is divided into two sections. The first section aims to examine foundational aspects of change through the review of current literature. A review of literature helps to develop an understanding of the components that may have an effect when leaders endeavor to implement organisational change. The first section begins with identifying the nature of organisational change and the internal and external factors that drive organisational change. Next, information is provided on the degree (magnitude) of change, levels of change, timing and focus of change. This section also discusses the methodology of how change occurs and the target of change. Moreover, this section presents the theoretical framework of the process of change, which has guided this study. The second section focuses on the accreditation process as an example for change. It presents the common process of accreditation and discusses the perceived benefits and problems associated with the accreditation process. This chapter concludes with a summary.

3.2 Nature of organisational change

Change is a continuous aspect of any organisation (Bumes, 2004). Nevertheless, many research studies have indicated bringing about change in any organisation is a complex process (Fullan, 1993; Kezar, 2001, 2014; Senge, 2006). Burke (2002) concisely states that majority of the strategies to bring about change in an organisation “do not work” (p. 1). Other studies have indicated that efforts to bring about changes in organisations in order to bring about significant performance improvement, by changing the essential features of the organisation, tend to fail in

reaching set objective (Bowman, Singh, Useem, & Bhadury, 1999; De Meuse, Vanderheiden, & Bergmann, 1994).

Further, according to Senge and Kleiner (1999), nearly two thirds of the total quality management (TQM) and 70% of re-engineering programmes resulted in failure. This is further supported by experimental studies (eg. Beer & Nohria, 2000; Mourier, Smith, & Lee, 2002; Strebel, 1996), which concluded that the organisational change initiatives suffered failure rate in the range of 65-80%. Hence, these studies indicate that implementation of organisational change is only just complex, but the rate of success also diminishes over time. The beginning point in altering the rate of high failure in implementing changes in organisation is to understand changes in organisation in a more comprehensive manner (Puplampu, 2005; Smollan, 2006).

A number of researchers pointed out that change in an organisation can be analysed and understood by answering four questions – the *why* of change, the *what* of change, the *how* of change and the *target* of change. These questions aid in defining the changes and capturing the characteristics of change (Burke, 2002; Goodman, 1982; Kezar, 2001; Levy & Merry, 1986; Rajagopalan & Spreitzer, 1997).

Forces examine the why of change. First and second order, scale, foci, timing, and degree all refer to the what of change. Proactive/reactive, active/static, and planned/unplanned refer to the how of change. Last, the target of change refers to the outcomes. As a campus begins to engage in a change process, members of the organisation need to first examine why they are about to embark on the process the degree of change needed, and what is the best approach to adopt (Kezar, 2001, 2014).

3.3 Forces of organisational change

The forces affecting a change process are very important to understand (Beycioglu & Pashiardis, 2015). Kezar (2001) argues that some organisations do not pay much attention to the 'why' of change. Unless organisation members buy in to the 'why' of change, the 'what' of the change will never be accepted. Therefore, before actually engaging in the change process, members of the organisation must first fully comprehend the reason for embarking on this process. It is also essential that leadership should have clear answers for such question, as they are more likely to face questions from employees about the necessity for the change during the process of change (Matthew, 2010).

The forces that derive organisations, including higher education institutions, towards change come from internal or external sources or even a combination of both (Burnes, 2004; Flamholtz & Randle, 2008; Haveman, 1992). An external force comes from outside the organisation, and the organisation has no control over it (Hashim, 2013; Lunenburg, 2010). Some of researchers believe that organisational change occurs as a result of changes in the environment (Birnbaum, 1988; Cameron, 1984; Kezar & Kahn, 1978).

The relationship between the external environment and an organisation can be understood by the open-systems theory. According to the open-systems theory, organisations such as schools and colleges have a continuous interaction with their environment, in order to survive (Burke, 2008; S. E. Jackson & Schuler, 1999; Robins, 1990; Senge, 2006). Any alteration to the surrounding environment makes it compulsory for the organisation to introduce changes in its internal systems (Skyttner, 1996; Wang, 2004). Kezar (2001) argues that organisations should

endeavour towards creation of change whenever the balance between the internal and external environments of the organisation is lost.

The forces for change from the external environment are multiple and diverse. G. R. Jones (2010) identifies five main external forces driving change. Firstly, competitiveness prompts an organisation to make changes, so as to gain competitive edge (in terms of quality, price or innovation). The growing competition among higher education institutions to attract students and outstanding faculty members might be the basic reason to implement a change intended to improve reputation as well as educational quality at the institution (Hüsigg & Mann, 2010). Secondly, organisations are influenced by the political and social events (G. R. Jones, 2010). New government laws and regulations can be powerful causes of change. For instance, the implication of equal employment opportunity regulations might cause many educational institutions to alter their hiring, promotion, and pay policies (Robinson, 2010). Thirdly, expansion to international markets creates not merely opportunities but also involves challenges in adjusting to the new market conditions. This would need restructuring of the organisation and establishment of job environment for workers from various backgrounds (G. R. Jones, 2010). Fourthly, changes in the demographics of the workers and society (such as increasing number of women in the workforce requires maternity leave policies), would alter the human resource policies of organisations, in order to attain competitive edge and organisational efficiency. Fifthly and lastly, ethics (such as increased commitment to environmental sustainability) also change business policies and strategies. Moreover, in higher education, institutions may also change as a result of the financial pressures; increasing calls for quality assurance, transparency and accountability;

and greater emphasis on interdisciplinary approaches to knowledge creation (Fullan & Scott, 2009; Kezar, 2001, 2014; Peterson, 1999).

A force is classified as being internal, if it sourced from within the organisation, and is usually controllable by the organisation (Kitchen & Daly, 2002; Lanning, 2001). In the perspective of educational institutions, high level of absenteeism among students and teachers, poor level of performance by students and teachers, poor level of community-institution relationship; high student dropout rates; high level of turnover by teachers; and low levels of job satisfaction and staff morale could be the internal factors driving the change (Bulach, Lunenburg, & Potter, 2008; Lunenburg & Ornstein, 2011). Also, strike by staff members, increasing complaints by employees and raising of grievances are some of the visible symptoms of trouble within the internal environment (Alexander & Alexander, 2011). Additionally, internal pressures for change would also occur as a result of the claims of organisational members to deal effectively with external environment (Lunenburg, 2010). All of these events provide an indication to leadership that change is essential. A qualitative case study involving five Canadian community colleges was undertaken to research if change was driven from within or outside the organisation. Interviewing of academics, teachers and students indicated that there was a perception among the stakeholders that President of the university held the role of initiating change (Levin, 1998).

3.4 Degree (Magnitude) of change

The degree (magnitude) of change is generally classified as first-order change and second-order change (Foster-Fishman, Nowell, & Yang, 2007). First-order change (also known as continuous change) is incremental change that may involve a minor improvements or adjustments in systems, processes, or structures, but it does not

include major change in strategy, culture, core values, or corporate identity (Flamholtz & Randle, 2008; Marzano, Waters, & McNulty, 2005; Palmer, Dunford, & Akin, 2009; Sangiorgi, 2011). Instances of first-order change includes initiating training programmes with the objective of keeping the workers updated with skillsets as required by dynamically changing business environments (Gratton, 1999), implementing diverse leadership strategies responding to changing dynamics of the workforce (Greenhaus, Callanan, & Godshalk, 2000), and increase participation in the decision making process (Bartunek & Moch, 1994). These improvements do not essentially alter the objective or mission of the organisation (Porras & Robertson, 1992; Van Tonder, 2004). These improvements can be implemented while the organisation carries on its existing strategies and processes. The initiatives of first-order change aims to improve the status quo for keeping up with what is the needed standard performance. This often requires some changes on a limited organisational levels that may include individual and group levels (Carbery & Garavan, 2005). Such changes related to first-order change occurs gradually over a lengthy period of time (Burke, 2008). Hence, these changes are expected to be least stressful and more acceptable to a large number of individuals in the organisation (Kezar, 2001).

On the other hand, large-scale or second-order change (also known as transformational change) involves fundamental changes in the core values, culture, mission, structure and functioning processes of the organisation (Kezar, 2001; Levy & Merry, 1986). This type of change does not aim to maintain or improve the organisation, it completely changes the organisation. It transforms the organisation from one identity to another and tend to be discontinuous (Cummings & Worley, 2014; Palmer et al., 2009). The impact of second-order changes is beyond the level of organisation to influence the individual, group and society as a whole (Breu &

Benwell, 1999). With the second-order change, not only the structure and strategies of an organisation will change but also the attitudes of the workforce (Hope Hailey & Balogun, 2002). Changes related to second-order change often are met with extensive resistance from the stakeholders within the organisation (Kezar, 2001, 2014). Thus, such initiatives need a significant commitment of time and resources (Hammer & Champy, 1993).

Weick (2010) reminds us that higher education institutions are loosely coupled systems where each part of these institutions operates in an independent manner from another, so that actions in one department or unit can have little or no impact upon the rest of the organisations. Cameron (1984) defines a loosely couple system as one “where connections among elements are weak, indirect, occasional, negligible, or discontinuous” (p. 137). Therefore, planned large-scale change which can affect all areas of the organisation would be very difficult to implement in educational setting. Minor changes that occur on an ongoing basis and occur in different departments can be the suitable alternative (Kezar, 2001). Cavallo (2004) indicates that it is possible to achieve large-scale growth on the basis of a large number of minor changes. Small-scale continuous changes that simultaneous occur in different departments can cumulate and create a significant organisational change (Weick & Quinn, 1999).

Figure 3.1 below illustrates graphically the essential variations between first-order and second-order changes. The figure shows that for first-order change the change occurs gradually over time, whilst in the second-order change there is a paradigm shift.

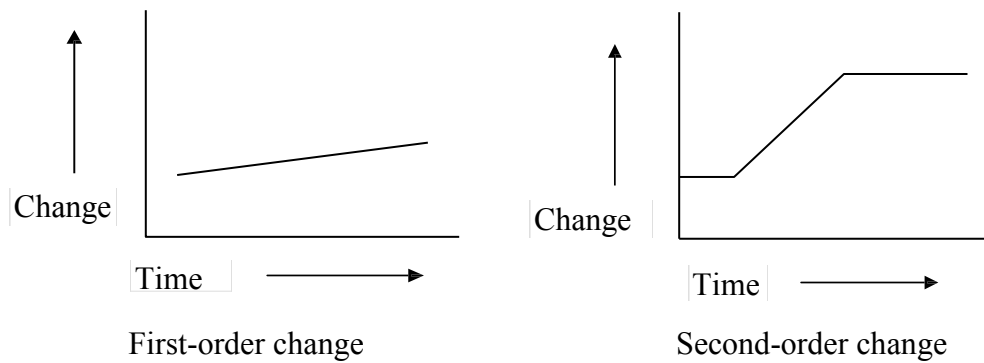


Figure 3.1 First and second order changes

Source: (Bergquist, 1992, p. 179)

Change is not always either first or second-order change, it can be considered as combination of both types of change. Gersick (1991) and Romanelli and Tushman (1994) used the term punctuated equilibrium to refer to change in some organisations in which organisations are under relatively long periods of stable punctuated by short periods of revolutionary, radical change. This paradigm of change requires the active mechanism of organisations to change the basic form of their activity. Gersick (1991) argues that under the period of stability, the deep structure restricts the organisation to change. After that the organisation is interrupted by revolution change. Punctuated equilibrium models stress that revolutionary change often takes place after periods of failure.

3.5 Timing of change

In order to bring about a particular change in an organisation, people need time to understand the purpose of the recommended change; to accept and adjust to this new way of working; to let go of their past and welcome what the future brings; to deal with their feelings of stress and insecurity and move on (Denhardt, Denhardt, & Aristigueta, 2012). Hence, timing of change can be defined as the amount of time it takes to bring about a particular kind of change or time taken by organisational members to bring about a particular change in that organisation. The duration of time

it takes to bring about a particular organisational change differs on contextual basis (Pettigrew, 1990). For instance, sometimes a change may take a short period of time to occur, while in other times, it may take much longer time to occur or people to accept it (Palmer et al., 2009).

As it has been already mentioned, some changes are fast and radical while others are gradual and slow. On the basis of differences in the timings of change, change can be classified in two major types (Kezar, 2001). One is the revolutionary change, in which some the leadership of a particular team or an organisation takes up charge and proposes and executes the change (Hodges & Gill, 2014). This type of change is closely linked and often equated with transformational change (Sundarasaradula, Hasan, Walker, & Tobias, 2005). The main purpose behind the revolutionary change is the need to bring about a “significant” change in a short period of time by shunning an organisational method that is no longer in line with the trends and external environment and is proving to be a barrier in the way of organisational success (Burke, 2008). In revolutionary change, leaders undertake the new vision for the organisation’s future (Eisenbach, Watson, & Pillai, 1999).

On the other hand, the other broad category of change is evolutionary change, which is normally gradual (George & Jones, 2007). The main reason behind this type of change is that this change is a response to the trends and changes in external environment of that organisation. In evolutionary change, small incremental changes are made to adjust for environmental changes without affecting the deep structure of the organisation (Burke, 2008). Moreover, this type of change takes much longer time than the time taken by revolutionary change and can sometimes bring changes in a series of small parts. Thus, the evolutionary change often does not face strong resistance as is the case in revolutionary change (Burke, 2014).

3.6 Levels of change

According to Cawsey, Deszca, and Ingols (2015) organisational change can occur at three levels: individual, team or unit, and the organisation. Each level varies in their resistance pattern and requires different methodologies, techniques and strategies for change implementation (Nadler & Tushman, 1995). Thus, clear comprehension of how organisational change starts at different levels can help in clearer planning for change leadership and management. A small change at every level could drive the entire system change (Burke, 2014). Terms such as individual, group and organisation could be used for studying change in higher education (Burke, 2014). For example, the individual could be a faculty member, the group could be an academic department and the organisation could be a college.

The elementary level of an organisation is an individual level, involving many stakeholders. For instance, in the context of an educational institution the stakeholders could be the students, parents/guardians, faculty members, head of department, etc. Those people have different interests and values. Hence, the interaction with those stakeholders could lead to make an organisational change chaotic, unless there is a co-operation and collaboration among the different individuals (Burke, 2008).

Ferrazzi (2014) reports that organisations cannot change their culture unless it's individual change their attitude which is very hard. The primary challenge with change at the individual level is that individuals do not change till they are ready to do so. Furthermore, organisations cannot force individuals to change. They can only encourage them to change (Ferrazzi, 2014). Therefore, organisations must convince individuals to shift their paradigms of established business practices, and encourage

them to adopt new ways of thinking which again not an easy task (Dean Anderson & Anderson, 2010).

Individuals' resistance to the change process could occur in several forms (Mullins, 2007). It can be overt or covert, and immediate or deferred (Bratton, 2015). Overt and immediate resistance include voicing complaints; resigning; lack of cooperation with the change effort; or even threatening to strike (Bratton, 2015). This also could include delaying tactics, placing roadblocks, undermining progressive thought (Judson, 1991; Kotter & Schlesinger, 2008). Covert resistance include loss of commitment; poor performance; absenteeism or even deliberated sabotage (Bratton, 2015).

Studies show that usually workers show resistance to change for the following reasons:

1. Individual bias to a change;
2. Fear of the unfamiliar;
3. Environment of mistrust;
4. Failure fears;
5. Job security or loss of status;
6. Pressure by peers;
7. Interference with cultural customs or relationship with society;
8. Personality conflict;
9. Poor timing or lack of tact;
10. Non reinforcement of reward systems; or
11. Past successes (Coch & French, 1948; Dent & Goldberg, 1999; Judge, Thoresen, Pucik, & Welbourne, 1999).

Resistance to change is not just limited to the individual level; it also can appear in the group level (Burke, 2014) since groups or teams consists of a number of different

organisational individuals, all of whom have their own collection of values, beliefs, and ways of thinking. Peer groups are important social constructs that can help leaders to influence change at the team level. According to Ferrazzi (2014), when individuals are combined in teams, they can discuss change initiatives; create accountability; and pressure on their colleagues who may be resistant to change.

Individuals and groups organisation are components of the organisation in large-scale. Any major change in any component would have an effect on the other components (Bush, 2011). Both the leadership and the members of the organisation should together enable promotion of learning capability in preparation of acceptance and promotion of changes, as this would result in promotion of positives changes in the organisation (Burke, 2014).

3.7 Focus of change

The focus of change is concerned with which features of the organisation are being affected by the change. Bergquist (1992) identifies main three foci: structure, process and attitude. Structural changes are designed to change the organisational hierarchy, reward system, policies of the institution and processes (Burke, 2014). Examples of change in structure are changing in the organisational hierarchy, the reward system, or institutional policies and procedures (Bergquist, 1992). Change in structure is seen as being easier and generating lesser controversy when compared to changes in attitude or processes (Kezar, 2001).

Process change is different in such its objective is to alter the way in which individuals interact with current structures of the organisation (Bergquist & Pawlak, 2008). Process changes entail shifts in communication systems, decision making procedures or management of conflicts, or leadership style. Attitude change concentrates on feelings on individuals working under current organisational

processes and structures (Bergquist & Pawlak, 2008). A strong emphasis on training could result in changes in attitude and impact the emotions which individuals have towards their roles. According to Hudescu and Ilies (2011), attitude change generally involves change in culture of the organisation and hence change could be seen in all or any of these foci.

According to Senge (2006), any structural change unaccompanied by simultaneous attitude changes is unlikely to last. Fullan (1993) has a similar viewpoint and argues that changes in structure without changing ideas, attitudes and beliefs would not suffice. Hence, for the change to have a lasting and positive effect, creation of a secure environment which enables, values and encourages open communication and co-operation becomes essential (Northouse, 2013). Most of these changes, be it structural, process change or attitude change, are generally connected to each other. It is hard to alter only one of these three foci, without the change affecting others (Kezar, 2001).

3.8 The manner and target of the change

There are different classifications of change. In terms of the intentionality of change, change could be viewed as being either planned or unplanned (Burke, 2008; French, 2011; Yukl, 2006). Unplanned changes generally occurs as a result of unexpected sudden changes to the organisation, resulting in its members responding reactively in a probably disorganised manner (Kezar, 2001). Unplanned changes occur, for instance, when a senior manager suddenly leaves or experiencing a rapid and unexpected turnover. Similarly, change in global economy or government regulations are also often unplanned. Responding to unplanned changes needs major elasticity and ability to adapt by the organisation (Mukherjee, 2009). In contrast, planned change could be viewed as the conscious decision to change marked by

intentionality and deliberateness of processes to make internal changes to meet identified goals or to pursue a range of strategies (R. Ford, 2006; French, 2011). Planned change requires the involvement of both internal and external stakeholders to help cope with the difficulties and implement initiatives (Kezar, 2001).

Planned change often involves a series of sequential stages or steps. According to M. W. Ford and Greer (2005), planned change generally involves three basic stages. The first stage involves examination of the current state of the organisation and altering of established behaviour. In the second stage, new procedures are developed to replace older procedures, and as such is a continuous change phase. The final stage is the institutionalization of the new attitudes and behaviours to be part of the organisational standards.

Strategic planning in the organisations is an example of planned change, as it represents the intentionally constructed change efforts. The strategic planning process would usually begin with the development or updating of the organisation's vision, mission and values that will lead to the formulation of strategic thrusts and objectives to fulfil its mission and achieve its vision. Strategic planning requires the agreement and support of the organisation's leaders and members. It also requires the analysis and involvement of external stakeholders (Bryson, 2011).

Robbins (1990) maintained that change should not be incidental in nature. All change initiatives must be planned in consultation with employees. Dunphy (1996) had a similar view, stating that all change initiatives must be planned actively with all the relevant stakeholders. Furthermore, planned change must have a specific purpose in order for the organisation to remain in a viable state.

In terms of the response time, change could be categorised as either proactive or reactive. Proactive change occurs before an emergency, and reactive change occurs

after that (Baker & Baldwin, 2015; Kezar, 2001). Planned change could be both proactive and reactive (Malopinsky & Osman, 2006). Proactive changes are implemented by organisational leadership in anticipation of potential reactive change resulting from their assessment or recognition of internal and external dynamics (Hodges & Gill, 2014). This type of change often encounters resistance because some people do not realise that certain proactive change programs are necessary. Therefore, change agents need to clearly show the benefits of changing and severe disadvantages of not changing to get individuals' buy-in (Kezar, 2001). On the other hand, reactive changes occur as a response to dynamics of the internal or external environment that has already transpired rather than being foreseen in the future (Hodges & Gill, 2014). For example, introducing of a new employee benefit system is considered proactive as the leadership believes strongly that it will enhance employee motivation and satisfaction. If the benefit scheme was introduced as a result of demands made by the workers, then it would be a reactive change.

The target of change is discussed in all models of change, with focus on the change process and its outcome (Burke, 2014). The process of change defined as the method by which the change happens, could be designated as being reactive, proactive, unplanned or planned (Kezar, 2001). The outcome of change refers to what actually changes in the organisation (Burke, 2014). The outcome of change could be either tangible or intangible (Beer & Nohria, 2000). For example, the outcome of change could be new procedures, structures, mission, services and beliefs of individuals. The outcome of change could be either unintended or intended, and agents of change agents have to aware of both these outcomes and also the means to identify the complexities resulting from the process of change (Kezar, 2001). It is important for

change agents to identify whether the target of change is an individual, group, or system and whether the target is knowledge, behaviour, or attitude.

3.9 Theoretical framework

To address the purpose of this study which seeks to understand the change processes resulting from accreditation, six major models of change suggested by Kezar (2001) were used. The six models are evolutionary; teleological; life cycle; political; social cognitive; and cultural of model change. Every one of these models have its distinct set of assumptions on the reason why for change (driving forces of change), how the change process occurs (the stages, scale, timing, and process characteristics), and what will occur (the final outcome of the change) (see Figure 3.2).

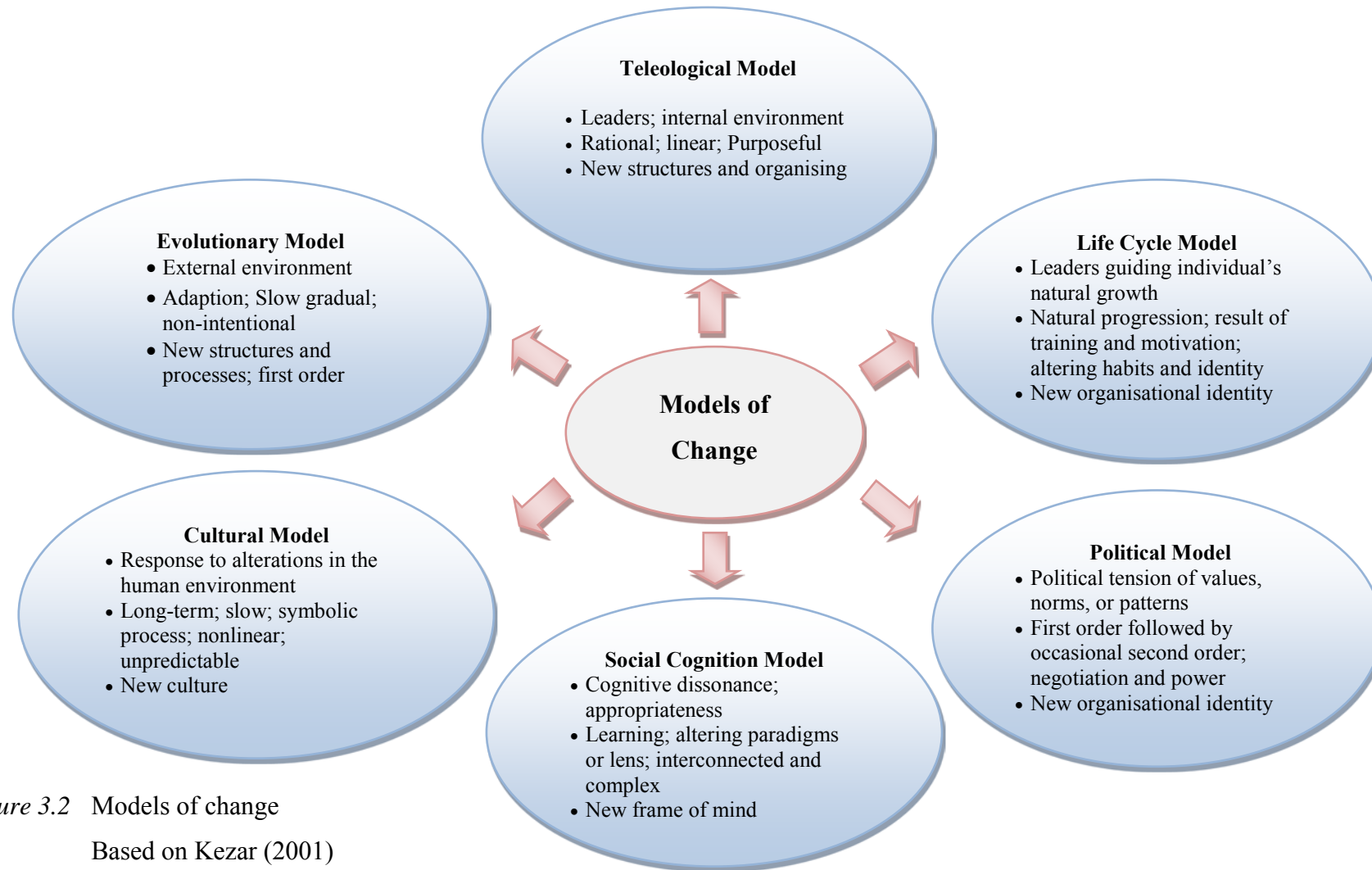


Figure 3.2 Models of change
Based on Kezar (2001)

3.9.1 Evolutionary model

The major assumptions of evolutionary change model are change is a slow series of transformations that occur gradually under environmental influences and results in new structures and processes (Morgan, 2006). Evolutionary models perceive change within organisations as a natural development. Organisations change to meet the powerful external forces and environment's requirements for survival with variations in policies, structure and processes (Austin & Bartunek, 2003; Morgan, 2006). This change can be described as having "cumulative changes in structural forms or populations" (Van de Ven & Poole, 1995, p. 517). In the other word, certain adjustments and alterations that occur in the organisation that modify small structures and procedures may later result in bigger cumulative change. This is because changing one part of the structure has implications for other parts (Kezar, 2001). Change proceeds through a continuous cycle of variation, selection, and retention (Austin & Bartunek, 2003; Van de Ven & Poole, 1995).

Unlike teleological model, evolutionary model perceives that change is deterministic, meaning that people do not have a significant effect on the type and orientation of the change process (Morgan, 2006). Managers or individuals have limited ability to plan for change because they are essentially reacting to external conditions (Levy & Merry, 1986; Morgan, 2006). However, they are capable of being proactive and expecting changes in the organisational environment (Cameron, 1991).

In sum, evolutionary change models assume that change resulting in new structures and processes as it is slow and steady and is greatly influenced by its surroundings. The process of change is unplanned and reactive (Kezar, 2001).

3.9.2 Teleological model

The teleological model of change, also known as planned change, assumes that organisational change occurs as the result of purposeful and social construction by organisation members (Austin & Bartunek, 2006; Chmiel, 2008; Van de Ven & Sun, 2011). Organisational change is goal driven; motivation for change arises when organisational members, leaders and individuals, recognise that their current activities are not enabling them to reach their goals, and the focus is on processes that allow purposeful, intended, activity toward the goals (Kezar, 2001, 2014; Van de Ven & Poole, 1995; Van de Ven & Sun, 2011). Unlike the evolutionary model, teleological model do not perceive change occurs in response to the external environments. Rather, influences from within the organisation itself create dissatisfaction among organisational members with the status quo which might lead to set new goals (Chalofsky, Rocco, & Morris, 2014).

Organisational development is the best-known model within the teleological models (Van de Ven & Poole, 1995). The process of organisational development starts by identifying the problems within the organisation on an ongoing basis and trying to find solutions, change initiatives (Austin & Bartunek, 2003). Organisational development model emphasises the importance of organisation's mission as a guide for change processes. Organisational vision, goals, and strategies need to be aligned together with the mission of the organisation (Burke, 2014; Kezar, 2001). The goals of the organisation should be clearly designing and communicating to individuals which could create needed change (Nordvall, 1982).

Teleological model views development process as an unending repetitive cycle of goal formulation, implementation, evaluation, and modification of goals based on what the organisation has learned or intended by the individuals involved (Burke,

2014; Kezar, 2001, 2014; Van de Ven & Poole, 1995; Van de Ven, Poole, Dooley, & Holmes, 2000). The process of change is continuous and iterative, as the organisation is never static (Burke, 2014).

Organisational leadership can set goals based on the most appropriate strategy and negotiations within the organisation members and relevant stakeholders (Kezar, 2014). These goals are the initial step of the planning process. Philipsen and Kemp (2003) point out the goal setting can be top-down or more participative depending on the context of the organisation. To achieve the goals, leadership has to provide the enough resources and use them in an efficient manner.

The key strategies suggested by the teleological model to facilitate the change process include strategic planning, strong administrative support, a collaborative process, stakeholder analysis and engagement, effective communications, providing rewards and incentives and developing support structure through restructuring (Burke, 2014; Kezar, 2014; Kezar & Eckel, 2002a).

Strategic planning is the process used to determine the direction of an organisation (Bryson, 2011). During the strategic planning process, an organisation's mission, vision, values and goals statements are developed or updated (Hickman, 2016; Yukl, 2006). Moreover, the strategic planning process aligns an organisation's mission, vision and goals to create a consistent and congruent blueprint for the organisation's future (Bryson, 2011). In the teleological model, agreement and cooperation among organisational members are essential aspects for strategic planning to be successful (Kezar, 2001).

Senior administrative support refers to active participation by individuals in positions of power who have ability to support change through budget allocation, hiring new employees and providing personal support (Kezar & Eckel, 2002b).

Within the teleology model, organisational leaders play a key role in driving the change process (Carnall, 2007). They have the ability to maintain focus on change initiatives and to provide resources. The ongoing involvement and commitment of leaders can have a significant impact on staffs' attitudes toward organisational change (Burke, 2014; Kouzes & Posner, 2006). For example, ongoing and deliberate communication across the organisation can assist organisational members in understanding and embracing the necessity for change (Krakowsky, 2008). Even though change can also come from down the hierarchy, e.g. within the faculties, the leadership's support is essential to realise it. Hence, leadership is considered an essential component for teleological model changes (Kezar, 2001, 2014; Trowler, 2002; Van de Ven & Poole, 1995). Large-scale change in an organisation, which requires fundamental changes to the mission, strategy, and culture, necessitates strong commitment and support from top leadership (Burke, 2014; Yukl, 2006). Leaders can secure human and financial resources, and focus on institutional priorities. Insufficient buy-in and support from senior leadership will strictly limit, if not totally prevent, a change initiative (Eckel & Kezar, 2003b).

A collaborative process refers to the involvement of key stakeholders in the organisation in designing and implementing the key activities of the change process (Eckel & Kezar, 2003b). In the teleological model, the change process would fail if there were a lack of consensus on plans or goals amongst the organisational members (Kezar, 2001). Consensus can be formed through social activities, such as training sessions, team building and social gatherings, which can facilitate frequent interactions and shared understanding, cooperative analysis and common language (Maloney, Shah, & Zellmer-Bruhn, 2010). Consensus can also be attained through the organisational members' participation in the formulation of the organisation's

mission, vision and goal (Hickman, 2016; Van de Ven & Sun, 2011).

The stakeholders who are part of the organisation must not only be included in the change process, but those stakeholders, groups or individuals from outside the organisation, who have the ability to potentially affect the change process within the organisation, should also be included (Freeman, 2010). For instance, stakeholders inside and outside the organisation must be able to participate in both the development and implementation of the organisation's vision (Kotter, 2009). According to Kezar (2014), higher education institutions are interdependent systems. They work in conjunction with other institutions (e.g. schools), professional organisations (such as those in education, engineering, and law), the community, government agencies (such as the National Science Foundation), unions, and accreditation bodies. Leaders in higher education institutions need to consider the perceptions, requirements and concerns of different stakeholders when planning for any change idea. These external stakeholders can have a role in facilitating or braking organisational change. Change agents need to consider both internal and external stakeholders in their planning and decision making (Kezar, 2014).

Effective communication refers to the activity in which the change process is clearly described and made understandable to the organisational members (Eckel & Kezar, 2003b). To achieve this end, an effective campus leader might use some strategies, such as speeches, articles in newsletters, town meetings and notes over email that may be sent to organisational members. Effective communication can help to gain employees' acceptance of change initiatives and to develop a shared language (Antony, Krishan, Cullen, & Kumar, 2012; Holbeche, 2006). The change process usually fails if the importance of this change is not understood by most of the members of the organisation (Van de Ven & Sun, 2011). Moreover, communication

can help leaders identify potential problems, misunderstandings or concerns that members might have about the change initiative (Burke, 2014). Kiefer (2005) argues that communication can also contribute to reduce complexity, uncertainty, and ambiguity that often accompanies change.

The literature reveals that rewards or incentives have had an effective impact on encouraging employees to practice new or additional activities (Andrade, 2011; Beer & Nohria, 2000; McNamara, 2010). These incentives may be in multiple forms, including merit increases, public recognition and awards, conference travel money, overtime rewards, computer upgrades and many more (Roberts, 2008). Rewards may also be in the form of financial or non-financial remunerations (E. M. Jackson, Rossi, Rickamer Hoover, & Johnson, 2012). Incentives can provide motivation for organisational members to implement change (Roberts, 2008; Turner Parish, Cadwallader, & Busch, 2008). Rothermel and LaMarsh (2012) and Wooddell (2009) stress that organisational leaders need to provide their employees with the resources needed, such as time, information and equipment. Otherwise, employees might not commit to the change and become an impediment to its implementation.

Moreover, change is achieved and facilitated through the development of a support structure, such as resource reallocation, the realignment of goals or the development of new positions or centres (John, 1991). The development of a support structure would enhance commitment, as it provides the resources, effort and desired focus (Eckel & Kezar, 2003b; McMahon & Caret, 1997).

3.9.3 Life cycle model

The life cycle model of change evolved from child development studies and focus on phases of organisational growth, maturity, and decline or re-development (Levy & Merry, 1986). Change, therefore, is progressive, rational and part of a phase

(Morgan, 2006). Unlike the teleological model, life cycle models do not perceive change as occurring because people desire it or see its necessity. Rather, the assumption is that change is natural because individuals within the organisations adapt to its life cycle. It is impossible to stop or alter change (Morgan, 2006; Trowler, 2002). In other words, an organisation is such a living organism (Burke, 2014). There are a number of studies indicating that organisations do not strictly proceed through the phases of biological maturation, but rather follow a more random and variable life cycle (Burke, 2014; Senge, 2006).

Life cycle models also assume that the organisational environment is ambiguous. The implication is that employees and managers need to adjust to it through communication, training and development or other structures that enhance growth (Bolman & Deal, 2003; Washington & Ventresca, 2004). The result is a new organisational identity (Kezar, 2001)

Unlike the teleological model, life cycle models shift emphasis from the leader to activities and people throughout the organisation (Burke, 2014; Kezar, 2001). However, leaders must assist individuals to understand the change and train them to work differently. Change occurs when all the individuals of the organisation are provided training and opportunities for individual development (Rajagopalan & Spreitzer, 1997).

3.9.4 Political model

The political model of change is often referred to as the dialectical model because they have similar assumptions (Morgan, 2006; Van de Ven & Poole, 1995). The political model assumes that conflict is an essential element of organisational life because organisational members have different values and interests (Daft, 2010; Van de Ven & Poole, 1995). In this model, organisational change occurs when two

opposing forces interact (Bolman & Deal, 2013; Morgan, 2006; Schein, 2010; Van de Ven et al., 2000). The forces are competing for authority, and this competition generates change. Change results in the modification of an organisation's identity, ideology or the status quo (Van de Ven & Poole, 1995). The change process occurs through bargaining, influence, power, conscious-raising and social movements (Bolman & Deal, 2013; Van de Ven & Poole, 1995). The process is not necessarily rational, and leaders play a key role in implementing the change.

Unlike the life cycle model, the political model does not perceive change as rational (Burnes, 2004). Political models do not assume that everyone in the organisation participates in the change process (Bolman & Deal, 2013). Interest groups form and reform as change occurs. Participation in change is closely tied to resources; when resources are abundant, few individuals take an interest in change or enter into conflict. Similarly, when resources become rare, individuals are motivated to engage in dialogue and conflict (Van de Ven & Poole, 1995). Human needs and motivations, particularly in the resource-scarce situation, drive this model (Bergquist, 1992).

The process of implementing political change includes agenda setting, networking and forming coalitions and bargaining and negotiation (Kotter, 2010). Agenda setting differs completely from developing an organisational mission. It involves listening to members involved in the change process, as well as expressing and responding to the collective concerns of members (Bolman & Deal, 2013). Once this step is completed, the next step, which is networking and forming coalitions, should be started to create change. Key individuals who will facilitate or hinder the change process should be identified by change agents to build coalitions. Coalition building would be considered an efficient method to implement change at all levels of higher education. Through coalition building, interest groups are brought together, along

with people having expertise, power and influence (Kezar, 2001). When all the main people are identified and engaged, collective bargaining and negotiation can start to create the outcome of the change initiative (Van de Ven & Poole, 1995).

3.9.5 Social cognition model

According to the social cognition model, a single viewpoint or reality is not present for an organisation, as each individual would have their own specific perception. Within this model, change does take place due to a leader's vision (as in the teleological model), an environmental change (as in the evolutionary model) or political pressure (as in the political model). Cognitive dissonance is the main reason for carrying out change in the social cognition model. Cognitive dissonance occurs when organisational individuals do things that conflict with their internal values. Because of this conflict, individuals decide to change their behaviour (Argyris, 2009; Collins, 2005).

Unlike the teleological model, which assumes that change occurs linearly, and the life cycle model, which assumes that change occurs in phases, change in the social cognition model can be seen as a multifaceted, interconnected, overlapping series of processes, obstacles and individuals. Change results in a new frame of mind or worldview (Kezar, 2001, 2014).

Examples of the social cognition model of learning include single- and double-loop learning. The first-order change is single-loop learning, where individuals make modest improvements to the status quo in the organisation (Argyris, 2009). In universities and colleges, where the systems are loosely coupled, single-loop learning occurs on a daily basis in the departments and divisions to assist in adapting to the changes and institutional focus (Weick, 1995, 2010). Double-loop learning is different, as it requires individuals to re-examine and possibly change the

organisation's vision and goals (Schein, 2010). In higher education institutions, where systems are quite loose, it would not be hard to implement such learning. Behaviour can be framed through mental models, and change initiatives may fail specifically if the individuals are unable to change their acting and thinking (Argyris, 2009).

Sensemaking is another example of the social cognition model of learning. Sensemaking is an important approach, as it focuses on individuals' ability to make sense of events and experiences. Through sensemaking, the mind-set is changed, which helps change the commitments, values, priorities and behaviours (Weick, 1995). Sensemaking is a social process by which organisational members interpret what is going on in their environment via interactions with their colleagues. Through this process, individuals can understand their context and act together (Maitlis, 2005; Maitlis & Christianson, 2014). Town hall meetings, campus dialogues, task forces and committees, public speeches, ideas provided by consultants or outside individuals, staff and faculty meetings and cross-departmental teams are some mechanisms that help achieve sensemaking (Gioia & Thomas, 1996; Morgan, 2006). Construction interactions, which can occur because of the above-mentioned strategies, might help organisational members make new meanings by changing their skills and roles. Leaders need to provide organisational members with opportunities to help them understand the importance of changes and to change their mental models and establish new activities and meaning (Bolman & Deal, 2013; Harris, 1994; Levy & Merry, 1986; Morgan, 2006).

3.9.6 Cultural model

Organisational culture refers to the shared set of beliefs, values and assumptions that guide how organisational individuals conduct their work and interact with each other (Schein, 2010). Within the cultural model, change takes place in response to alterations in the human environment (Morgan, 2006), and it involves altering the beliefs, values, habits, myths and rituals of the organisation (Collins, 2005; Schein, 2010). Such change is a long-term, slow, dynamic, on-going, unpredictable, irrational and nonlinear process (Schein, 2010; Weick, 1995). This model emphasises the collective process of change and the key role of each individual in the change process. The basic components of culture include visible artefacts (e.g. language, structures and processes, dress, jokes, rituals, etc.), espoused values (e.g. philosophies, employee attitudes, shared goals, etc.) and basic underlying assumptions (e.g. perceptions, thoughts and feelings) (Schein, 2010).

Cultural change focuses on second-order change, typically at the institutional level, where various aspects of the organisational culture and core belief systems are changed (Schein, 2010). The process of changing an organisational culture is a difficult task to achieve, not only because culture is mostly unrecognised, but because typically shared values and beliefs are difficult to alter (Kotter, 2009).

The cultural change model often focuses on the leaders' ability to shape the values, beliefs, assumptions and patterns of individuals' behaviours to create a desired work environment (J. Martin, 1992). The main activities to create cultural change include "modifying the mission and vision, creating new myths and rituals, leaders performing symbolic actions, using metaphors, assessing the institutional culture, tapping into energy, developing enthusiasm, altering motivations of people through spirituality, and communicating values and beliefs" (Kezar, 2001, p. 52). The

organisation history and traditions must be thoroughly understood and incorporated into the planning process as part of this model (Collins, 2005; Kezar, 2001).

3.10 Combination of models of change

Graetz and Smith (2005) point out that multiple models of change are needed and that change agents must determine where each model can apply. Individual change models are not likely to explain the unfolding organisational processes leaders may experience.

Van de Ven and Sun (2011) note that every model of change creates its own tensions because each model favors some values and overlooks others. The tensions that are created reflect the choices people have made, either implicitly or explicitly, as they implement the change program (Seo, Putnam, & Bartunek, 2004).

Change agents can create larger organisational problems if they remain locked into a one model of change (Boal & Meckler, 2010). To be effective, change agents must expand their repertoire of conceptual models for managing organisational change and know what models to use in different circumstances. Van de Ven and Sun (2011) suggest that possessing multiple models for change enables change agents to apply the models and interactions that best fit the given situation. When breakdowns in one model occur, appropriate models can be selected that better fit the new situation.

In relation to higher education, Kezar (2001) suggests that organisational change processes can best be explained through political, social cognition, and cultural models of change. She outlines characteristics of academia that make these three models of institutional transformation appropriate. The political nature of the issues and the unique characteristics of institutions include: interdependent organisation, some independence from the environment, unique culture of the academy, values-

driven mission, multiple power and authority structures, organised anarchical decision-making, shared governance, goal ambiguity, and a focus on image and success (Kezar, 2001).

As discussed in the first section of this chapter, organisational change is an important issue in higher education because the environment in which these institutions operate is itself constantly changing. Therefore, leaders cannot ignore the inevitability of having to manage change within their organisations. However, many change initiatives are difficult, complex, and subject to failure because organisations do not implement the change programs effectively. The literature review reveals that accreditation, for example, is a complex process that requires a documented strategy and mission, as well as a review of processes and procedures to meet the rigorous standards of the accreditation bodies (Fleming, Shire, Jones, Pill, & McNamee, 2004). It is a daunting process that demands both time and resources. Change management models are useful because they provide a basis, an understanding and a roadmap for a change process. As in the case of this study, change models may describe the accreditation process so that it is easily understood. The next section in this chapter discusses the accreditation process in details.

3.11 Accreditation process as an example for change

The following section concentrates on accreditation which mostly considered as a catalyst for organisational change processes within higher education institutions (Kezar, 2014).

The majority of accrediting bodies follow a similar accreditation process which includes self-study, followed by external review by experts, decision-making and instituting follow-ups (Eaton, 2012; Kis, 2005; Kristensen, 2010; M. Martin & Stella, 2007; Monnapula-Mapesela & Moraka, 2008).

The process begins with conducting a critical self-assessment by the institution or program itself against the accrediting body's standards. This process provides the basic groundwork of the accrediting bodies towards measuring the prevailing quality of the academic institution or program (Alstete, 2004; M. Martin & Stella, 2007). DeSilets (2007) stated that the self-study process reflects the extent to which the current program is in compliance with prevailing accreditation standards, reflecting the current state of affairs with regard to the academic policies, faculty, procedures adopted, students and staff, processes and activities employed. The aforementioned aspects are highlighted utilizing position descriptions, financial information, evaluations and program files, interviews, organisational charts, annual reports and meeting minutes.

In doing this, self-study enables determining the current situation of quality within the institution or program (Alstete, 2004). The assesment undertaken enables understanding the institutional mission and goals, and how the institution or the program under evaluation strives to meet the same (Alstete, 2004), and therefore forms the foundation of the accreditation process (Barker & Smith Jr, 1998; Dey, 2011).

To ensure the success of the self-study process, it is important to be internally encouraged and supported rather than seen by academic and students as a response to external bodies (D. Jones & Schendel, 2000). The maximum possible individuals should be involved in this process from all areas of the institution (Alstete, 2004; Laun, 2005). It is very important that the senior members within the institution should all be committed to the processes undertaken, and should publicly support the initiative (Rieves, 1999 as cited in Alstete, 2006). This might significantly help to motivate faculty members and students to participate fully in the accreditation

process which in turn might increase the institutional development opportunities (Alstete, 2006).

Alstete (2004) is of the perspective that the overall accreditation process should be taken seriously, and the same should be reflected in both the words and actions of the management. The process should be undertaken with a view to ensure the wholehearted support of the students, faculty, staff, administrators, trustees and alumni etc. Furthermore, an effective self-study process would be achievable in consideration of strong leadership involving the active participation of the entire community within the institution (Alstete, 2004).

The initiative undertaken should be effectively organised, ensuring that tasks and roles are pre-defined in consideration of an effective guidance structure encompassing a steering committee with task force chairs. The most effective personnel should be selected to train and orient the remaining members of the team who should also be empowered to obtain the required resources, decide upon timelines and coordinate the process. In the initial stages, the entire staff would need to be continually persuaded directly and indirectly, by those responsible for executing the initiative towards sustaining the momentum of the initiative undertaken (Alstete, 2004).

Once the internal self-assessment exercise is successfully concluded, an external panel of experts from the accrediting agency could undertake a review of the conclusions derived based on the standards of the accrediting agency. The exact composition of the external team would be dependent on the specific accrediting body, but would nevertheless constitute professional and academic peers. This would enable the institution to be judged and evaluated by peers who would correctly perceive the relevance of the curriculum, the related institutional facilities, the

composition of the student body and the supporting administrative structure (Alstete, 2004).

In the course of the visit by the external team, they should interact with the institutional stakeholders, tour the institution and review the relevant documentation to ensure that the institution is in full compliance with the established standards of the accrediting agency (Alstete, 2004). The self-study process forms the foundation for facilitating the external visitors (K. E. Young & Chambers, 1980). In consideration of the observations made during their visit, the panel would draw their conclusions, identifying the strengths and weaknesses of the institution. A copy of the same is also provided to the institutions, requesting their reservations if any, before final submission with the accrediting body (Alstete, 2004).

In conclusion, the accrediting agency would review the report before denying or approving the accreditation of the institution, or making the same conditional to certain reviews (Alstete, 2004; Eaton, 2012).

On the successful conclusion of the entire process, a quality certificate is issued to the qualifying institution. Certain agencies only provide the accreditation certificate, while some also enclose a final report. Normally, the accreditation is time bound, necessitating a periodic review to remain valid. Woodhouse (as cited in Kis, 2005) has highlighted how certain accrediting agencies have strict follow-up procedures towards ensuring that their recommendations are implemented, and to observe how the improvements in the processes designed are maintained at the institutional premises over a period of time.

3.12 Perceptions about accreditation process

It has been suggested in the literature that various perspectives exist with respect to the accreditation process (Cavaliere & Mayer, 2012; Shah, Nair, & Stanford, 2011;

Stensaker, Langfeldt, Harvey, Huisman, & Westerheijden, 2011). It has been found in various studies that even though the overall effect of accreditation was viewed positively by the staff members, the problems and challenges inherent in the execution of the process were also acknowledged by them. In the subsequent sections, the benefits and challenges linked to the accreditation process are recognised and explained.

3.12.1 Perceived benefits linked to accreditation process

The perceived benefits of the accreditation process include helping institutions and programs to improve their effectiveness by recognising strengths and weaknesses (Monnapula-Mapesela & Moraka, 2008; Shah et al., 2011), assisting faculty members to better understand quality assurance (Blythman, 2001; Shah et al., 2011), stimulating changes and improvements in institutions (Carr, Hamilton, & Meade, 2005; Chung Sea Law, 2010; Huusko & Ursin, 2010; Shah et al., 2011), improving institutions' managerial practices (Pham, 2014), and bringing staff and departments together to fulfil the quality requirements (Wolff, 1995).

It was found in certain studies that the external quality assurance process, such as the accreditation process, were considered to be putting forward prospects for institutes to determine their effectiveness and recognise strengths, in addition to the areas requiring improvement (Monnapula-Mapesela & Moraka, 2008; Shah et al., 2011). Using the accreditation process, the overall institution can be examined so as to determine whether the college is on right track to achieve its mission (Oden, 2009). It has been asserted by Oden (2009) that the accreditation process is distinct since it is amongst the only, and possibly the only, opportunity that exists for extensively examining the entirety of what we aim to accomplish.

In addition, the accreditation process could assist faculty members to better understand quality assurance which could lead faculty members to become more responsible and accountable for their work (Blythman, 2001; Shah et al., 2011). A study carried out recently by Bejan et al. (2015) to determine the effect of the external quality assurance method for the point of view of teaching staff, students and quality managers from Germany, Romania and Finland depicted similar findings. The study showed that the significance of the quality work was obvious amongst the staff as the process improved the knowledge and discussions regarding quality and its role in the activities of the higher education institution (Bejan et al., 2015).

In addition, the quality process can, in its ideal form, improve the organisation's sense of solidarity, where same feelings are shared by students, faculty members and administrators; that is, they work in collaboration with each other to attain particular interests, objectives and standards (Bejan et al., 2015).

Internationally, the literature review shows that the external quality review process has raised awareness of quality issues and increased communication (Don Anderson, Johnson, & Milligan, 2000). According to Shah (2012) and Dill (2000) research on external quality process in the Sweden, United kingdom, Hong Kong and New Zealand shows that the effects have resulted in: facilitated cooperation and discussion within academic departments to improve teaching and student achievement; increased responsibility for improving teaching and student learning outcomes; and providing information on the best practices both within the institution and across the wider education sector. Moreover, the external quality processes assisted higher education institutions in the New Zealand to observe and check the quality of processes in different ways that had been practiced before. As a result of

this examination, areas of weakness have been identified and treated (Meade & Woodhouse, 2000).

It was also found in certain studies that external quality assurance systems, such as the accreditation process, were considered to be a catalyst for bringing about changes and enhancements in the institutions. The accreditation process provides the organisations with a framework that permitted them to perform a critical examination of their policies and activities in order to help them determine their strengths and weaknesses (Carr et al., 2005; Chung Sea Law, 2010; Huusko & Ursin, 2010; Shah et al., 2011).

It was asserted by Shah et al. (2011) that changes within the university would occur at any rate, however, external audit functioned as a catalyst that increased the speed with which different activities were performed because of apprehensions related to additional investigation and public report.

The self-study method has been implied by Casserly (1987) as being a one planned change method, which functions as a deliberate and focused (purposeful) process. In this process, the members of the organisation evaluate the organisational objectives, resources, program and/or effectiveness so as to encourage change and improvement. According to Wolff (1995) and Casserly (1987), self-study, along with a team visit, can bring about critical, as well as transformative, changes. The accreditation process provides an opportunity of encouraging critical re-thinking of the mission, role and function of the institute. In addition, Heriot, Franklin, and Austin (2009) asserted that schools that are looking for initial accreditation may have to alter programs, curricula, facilities, administration and staffing.

Al Mohaimed et al. (2012) performed a study under the Saudi Arabian context to find out how the accreditation process was useful in a certain medical college. The

study showed the process is a variable activity and has produced considerable modifications to the educational processes and management, as well as the implementation of the curriculum. It is perceived by the faculty members as well as the students that because of the accreditation process, they became more mindful and aware of quality issues inherent in medical education. Due to increased awareness, the critical assessment with respect to the education processes within colleges improved. It also made them more aware of the fact that the accreditation process facilitated the College in developing goals and objectives of the curriculum that help in fulfilling student learning outcomes. According to most of the faculty members, following accreditation, the quality standards of education showed evident enhancements. For instance, there was a substantial improvement in student learning outcomes, course requirements became obligatory prior to commencing any course; learning outcomes were part of course specifications; and faculty members were enticed to take part in and offer their input in developing learning outcomes.

In addition, it is also felt by faculty members that the student learning outcome conformed to the requirements for professional practice and guidelines in Saudi Arabia, in addition to the health requirements of the community. It is also suggested by both faculty members and students that evaluation methods are becoming more suitable and are largely indicative of the teaching methodologies, the learning outcomes and the curriculum objectives. In addition, they suggested that field training is becoming structured to a greater extent with evident objectives, tasks and evaluation techniques. Training is more satisfactory to the students, who are more conscious with respect to their responsibilities (Al Mohaimeed et al., 2012).

It has also been asserted by Bejan et al. (2015) that the accreditation process may provide a distinct feature to the programmes. The programme curriculum is improved because of the accreditation requirements, such as:

- Meticulously examining the requirements of different stakeholders, like students, industry, job markets, etc.;
- Accurate explanation of the educational goals, in addition to the learning outcomes and programme implementation, such as the learning assessment procedures. There needs to be consistency between the objectives and outcomes and the international criteria obtained from chosen accreditation criteria; and
- Explanation of the resources of the programme execution which need to be consistent with the programme goals and outcomes and the execution process (Bejan et al., 2015).

Moreover, there can be a positive effect of the accreditation process on the managerial practices. Because of the process, a more systematic method to goal establishment and strategic planning was developed, as well as improved record keeping practices, enhancement in policies and processes, with a greater focus on internal quality assurance procedures (Pham, 2014). The outcomes conformed to those obtained in previous empirical studies, such as the study carried out by Shah et al. (2011) which showed that the audits brought about the incorporation of strategic planning and quality into a single framework, and enhanced review processes within the institution.

Recently, a study was carried out in 30 Australian universities on the success of external quality audits. The author, Shah (2013), asserted that the audits brought about an improvement in systems and processes in Australian universities.

In addition, through the accreditation process, the staff and departments may collaborate with each other to fulfil the accreditation requirements. According to Wolff (1995), the self-study process provides an opportunity to permit campus leaders to work together with others staff members all across the institution. These members then analyse the objectives and goals of the departments and teams, keeping in view the entirety of the institution.

It has been asserted by Head and Johnson (2011) that the fundamental point of the philosophy of accreditation is the idea of quality improvement, which assumes that each member institution is involved in a continuous improvement program and has to depict the way it meets its desired objectives.

The accreditation process may normally offer opportunities to institutions to evaluate policies, practices and processes of the college; encourage change; enhance the managerial activities and bring together the entire faculty.

3.12.2 Perceived problems and challenges linked to the accreditation process

Various problems and challenges inherent in the accreditation process were found in past studies. For example, the accreditation process is very costly (Bardo, 2009; Cooper & Terrell, 2013; Hartle, 2012); it takes a lot of time (Cavaliere & Mayer, 2012; Oden, 2009; Trifts, 2012); there are insufficient resources (C. M. Young, Chambers, & Kells, 1983); the commitment and backing of the leadership is lacking (Abou-Zeid & Taha, 2014; Gillespie, 1998); and faculty members show reluctance towards implementation of the process (Suskie, 2015).

The institutions undertaking accreditation almost always faces problems in the financial aspect of the process (Bardo, 2009; Cooper & Terrell, 2013; Hartle, 2012).

It was asserted by Hartle (2012) that there has been a huge increase in the entire cost of accreditation. Bardo (2009) also asserted that the costs incurred are raised by

institutions so as to fulfil the accreditation requirements. It was found in the study by Cooper and Terrell (2013) that an average amount of \$160,000 was spent year each year by institutions on assessment activities in the year 2012-2013. It has also been asserted by Trifts (2012) that there are significant costs which are a lot higher than the additional fees required for obtaining membership and being part of the ongoing assessment. These are linked to the expenses of making the institute conform to the requirements and the expenses that would be incurred following the cultural changes brought about by accreditation. It has been observed by Heriot et al. (2009) that the expenses were also incurred due to consultations, assessments, and higher faculty development, in addition to the additional technology and library expenses. Nonetheless, one of the greater expense is the recruitment of new faculty members, and in certain cases, offering incentives for retirement to those faculty members who do not have the required qualifications.

The accreditation process takes up a lot of time, which is another challenge and could be taken as a significant indirect expense of accreditation. It has been suggested by Trifts (2012) that it takes a lot of years for majority of the institutions to attain accreditation, as several time-consuming tasks are required. For most organisations, a stringent strategic planning process and an acceptable mission can be developed in a time span of approximately a year. On the other hand, it would take much longer to collect and review data about student learning outcomes, which is normally two to three years at the least. During this time, the learning goals and objectives of the school are developed and the metrics and rubrics required to determine progress of the student are established (Trifts, 2012). Oden (2009) asserted that the implementation of this process often required a lot of time, energy and labour is required to execute this process. In addition, the time period from the

development of the self-study programme to the decision from the accreditation organisation is quite long. It is because of this reason that the process becomes quite tiresome and is frequently considered as extremely onerous (Oden, 2009).

It was found in a particular study that undertaking the accreditation process may turn out to be quite daunting and stressful activity because of the extensive requirements of planning, record-keeping and document preparation (Cavaliere & Mayer, 2012).

The process cannot be carried out at the last minute. In addition, a study was carried out by Huusko and Ursin (2010) in four Finnish universities to determine the benefits and shortcomings of the self-assessment and quality assurance activities from the point of view of departmental heads. The study outcomes showed that the key disadvantages related to the self-assessment activities pertain to insufficient time and extensive workload. It was also believed that anyone who is taking part in self-assessments was actually wasting his/her time and energy as this activity did not have any apparent advantages (Huusko & Ursin, 2010).

Furthermore, Abou-Zeid and Taha (2014) found that the majority of the faculty members in two Saudi universities do not prefer the accreditation process as they believed that it is an exhausting and time consuming practice. The findings of Ryhan's (2013) study are attuned with this idea. Ryhan (2013) carried out a study regarding the accreditation processes in Jazan Community College in Saudi Arabia so as to identify achievements and deficiencies. It was found in this study that the process required huge amount of work. High costs were incurred by College's administrations and faculty members over one year of hard work (around 80% of time for main participants). The accreditation process is also considered to be extremely bureaucratic and needs extensive documentations. It takes up a lot of time

of the academics and diverts their attention from research and teaching activities (Ryhan, 2013).

Moreover, there were insufficient resources which are another difficulty that has been found in previous studies pertaining to accreditation. The obstacles to effective fulfilment of the accreditation self-study program were presented by C. M. Young et al. (1983). These included extremely complicated information needed by the accrediting body, insufficient documentation existing in the institution, and inadequate training with respect to accreditation expectations (C. M. Young et al., 1983). It was further asserted by Alfred, Shults, Jaquette, and Strickland (2009) that insufficient human resources was another obstacle to the fulfilment of the accreditation procedure. In Saudi Arabia, a study was carried out by Abou-Zeid and Taha (2014) to recognize the difficulties encountered while carrying out the accreditation process in two universities from the point of view of faculty members. The problems and difficulties essentially arise due to the lack of proper training for faculty members to develop the necessary documentations. It was noticed that majority of the faculty members learned how to prepare documents like course requirements during the preparation of the accreditation documents. It was also observed in the study that there was inadequate number of staff members, and this increased the workload, hampering the successful execution of the process. In addition, there was insufficient time available by the faculty and staff members to fulfill the accreditation requirements. Alfred et al. (2009) has recommended that colleges need to recruit, develop and train staff with the required skills and experience so as to meet the demands of accreditation.

It was also found in the review that a key issue that was encountered by institutions while executing the accreditation process was insufficient commitment and

participation of the top management. For instance, the study carried out by Abou-Zeid and Taha (2014) showed that the inadequate support of the management towards the faculty and staff members was considered as a challenge faced by faculty members in executing the accreditation process. It is asserted by the authors that because of insufficient time, extensive teaching burden and not being passionate about the process, strong backing was required by faculty members from program and college management (Abou-Zeid & Taha, 2014).

Gillespie (1998) claimed that a lack of commitment from top management was a major reason behind the failure of the quality initiatives. The top management here does not comprehend the extent of effort needed for the initiative to succeed. It has been stressed by Vlachos, Michail, and Sotiropoulou (2002) that there should be active senior management commitment towards quality in each of the quality procedures, ranging from design to execution and then to maintenance. A very significant role should be played by the most senior management to encourage quality at each level of the company. These managers should serve as the 'heroes of quality' and 'lead from the front' (Rahman & Tannock, 2005). This is possible when they have the resources, like time, money and training, in addition to a strong support system.

The researchers who are seeking to comprehend leadership styles that bring about effective accreditation have recognised the following critical skills of leaders: organisational skills, transparency, knowledge, communication, and resource management (Oden, 2009). It was also noted by Oden (2009) that it was critical to acknowledge the accreditation process as an opportunity to enhance the organisation by means of open and honest communication. Leaders of the future who are seeking enhancement in accreditation should possess powerful organisational skills,

institutional knowledge, knowledge of the accreditation process, and they should provide ample resources for the accreditation functions (A. L. Young, 2013).

Furthermore, faculty involvement and participation are needed for the accreditation process. Difficulties may be faced by certain institutions in executing the accreditation procedure because of inadequate faculty support or buy-in, which is a critical aspect to consider in successful evaluation and accreditation processes (Suskie, 2015). Three reasons have been given by Suskie (2009) for explaining the presence of resistance towards evaluation; 1) the worth and significance are not comprehend; 2) there are insufficient resources for assessment function, and 3) apprehension and resistance towards change. Furthermore, it was found in the study of higher education teachers in Netherlands and Flanders that the hesitation towards accreditation by employees may be because of a greater work burden and bureaucracy, adverse feelings of stress, insecurity and mistrust, low commitment, autonomy constraints, insufficient knowledge and experiences, and little acknowledgement of the system (van Kemenade and Hardjono (2009).

3.13 Summary

A number of gaps appear in the literature on the organisational change process. Firstly, the literature highlights that the implementation of change process is not well understood, nor reported on in any depth, from the perspective of those actively involved with. Secondly, most, if not all, the current theories on change process are based on Western perspectives. Thirdly, with reference to Saudi Arabia, accreditation has only relatively recently been implemented as the key vehicle for improving the quality of higher education institutions. As such, a paucity of literature exists on the implementation of accreditation process and its impact on various aspects of higher education activities.

The literature review chapter of this study was divided into two sections. The first section reviewed relevant literature related to organisational change. Many studies perceived change as a complex and multifaceted process. Change can originate from external and internal factors. Organisational change can be first-order, also called incremental or second-order change, also called transformational. Change also might be evolutionary (gradual and slow), or revolutionary change (fast and radical). The change could affect one or several levels. It can impact individual, group or/and organisation level. Moreover, change might have an impact on structure, people, technology and operating processes. Based on the intentionality of change, it can be planned or unplanned. It also might be proactive or reactive based on response time. This study drew on six models of change as conceived by Kezar (2001) to understand the change processes. The six models are evolutionary; teleological; life cycle; political; social cognitive; and cultural of model change. Each model of change has different assumptions about the nature of organisational change.

The second section outlined the general steps of the accreditation process. Moreover, this section reviewed literature about the perceptions towards the accreditation process. It was found that the accreditation process can help institutions and programs to improve their effectiveness by recognising strengths and weaknesses. It also can assist faculty members to better understand quality assurance which could lead faculty members to become more responsible and accountable for their work. The accreditation process was also perceived as a catalyst for the institutions' changes and improvements. Furthermore, the process can have a positive impact on institutions' managerial practices. Moreover, through the accreditation process, the staff and departments may collaborate with each other to fulfil the quality requirements. On the other hand, the accreditation process has been perceived to

have various problems and challenges. For example, it is very costly and it takes a lot of time. A lack of appropriate resources, lack of leadership commitment and support, and resistance of faculty members has also been seen as factors that hinder the accreditation process. The following chapter introduces the research methodology used for this study.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

This chapter presents the research methodology that has been used to answer the research questions established in Chapter One. It begins by explaining the interpretive paradigm, and why it is the appropriate choice for this research. This chapter emphasises the rationale for choosing the multiple-case study method as the research strategy for this study. The methods of data collection, which includes questionnaires, semi-structured interviews and usage of existing documents, are also discussed in this chapter. The data analysis procedures, verification, limitations, and ethical consideration are also discussed. The pilot study, which trialed the methodology of the research, is included. The chapter concludes with a summary of the research methods.

4.2 Research paradigm

It is essential for a researcher to have a clear understanding of the philosophical basis of the reality and knowing to select and justify the most appropriate research design of his/her research (Crotty, 2003). Guba and Lincoln (1998) use the term paradigm to refer to the basic belief that a researcher uses to understand the surrounding world, and conduct of research. According to Guba and Lincoln (1998), the paradigms most commonly used in educational research are positivist and interpretive. Positivist paradigm (also called the scientific paradigm) is originated from the natural sciences. The fundamental assumption behind this paradigm is that social reality is independent and the investigation of this reality is not influenced by the actions of individuals. The goal is to discover theories, based on the empirical research conducted through experiments and observations. Researchers that conduct their

studies under this paradigm are using theories to explain or predict phenomena happening in the reality. Therefore, researchers are using logical reasoning and facts to explain the phenomena that are being studied. Positivist paradigm is associated with quantitative methods of analysis, because this paradigm assumes that the phenomena under study can be measured. (Guba & Lincoln, 1998).

On the other hand, interpretive paradigm which this study is situated assumes that reality is socially constructed by the individuals acting in it and the researcher cannot separate himself from the reality. According to this paradigm, meanings and knowledge are constructed through social interactions between individuals and between people and their environment (Denzin & Lincoln, 2003). This paradigm relies on the participants' views that are values, beliefs, and experience to understand and interpret the phenomenon being studied (Creswell, 2003). Interpretivism focuses on explaining phenomena, not measuring it as it is in the positivist case. Hence, qualitative methods of analysis are being used, such as interviews, focus groups and so on, where the researcher is involved (Guba & Lincoln, 1998)

In the context of this study, it is assumed that faculty members have different experiences based on their personal meaning of how the accreditation processes in CoE and CoA at KSU was implemented. The proposed study is best located within interpretive paradigm as it seeks to investigate the variety of the participants' perspectives through natural settings and to understand and interpret the phenomena (accreditation process) and the meanings the participants bring to them (Denzin & Lincoln, 2003).

4.3 Research design

The purpose of this research is to understand the change processes resulting from accreditation as perceived by members of CoE and CoA at KSU in Saudi Arabia.

This purpose can be achieved by using qualitative case study as a research design with mixed methods of data collection in order to gain an in-depth understanding of the accreditation process as experienced by each of the participants in a particular context.

Berg (2009) believes that case study based research involves compiling significant volumes of information related to specific individuals, their social settings, events, activities and groups to enable the researcher to clearly understand how the subject works. According to Creswell (2013) when an investigator seeks a in depth understanding of a well bounded case or cases, a qualitative case study is a good approach. Likewise, Merriam (1998) indicated that a qualitative case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. She suggested that case studies should be used when the researcher is interested "in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation" (p. 19).

Yin (2003, 2009) states the descriptive case study approach is most suited when the research investigates a contemporary phenomenon in depth and within its real-life context and when the researcher is unable to influence or control the course of events. These conditions are applicable to this study as the investigator wants to explore how the accreditation process (which is contemporary phenomenon) has been implemented within CoE and CoA (which is real-life context) and how it was perceived by the faculty members where the researcher cannot influence on t his process and perspectives of the faculty members.

In the proposed study, each case was the implementation of the accreditation process at CoE and CoA at KSU in Saudi Arabia. That is, more than one case study (multiple-case study) was used to investigate the implementation of the phenomenon

under consideration. Bogdan and Biklen (2007) and Merriam (1998) argue for the adoption of multiple case study approach, as the main advantage of this type is that it allows for the different cases to be compared and contrasted. This mean that the evidence derived from multiple cases is more reliable and stronger (Bogdan & Biklen, 2007; Merriam, 1998; Yin, 2003). A multiple-case study was implemented to gain more accurate results from several cases.

According to Yin (2003), deciding how many cases should be considered are related to the degree of certainty that the researcher desires to achieve. If excessive level of reliance is not required, then two or three cases would suffice (Yin, 2003). In this research, the researcher has considered two cases which together establish the ‘unit of analysis’.

4.4 Research sites and participants

Creswell (2013) and Patton (2002) use the term “purposeful sampling” to describe the strategy for selecting the sites and individuals to study when doing interpretive inquiry. For the purpose of this research the CoE and CoA at KSU were purposefully selected. These two faculties appeared to be opportune sites for expanding our knowledge and understanding of the organisational change processes resulting from accreditation where the accreditation process had been implemented. According to Stake (2013), the sites should be selected based on their relevance to the concept being examined and to the research questions, as well as based on their ability to provide diversity across contexts.

It is important to mention that at the time of data collection both colleges have been accredited by the international accreditation bodies: CoE accredited by NCATE (United States), and the CoA accredited by AALE (United States). Both colleges were also under the process of the national accreditation with the National

Commission for Academic Accreditation and Assessment (NCAAA) at the same time.

One of the differences between the national and international accreditation processes is that the national accreditation processes focuses on ensuring the quality of practices in all post-secondary institutions and programs regardless of their area of study, while the international accreditation processes focus on a particular area of study. The NCAAA, as the national accreditation body, has standards in eleven broad areas of activity relating to functions carried out in higher education institutions and programs, with sub-standards or sub-sections and individual items that relate to specific activities within each area (Al-Musallam, 2007). On the other side, NCATE, as an international accreditation process, has six standards aim to ensure that education colleges produce qualified teachers and other professional school personnel who can help all students learn (NCATE, 2008). In addition, AALE, as another international accreditation process, has fifteen standards focus on fostering liberal arts education (AALE, 2016).

Another difference between the national and international accreditation processes is the type of accreditation. It is mandatory for all Saudi higher education institutions and programs to be accredited by NCAAA to ensure high levels of quality in all of its eleven areas (Abou-Zeid & Taha, 2014; Al Mohaimeed et al., 2012). On the other hand, the international accreditation process is an optional in Saudi Arabia.

Therefore, even though the researcher always reminded the participants to focus on the international accreditation, as it was the initial purpose of this study, the answers provided might be affected by engaging in both processes (the international and national accreditation process) which is the nature of the qualitative research.

Research participants were intentionally selected from the two colleges. The participants in this study selected from faculty members who had been involved in the international accreditation activities and also engaging in the national accreditation processes. The selected participants include faculty members who are researchers and teachers, administrators such as the Deans and the Vice-Deans, heads of departments, heads and members of various accreditation committees and general administrative staff.

A questionnaire was circulated to all faculty members who had been involved in the accreditation process and are still working within the colleges. For conducting the personal interviews, 10 representative participants were chosen, five from each college. That is, the Vice Dean for Development and Quality, two heads of accreditation committees and two accreditation committees members from each faculty. Participants in this study involve faculty members from all levels within the faculties to gain holistic understanding of the phenomenon under investigation.

4.5 Data collection

According to Yin (2003), the implementation of case study design should not adopt just a single data type, but should involve multiple methods of data collection. The combination of quantitative and qualitative research methods in the same study is referred to as using of mixed methods (Creswell, 2003; Leech & Onwuegbuzie, 2009). Gathering both qualitative and quantitative data as part of mixed research methodologies is frequently deployed in the context of educational or sociological research initiatives concluded over the past two decades (Bryman, 2003; Creswell, 2014; Denzin, 1989; Johnson & Onwuegbuzie, 2004). This has enabled researchers in benefiting from multiple qualitative methods to study phenomena in its actual settings (Denzin & Lincoln, 2005). Further, researchers are also able to utilize the

relevant quantitative methods and the correct scientific measurement parameter to deduce the actual meaning (Creswell, 2014).

Mixed methods research would be best suited for understanding the complexity of the accreditation process. Gerring (2007) argues that “the primary purpose of a study conducted with a mixed method way of thinking is to better understand the complexity of the social phenomena being studied” (p. 20). She includes that using mixed methods of collecting data enhance the validity or credibility of findings; broader, deeper and more inclusive comprehension and the engaging of multiple perspectives. In addition, using a combination of quantitative and qualitative methods allow to capture the strengths of both approaches and to avoid the weaknesses of a single approach (Johnson & Onwuegbuzie, 2004).

In this study, the data collection occurred with a range of data-gathering methods including questionnaire, semi-structured interviews and documentation review. Using these multiple data collection methods helped the researcher to obtain inclusive understanding of the phenomenon being investigated and to construct plausible interpretations and conclusions which would not have been possible using either method alone (Creswell & Plano Clark, 2006).

4.6 Data collection methods

To achieve the balance of a wide and a deep understanding of the phenomenon and to respond to research questions, three different methods was utilized in this study.

The three methods were:

1. A survey or questionnaire of faculty members’ perceptions about their experience with the implementation of accreditation exercise was used. The collection of data from a large number of participants aims to gain the wider view with some capacity to consider the generality of the findings.

2. Semi-structured interviews were conducted to gain the participants' further understanding about the accreditation process and deeper beliefs, views and experiences of this issue.
3. An analysis of faculties' documents that were relevant for the case to provide a context for the changes that took place in the policies and the procedure undertaken by faculties for the process of accreditation.

In this research, the researcher used a concurrent data collection procedure. That is, the researcher distributed surveys to all faculty members who have experienced the accreditation process at both colleges and at the same time interviewed them. Any interesting ideas come up from the surveys was followed up in the interview. The rationale for using a concurrent data collection procedure was to provide an in-depth understanding of the of the faculty members' experience of the accreditation process (Creswell, 2014).

4.6.1 Questionnaire

Questionnaires are considered as a key quantitative method since a large number of respondents are accessed within minimal time (Robson, 2002). Participant questionnaires enable collecting raw and factual data in terms of observations, responses to specific questions and associated documentary research (Cohen, Manion, & Morrison, 2013; Robson, 2002). Researchers commonly consider questionnaires as a systematic method enabling a statistical investigation to the subject under consideration.

In this study, a questionnaire was selected that had previously been used by the Schools of Engineering in the Argentine Republic Research survey which was designed by Anzoise (2006). Anzoise's questionnaire consisted of eleven questions

about administrators' perceptions of the accreditation process in Schools of Engineering. The questionnaire was validated by a panel of four American faculties with expertise in higher education accreditation, quality and administration.

Items in this original questionnaire (see Appendix A) are deemed suitable to capture faculty members' perceptions of the accreditation process for this study. Areas explored include the importance of the accreditation process for the faculty members, actions to implement the accreditation process, factors supporting and resisting the accreditation process, problems during its implementation, and suggestions to improve to accreditation process in the future. Table 4.1 describes the purpose of each question in Anzoise's questionnaire.

Table 4.1

The Purpose of Each Question in Anzoise's Questionnaire

Survey question(s)	Purpose
Q1	To understand the perceived importance of the accreditation process for the school
Q3 and Q4	To gain insights into respondents' perceptions about the implementation and effectiveness of planning activities to support the accreditation process for their school
Q5 and Q7	To understand respondents' perceptions about the presence and impact of several factors supporting and resisting the implementation of the accreditation process
Q6	To understand the faculty members' perceptions of the important of the different accreditation criteria in the accreditation standards
Q8	To identify if there were problems during the accreditation process
Q9	To identify one or more important problems that need to be addressed in future accreditation cycles
Q10	To discover what changes are needed, if any, to improve the current criteria in the accreditation process.
Survey question(s)	Purpose
Q2 and Q11	To provide the following profile of the respondents in terms of their position in the institution, years in this position and as a faculty in this school, their level of participation in the accreditation process, and the current status of the accreditation process.

It is important to choose the right wording of the questionnaire since the questionnaire needs to transmit the researchers' thoughts to the respondents and vice versa (Oppenheim, 2000). Oppenheim also stresses the need to ensure that the language in the questionnaire is suitable for the participants' educational levels, which require that the idioms and phrases used be correctly perceived by the respondents involved. Further, (Cavana, Delahaye, & Sekaran, 2001) believe that the words in the questionnaire should be commensurate to the educational levels of the respondents and their cultures. This is relevant since a given word could be susceptible to be differently perceived in two cultures. Thus, if the respondents are unable to correctly perceive the questionnaire items, it is likely that the data and information compiled would not be able to fulfil the objectives of the exercise (Cavana et al., 2001).

The questionnaire adopted for this study was originally developed in an Argentine context. However, it decided to test this questionnaire in Saudi context. Details provided in Section 4.7. The questions of the Anzoise's questionnaire has been be modified to be consistent with the Saudi context and serves the goals of the study. The slight adaptation of the questions helped to ensure greater reliability and validity of this survey because the aforementioned surveys have already been tested and validated (see Appendix B and C).

4.6.2 Semi-structured interview

Kvale (1996) defines an interview as "a conversation that has a structure and a purpose" (p. 6). The purpose of the interview in a qualitative study is to ask participants questions in order to "find out what is on their mind, what they think and how they feel about something" (Fraenkel & Wallen, 2006, p. 455). The interview is also aimed to collect in-depth data to complement the interpretation and

understanding of the survey results. Gay, Mills, and Airasian (2006) emphasize that open-ended interviews could be considered to be a little more than casual chats, and it therefore provides considerable flexibility and room to the interviewer towards correctly perceiving the overall research environment. Such processes thereby enable the researcher in concluding and compiling significant information from the respondents, ensuring that the interviewee communicates their viewpoints on the subject under discussion (Marshall & Rossman, 1999). Consequently, an interview was an appropriate method for collecting data for this study; it provided detailed in-depth data which is necessary to unveil faculty members' perceptions of the accreditation process and recognise changes that have occurred in the faculty to meet the requirements of the accreditation standards. In addition, it provided detailed information about the challenges has faced by faculty and the benefits that faculty gained during and after the accreditation process.

Of the various types of interviews that can be used, a semi-structured interview has been selected as the method to collect data for this research. This type of interview combined a pre-determined set of open questions to cover during the interview, but these questions have differed from one participant to another depending on the organisational context and the interview conditions (Coll & Chapman, 2000; Yin, 2003). It is a flexible interview in which the researcher leaves out some questions in a particular interview and add others to explore interesting thoughts that have arisen during interview (Yin, 2003). This type of interview has suited this study because it has gave the researcher and participants the flexibility to go into details when needed about participants' own views and perceptions of the accreditation process and to identify changes linked to this process. Moreover, a semi-structured interview

allowed the researcher to gather detailed information about the challenges faced by faculty and the benefits of accreditation process in friendly environment.

In-depth, semi-structured interviews were carried out with two Vice Deans for Development and Quality, six heads of accreditation committees and six accreditation committees' members between January and March 2014.

The interviewees were asked to reflect on how they perceive the process of accreditation, and how they viewed challenges and opportunities in implementing the accreditation process. Participants also talked about experiences in terms of the factors that can influence the implementation of this process (see Appendix D and E). All interviews were approximately one hour in length and were tape recorded with the consent of the participants in order that a verbatim account of the interview could be gained for data analysis. In addition, hand notes were taken to note particular topics to return to later in the interview.

4.6.3 Documents

Document analysis is another method of collecting data used in this research. In this study, documents such as policies and procedures manual, resolutions, audit reports, self-assessment reports, external audit, and official documents were examined and analysed. According to Yin (2003), the study of policies provided a useful understanding of the plans for meeting the accreditation process, and also aided in comprehension and analysis of data from other sources. Each document was read carefully and notes were made of significant points. Most the artefacts were copied for ongoing review and specific points and important phrases that generated meaningful data were highlighted and subsequently referenced (McCulloch, 2004). Documents gave the researcher insight into what had been planned in relation to the accreditation process. Reviewing these documents assisted the researcher to gain a

well understanding of the accreditation process that had been implemented in faculties.

4.7 The pilot study

Before implementing the original questionnaire, minor modifications were made and new items were added in order to comply with the Saudi context. The order of the questions was changed such as the demographic questions were transferred from the back of the survey to the front.

"Don't know" responses were removed from all questions since all respondents in this study had experienced the accreditation process. Two new questions were added to the adapted questionnaire. These new questions includes "What is your academic rank?" and "Briefly describe your role in the accreditation process." Summary of other modifications to the original questionnaire is presented in Table 4.2.

Before starting the pilot study, the questionnaire was translated to Arabic language due to the population under study being native Arabic speakers. The survey was translated into Arabic language using a translation and back-translation technique and presented them to experts for their evaluation. That is, the researcher, who is a native Arabic speaker, translated the questionnaire from English to Arabic and then the reverse translation from Arabic to English was done by a different bilingual researcher. The original and translated surveys were compared by a panel of two bilingual experts, which is in accordance with the methodologies suggested by Prieto (1992) and Brislin (1970), in order to ensure the face validity of the translated questionnaire.

For the face validity of the questionnaire and to ensure its effectiveness, two steps were conducted. In the first step, the questionnaire was emailed to two colleagues at the Al-Baha University, Saudi Arabia, and feedback was requested from them. These

two colleagues had much expertise on the subject of educational research methodologies, and their feedback was crucial. The feedback suggested that changes be made to the format and structure of the questionnaire, with specific instructions to repeat the scaling for the questions on every page. Repeating the scales for the questions on every page helped to make the questionnaire more visually coherent and also served as a reminder to the participants of the scales. Further there were suggestions to alter the wording used in some of the questions in order to convey the questions in a clear, concise and comprehensible manner. In this way, the feedback received from my colleagues was helpful in improving the questionnaire.

A pilot study was conducted in August 2013 after obtaining ethical clearance from the Human Research and Ethics Committee at the University of Wollongong (Number: HE13/307). An introductory letter and the survey were emailed to six faculty members from different Saudi universities requesting them to take part in the pilot study. Following the email survey, three of the six faculty members were requested to take part in a face to face interview with the researcher. The aims of this pilot study were to ensure the clarity of the questionnaire points and to identify the average time taken to complete the questionnaire. The pilot study was a great experience for the researcher as it helped practise interviewing skills, and handling unexpected queries.

The experiences of the pilot study were encouraging. The results revealed that there were no major issues with the questionnaire. The participants' feedback indicated that the survey was formatted well, comprehensive, visually coherent and easy to understand. However some small changes were suggested in wording the questions, which were taken into account and necessary changes made in the questionnaire. For example, in question five most participants were unable to distinguish among

“present to average extent”, “present in large extent” and “present to extensive extent”. They suggested using “Present to some extent” instead of “present to average extent” and “Present in very large extent” instead of “present to extensive extent” (see Appendix B). It was also found that completing the survey took 20 to 25 minutes, more than the initially estimated time.

Table 4.2

Summary of Modifications were Made to the Original Questionnaire

Question	Item	Original questionnaire	Change(s)	Reason
1	1	Accreditation plays an important role in improving our institution	The word “ <i>institution</i> ” changed to “ <i>faculty</i> ”	To suite the context of this study
	2	Efforts to evaluate the effectiveness of our institution are worthwhile		
	5	Accreditation will continue to have a high priority in our institution		
	13	Assessment plays an important role in improving our institution		
	6	Accreditation at our institution would be strengthened by more active participation of faculty members	The accreditation process increases the participation of faculty members in the college's activities	To fit with the first research question
	4	Accreditation is not a fad	The phrase “ <i>not a fad</i> ” changed to “ <i>valuable exercise</i> ”	The word “ <i>fad</i> ” is not a common word in the Saudi educational context
	8	Accreditation restricts the academic freedom in our school		
5 + 7	3	The perception of the accreditation process as a threat to your school	The word “ <i>school</i> ” changed to “ <i>faculty</i> ”	To suite the context of this study
	11	Governmental pressure for accreditation of your school		
1	7	Resources dedicated to accreditation activities are investments in the long term health of our institution	The phrase “ <i>in the long term health of our institution</i> ” changed to “ <i>to improve the outcomes of our faculty in the long term</i> ”	To be more specific with describing the importance of accreditation process
1	14	Other impacts (please, specify)	This item was removed	To have specific answers related to this study

Question	Item	Original questionnaire	Change(s)	Reason
3 + 4 5 + 7	6 18	Increased understanding of the need for change by faculty and administrators	Increased understanding of the need for change <i>among</i> faculty and administrators	
2	Open-ended question	What is the current status of the accreditation process in your department?	This question was removed	Because faculties under investigation in this study already have been accredited
5 + 7	7	Different perceptions and goals between faculty and academic administrators	The phrase “ <i>faculty and academic administrators</i> ” changed to “ <i>academic members and administrators</i> ”	To comply with the naming system of faculty members in Saudi higher education
	12	Public perception of dissatisfaction with higher education in engineering	The phrase “ <i>Public perception</i> ” and the word “ <i>engineering</i> ” changed to be “ <i>a sense</i> ” and “ <i>your faculty</i> ” respectively	To be more understandable and suite the context of this study
	16	Knowledge about quality in engineering schools by faculty and administrators	This item was eliminated	It is a duplicate item with item 15 in the same questions
6	All items	How important are the different criteria in the accreditation standards?	This question was eliminated	This question is not concern of this study
8	Multiple Choice	Were there problems during the accreditation process? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't Know	This question changed to be an open question: “Please describe any barriers or obstacles to the implementation of the accreditation process in your faculty”	To give the respondents an opportunity to add more details
9	Open-ended question	Please describe below one or more important problems that need to be addressed in future accreditation cycles.	This question was eliminated	It is a duplicate question with question 8 in the same question
10	Open-ended question	What changes are needed, if any, to improve the current criteria used in the accreditation process?	This question was removed and changed with “Please describe any benefits your faculty gained as a result of the implementation of the accreditation process”	To suite the context of this study

Question	Item	Original questionnaire	Change(s)	Reason
11	Multiple Choice	What is your current position? (check all that apply) <input type="radio"/> Dean <input type="radio"/> Vice Dean <input type="radio"/> Assistant Dean <input type="radio"/> Department Chair Faculty	The last three items changed to be “A head of department”, “An academic member” and “A head or member in any accreditation units” respectively	To comply with the naming system of faculty members in Saudi higher education
5 + 6	15	Knowledge of the accreditation process by faculty and administrators	Knowledge of the accreditation process <i>among</i> faculty and administrators	Grammatical error
	16	Increased understanding of the need for change by faculty and administrators	Increased understanding of the need for change <i>among</i> faculty and administrators	

4.8 Validity and reliability

Various approaches were used in this study to ensure validity and reliability including face validity, triangulation of data among different sources, thick description of faculty members' own experiences and member checking. Face validity indicates that the items being presented in the questionnaire are clear and understandable to the subjects (Cohen, Manion, & Morrison, 2000). Face validity is usually tested by giving the questionnaire to a sample of respondents to gauge their reaction to the items (Cavana et al., 2001; S. E. Jackson, 2011). Sekaran (2003) explained that face validity is an essential sign of content validity. According to Straub, Gefen, and Boudreau (2005) input from experts and consultants in the study field contribute towards ensuring that the scaled items have a significant degree of face validity.

As a result, the survey instrument was pre-tested with two academics who are considered as an expert in the educational research methodologies. Furthermore, a group of six faculty members from different Saudi universities were requested to take part in the pre-test. Following the pre-test survey, three of the six faculty members were interviewed individually by the researcher about any difficulties in understanding the questions and possible suggestions for improvement. Based on their feedback, revisions and improvements were made for better wording of some scale items.

Creswell (2013) suggests further two procedures for validation, including triangulating among different data sources and thick description. Triangulation defined as the combination of methods or sources of data in a single study (Creswell & Miller, 2000). To ensure triangulation in this study, multiple data sources of information were used, including survey data, interview data, and document data.

Moreover, validity and reliability were addressed by providing thick description of the research sites and the experiences and perceptions of faculty members about the accreditation process. Such detail information allows a future researcher to repeat the study to gain the same results. Such in-depth coverage also allows the reader to determine if the interpretation emerging from the analysis is consistent with the description presented (Guba & Lincoln, 1989). Reliability was enhanced by employing a good-quality tape recorder for recording and by transcribing the tape and coding of data (Cohen et al., 2000).

Member-checking was used as another strategy to validate the data. All interviews were conducted in Arabic and transcribed verbatim and then translated into English. The Arabic transcript was sent to each interviewee to review to ensure that it is an accurate reflection of their remarks. The translated version was reviewed by a professional certified translator to achieve a proper translational equivalence.

4.9 Data analysis

As mentioned earlier, this study employs various methods using multiple data collection; these include the questionnaire, the semi-structured interview and document analysis to acquire a more complete understanding than can be achieved from only one method approach and make possible interpretations and conclusions.

Although this research uses multiple methods of data collection, the qualitative data analysis is the main vehicle to achieve the goals of this study. The aim of the qualitative data analysis is to produce a valuable and suitable account of the phenomenon being examined (Corbin & Strauss, 2008). The process of qualitative data analysis involves disintegrating data into components, evaluating their main characteristics and structures, forming associations between and within the components, and developing concepts or a holistic picture of the social event being

examined. The qualitative data analysis is beneficial in the sense that it involves the capacity of participants to extensively put forward their opinions. It permits the investigator to be able to modify the stream of questions being put forward (Merriam, 1998). The drawbacks of this method include the biases that participants and researchers possess because of their personal experiences and the way they perceive the world (Denzin & Lincoln, 2003). The participants may also be influenced by the presence of the investigator, by the idea that they are being interviewed, and by being aware that they are a part of a research. In addition, it is not possible for all the respondents to view a phenomenon from the same perspective (Creswell, 2008).

A range of analysis strategies were applied to the data collected (see table 4.3). In relation to the quantitative data gathered via questionnaire, each returned survey was given an identification number, and the survey responses were coded numerically to indicate the value of each variable. Then, the quantitative data were entered into the Statistical Package for the Social Sciences (SPSS). The quantitative data were cleaned for coding errors through a standardised cleaning process. Descriptive analyses were undertaken of quantitative data to summarise collected data. Various statistical analyses carried out; including mean, percentage, frequency, t-test and standard deviation.

Content analysis were undertaken to analyse data from the qualitative interviews, the documents collected and the open-ended questions on the survey instrument. This was done by using NVivo software. NVivo is a computer program that enables researchers in analysing, managing and shaping the available qualitative data (Creswell, 2013). In comparison to manual methodologies, multiple qualitative researchers believe that the NVivo program can lead to optimum quality, efficiency

and accurate within the qualitative analysis conducted (Charmaz et al., 2000; Miles & Weitzman, 1994). To protect the anonymity of the participants and their positions, a code has been assigned to all participants.

Table 4.3

The relationship between the Research Questions, Data Collection Instruments, and Data Analysis Procedures

Research Questions	Data Collection Instruments	Data Analysis Procedures
1. What are the perceptions of faculty members about the process of faculty accreditation?	<ul style="list-style-type: none"> • Questionnaire (all faculty members who had been involved in the accreditation process) • Interviews with the Vice Dean for Development and Quality, three Heads of accreditation committees and three accreditation committees' members at two faculties. 	<ul style="list-style-type: none"> • Descriptive analysis by using SPSS (perceptions of faculty members) • Content analysis by using NVivo (Perceptions of faculty and administrators)
2. How have Education Faculty policies and procedures changed as a result of accreditation?	<ul style="list-style-type: none"> • Document analysis • Semi-structured interviews with the Vice Dean for Development and Quality, three Heads of accreditation committees and three accreditation committees' members at two faculties. 	<ul style="list-style-type: none"> • Comparing faculty policies and procedures before and after accreditation. • Content analysis by using NVivo (Perceptions of faculty and administrators)
3. What are the challenges and benefits for a faculty seeking accreditation?	<ul style="list-style-type: none"> • Questionnaire (all faculty members who had been involved in the accreditation process) • Semi-structured interviews with the Vice Dean for Development and Quality, three Heads of accreditation committees and three accreditation committees' members at two faculties. 	<ul style="list-style-type: none"> • Content analysis by using NVivo (perceptions of faculty and administrators)
4. How can the process of accreditation in Saudi universities be improved?	<ul style="list-style-type: none"> • Questionnaire (all faculty members who had been involved in the accreditation process) • Interviews with the Vice Dean for Development and Quality, three Heads of accreditation committees and three accreditation committees' members at two faculties. 	<ul style="list-style-type: none"> • Content analysis by using NVivo (Perceptions of faculty and administrators)

4.10 Summary

This chapter described the methodology proposed for use in this research. This research explained the reasons for the selection of the interpretive paradigm as philosophical foundation for this study. A qualitative case study was chosen as the research strategy to achieve the goals of this study. This research was conducted using multiple case studies with mixed methods using quantitative and qualitative data gathering methods. The quantitative method was performed with a survey of faculty members who had experienced the accreditation process and the qualitative method was undertaken through semi-structured interviews and documents analysis. It also explained all the pre-testing of the instrument steps and results, and how the data were collected and analysed. The next two chapters present the findings of the research gathered. The findings chapter was divided into two chapters for easy reading.

CHAPTER 5: STUDY FINDINGS (PART ONE)

5.1 Introduction

This chapter presents the findings using both quantitative and qualitative data in an integrated form consistent with mixed methods design (Greene, 2007). The quantitative survey results derived from 104 faculty members who were involved in the accreditation processes at the Education College (CoE) and the Arts College (CoA) (53 participants from CoE and 51 participants from CoA) at King Saud University (KSU) in Saudi Arabia. The qualitative data were based on information provided by 10 faculty members from both colleges (five members from each) who responded to the semi-structured interview questions. Data was also derived from a review of documents relevant to the accreditation process.

This chapter begins by examining the demographic characteristics of the participants in the study and proceeds to examine the data as they pertain to the study's three research questions in Chapter One. The following sections provide an understanding of the change processes resulting from the accreditation process at the above two colleges by identifying the perceptions of faculty members about: 1) the importance of the accreditation process for their colleges which will provide data to enable an answer the first research question “*What are the perceptions of faculty members about the process of accreditation?*” and 2) the implementation and effectiveness of planning activities to support the accreditation process which will answer the second research question “*What Education and Arts faculty policies and procedures were changed as a result of the accreditation process?*” The chapter concludes with a summary of the findings.

5.2 Demographic characteristics of the participants

Responses to survey question 1 yielded the following data about respondents' position, academic rank, and working years at their respective colleges.

5.2.1 Survey response distribution

Table 5.1 shows that a total of 104 faculty members from CoE and CoA participated in this study. The number of respondents was quite similar in the two colleges with 53 participants (51%) from CoE out of about 300 faculty members (17.7 % of total possible sample) and 51 participants (49%) from CoA out of about 280 faculty members (18.2 % of total possible sample).

Table 5.1

Distribution of Respondents by Colleges

College	Frequency	Percent	Participation Rate
Education	53	51.0	17.7
Arts	51	49.0	18.2
Total	104	100.0	

The results in Table 5.1 show that the two groups have no significant differences in numbers of faculty members. There is difference in proportion of participation with CoA being slightly greater (18.2% compared to 17.7%), but this difference is probably not so great as to need to be taken into account.

5.2.2 Participants by position

For the purpose of the survey, participants were required to indicate their position type at their college. As participants can hold multiple positions at the same time, this was a multi-answer question in which respondents selected as many options as were applicable. For example, the Vice Dean for Development and Quality at the CoA is a teaching staff member and the Head of the Assessment Unit at the CoE is a teaching staff member as well.

Table 5.2 shows that an overwhelming majority 93.3% of respondents were teaching staff members, as expected. From a total of 97, 35 teaching staff members (36%) involved in the accreditation teams were either heads or members of different quality units. This finding shows that slightly over one in three academic staff was involved in the quality process indicating that their perceptions are informed by experience of the process. The table also illustrates that 8 respondents (approximately 8%) hold senior academic positions at their colleges (Dean, Vice Dean, or Department Chair).

Table 5.2

Distribution of Respondents by Position

position	Frequency	Percent
Dean	1	1.0
Vice Dean	4	3.8
Department Chair	3	2.9
Teaching staff member	97	93.3
Head of any Quality Unit	13	12.5
Member of any Quality Unit	22	21.2
Total	140	134.7

5.2.3 Participants by academic rank

Participants were also asked about their academic rank. Table 5.3 indicates that the 38 faculty members are Associate Professor (36.5%) constitute the largest section of the community, and those at other levels, such as Lecturers or Instructors, represent the smallest group of 17 persons (16.3%).

Table 5.3

Distribution of Respondents by Academic Rank

Academic Rank	Frequency	Percent
Professor	20	19.2
Associate Professor	38	36.5
Assistant Professor	29	27.9
Other	17	16.3
Total	104	100.0

Table 5.3 suggests that faculty members from all academic ranks at the two colleges participated in the accreditation process. That is, 44.2% of faculty members were at senior lecturer level (professor or associate professor) and 55.7 % were at junior level (assistant professor, lecturer or instructor).

5.2.4 Participants by working years in college

Table 5.4 shows that nearly half of all survey participants (46.2%) have been employed by their college for 10 years and over, followed by 33% of participants who have been working at their present college from 2 to less than 5 years. None of the participants selected the less than 2 years option because the survey was distributed to those faculty members involved in the accreditation process, which was completed 2 years ago, so that these faculty members would all have been at their college for more than 2 years.

Table 5.4

Distribution of Respondents by Working Years in College

Working Years	Frequency	Percent
Less than 2 years	0	0
From 2 years to less than 5 years	33	31.7
From 5 years to less than 10 years	23	22.1
From 10 years and over	48	46.2
Total	104	100.0

5.3 A general overview of the responses to the questionnaire items

Tables 5.5, 5.6, 5.7, 5.8 and 5.9 show the responses to the all questionnaire items and the percentage in each part of the scale in relation with the total respondent for each item. These Tables help to obtain a general overview of the responses to the questionnaire items prior to the presentation of the statistically-based comparisons in the next tables between the two groups.

Table 5.5

The responses to the importance of the accreditation process

Survey Items	Don't Know	Strongly Disagree	n= 104				Strongly Agree
			Disagree	Neutral	Agree		
Accreditation plays an important role in improving our faculty	0.0	0.0	4.8	4.8	48.1	42.3	
Efforts to evaluate the effectiveness of our faculty are worthwhile	0.0	1.0	6.7	6.7	58.7	26.9	
Accreditation activities are an important component of my job responsibilities	0.0	1.9	17.3	9.6	43.3	27.9	
Accreditation is a valuable exercise	1.9	0.0	3.8	7.7	49.0	37.5	
Accreditation will continue to have a high priority in our faculty	1.0	0.0	1.9	10.6	42.3	44.2	
The accreditation process increases the participation of faculty members in the college's activities	0.0	1.9	4.8	4.8	41.3	47.1	
Resources dedicated to accreditation activities are an investment in improving the outcomes of our faculty in the long term	1.9	2.9	1.9	11.5	47.1	34.6	
Accreditation restricts academic freedom in our faculty	1.0	7.7	20.2	19.2	29.8	22.1	
Accreditation budgets have a negative impact on other more important activities	13.5	3.8	22.1	18.3	28.8	13.5	
Accreditation demands more attention from senior administrators than other activities	1.9	12.5	42.3	26.0	15.4	1.9	
Accreditation process has increased the cooperation between faculty and senior administrators	1.0	4.8	9.6	15.4	55.8	13.5	
Accreditation process often triggers interest in other quality initiatives	1.9	2.9	6.7	11.5	62.5	14.4	
Assessment plays an important role in improving our faculty	1.0	1.0	1.9	1.9	51.9	42.3	

Table 5.6

The responses to the extent of implementation of planning activities

Survey Items	n= 104					
	Don't Know	Not implemented	Almost not implemented	Moderately implemented	Almost fully implemented	Fully implemented
Organisational planning for the accreditation process	12.5	1.9	2.9	50.0	25.0	7.7
Communication System for accreditation information	6.7	1.9	3.8	30.8	42.3	14.4
Steering Committee for the accreditation process (if applicable)	4.8	1.9	3.8	20.2	39.4	29.8
Dealing with various groups inside and outside the university about accreditation issues	11.5	1.0	3.8	28.8	33.7	21.2
Final Evaluation of the planning process for accreditation	10.6	2.9	13.5	33.7	24.0	15.4

Table 5.7

The responses to the effectiveness of the implementation of planning activities

Survey Items	n= 104					
	Don't Know	Not Effective	Little Effective	Moderately Effective	Effective	Very Effective
Organisational planning for the accreditation process	9.6	3.8	10.6	35.6	27.9	12.5
Communication System for accreditation information	4.8	3.8	5.8	26.9	41.3	17.3
Steering Committee for the accreditation process (if applicable)	4.8	2.9	5.8	29.8	28.8	27.9
Dealing with various groups inside and outside the university about accreditation issues	12.5	1.0	7.7	34.6	26.0	18.3
Final Evaluation of the planning process for accreditation	8.7	1.9	11.5	29.8	30.8	17.3

Table 5.8

The responses to the presence of factors supporting the accreditation process

Survey Items	n= 104					
	Don't Know	Not Present at All	Present to Small Extent	Present to Average Extent	Present in Large Extent	Present to Extensive Extent
General trust in university administration by faculty	2.9	0.0	8.7	40.4	36.5	11.5
Preparing the self-study	2.9	14.4	30.8	47.1	4.8	0.0
The perception of the accreditation process as a threat to your faculty	6.7	47.1	26.0	13.5	4.8	1.9
Allocated budget to the accreditation process	22.1	2.9	18.3	29.8	16.3	10.6
Sustained attention by academic administrators	0.0	1.0	6.7	28.8	42.3	21.2
Local administrative restrictions on how the accreditation process must be implemented	2.9	8.7	25.0	30.8	27.9	4.8
Different perceptions and goals between academic members and administrators	0.0	4.8	31.7	46.2	17.3	0.0
Collaborative approaches to engage faculty in the accreditation process	3.8	1.0	23.1	34.6	31.7	5.8
Faculty concerns about possible uses of the information collected during the accreditation process	10.5	25.0	28.8	24.0	7.7	3.8
Faculty fears they will loss control over the curriculum	7.7	27.9	27.9	20.2	12.5	3.8
Governmental pressure for accreditation of your faculty	1.0	0.0	23.1	21.2	30.8	24.0
Public perception of dissatisfaction with higher education in your faculty	0.0	1.0	26.0	22.1	50.0	1.0
Publicly stated support to the accreditation process on the part of academic administrators	0.0	1.0	6.7	24.0	40.4	27.9
Increased interest in quality initiatives in higher education among faculty and administrators	5.7	1.0	14.4	42.3	26.9	9.6
Knowledge of the accreditation process by faculty and administrators	1.0	0.0	53.8	31.7	13.5	0.0
Increased understanding of the need of change by faculty and administrators	1.9	0.0	8.7	32.7	47.1	9.6

Table 5.9

The responses to the presence of factors inhibiting the accreditation process

Survey Items	n= 104					
	Don't Know	No Impact at All	Small Impact	Neutral	Large Impact	Very Large Impact
General trust in university administration by faculty	1.0	1.9	11.5	18.3	57.7	9.6
Preparing the self-study	3.8	1.9	12.5	26.9	51.9	2.9
The perception of the accreditation process as a threat to your faculty	2.9	16.3	43.3	13.5	23.1	1.0
Allocated budget to the accreditation process	3.8	14.4	46.2	15.4	20.2	0.0
Sustained attention by academic administrators	0.0	0.0	4.8	13.5	68.3	13.5
Local administrative restrictions on how the accreditation process must be implemented	0.0	0.0	34.6	16.3	37.5	11.5
Different perceptions and goals between academic members and administrators	1.9	8.7	42.3	22.1	19.2	5.8
Collaborative approaches to engage faculty in the accreditation process	1.9	1.9	12.5	15.4	49.0	19.2
Faculty concerns about possible uses of the information collected during the accreditation process	2.9	7.7	65.4	15.4	7.7	1.0
Faculty fears they will loss control over the curriculum	5.8	11.5	51.0	18.3	12.5	1.0
Governmental pressure for accreditation of your faculty	0.0	0.0	1.0	16.3	54.8	27.7
Public perception of dissatisfaction with higher education in your faculty	1.9	16.3	21.2	23.1	26.9	10.6
Publicly stated support to the accreditation process on the part of academic administrators	3.8	3.8	5.8	31.7	50.0	4.8
Increased interest in quality initiatives in higher education among faculty and administrators	2.9	3.8	19.2	22.1	46.2	5.8
Knowledge of the accreditation process by faculty and administrators	1.0	16.3	27.9	10.6	44.2	0.0
Increased understanding of the need of change by faculty and administrators	1.0	3.8	13.5	18.3	45.2	18.3

5.4 Importance of the accreditation process

This section deals with the quantitative survey and qualitative results related to the importance of the accreditation process. The section concludes with a brief summary of the findings.

Survey question 2 asked respondents at both CoE and CoA to answer 13 items relating to their perception of the importance of the accreditation process for their college. Three items (questions 8, 9 and 10) were formulated in a negative way such that the higher the score, the lower the importance of the accreditation process. The scores of these three items (8, 9 and 10) were reversed in the analysis of results (1 to 5, 2 to 4, 3 to 3, 4 to 2 and 5 to 1) to make all statements positive. The value of “Don’t Know” in negative statements kept as 0, the same as the value of “Don’t Know” in positive statements. The Likert scale response set used for these items was as follows: 0 = don’t know; 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree. Table 5.10 compares the perceptions of faculty members from the two colleges, showing the average (mean) scores, and standard deviations (SDs) for the two colleges, for items 1 through 13. It contains the *t*-test value and the corresponding significance level (sig.) for the *t*-test.

Table 5.10

Analysis of Differences in Faculty Members' Perceptions of the Importance of the Accreditation Process

	Survey Items	Education (n=53)		Arts (n=51)		t-test	Sig.
		M	SD	M	SD		
1	Accreditation plays an important role in improving our faculty	4.32	0.728	4.24	0.815	0.565	0.574
2	Efforts to evaluate the effectiveness of our faculty are worthwhile	4.08	0.874	4.00	0.800	0.459	0.647
3	Accreditation activities are an important component of my job responsibilities	3.81	0.982	3.75	1.214	0.305	0.761
4	Accreditation is a valuable exercise	4.08	0.937	4.22	0.966	-0.751	0.454
5	Accreditation will continue to have a high priority in our faculty	4.23	0.912	4.29	0.782	-0.406	0.686
6	The accreditation process increases the participation of faculty members in the college's activities	4.36	0.901	4.18	0.910	1.025	0.308
7	Resources dedicated to accreditation activities are an investment in improving the outcomes of our faculty in the long term	4.11	1.031	3.94	1.085	0.829	0.409
8	Accreditation restricts academic freedom in our faculty	3.26	1.195	3.45	1.390	-0.736	0.464
9	Accreditation budgets have a negative impact on other more important activities	2.98	1.421	2.73	1.686	0.837	0.404
10	Accreditation demands more attention from senior administrators than other activities	2.32	1.034	2.61	1.002	-1.438	0.154
11	The accreditation process has increased the cooperation between faculty and senior administrators	3.51	1.120	3.71	0.986	-0.948	0.345
12	The accreditation process often triggers interest in other quality initiatives	3.74	0.902	3.73	1.133	0.052	0.959
13	Assessment plays an important role in improving our faculty	4.38	0.713	4.22	0.923	1.002	0.319

Data in Table 5.10 indicate that most faculty members at both colleges thought that accreditation is important, effective and a valuable exercise to improve their colleges. The majority of respondents indicated that accreditation is given a high priority within their faculty. In addition, most members believed that accreditation

did not demand more attention from senior administrators when compared with other activities. They also indicated that accreditation does not restrict their academic freedom and does not have a negative impact on other important activities.

As Table 5.10 shows, the two highest items that faculty members at CoE agreed with were items 13 and 6 respectively. The mean score of Item 13 (Assessment plays an important role in improving their college) is 4.38, and 4.36 for Item 6 (The accreditation process increases the participation of faculty members in the college's activities). With respect to CoA, most faculty members have the similar level of agreement with these two items (13 and 6) with means of 4.22 and 4.18 respectively. The results suggesting that there is a clear majority of faculty agreement for the role of assessment in delivering improvement and the role of accreditation in increasing the participation of faculty members within the college.

These results were supported by the responses from interviews with faculty members at both colleges. At the CoE, one of the interview respondents agreed that the accreditation process plays a vital role in improving his college as it helped them to identify what they needed to improve or work on to be competitive. Also, he believed that the process helped to generate a collaborative discussion among faculty members to discuss the accreditation criteria and find the best ways and methods to address deficiencies in the college, as stated:

[t]he real benefit was that we have known our advantages and disadvantages. The accreditation process allowed us to sit together to evaluate our programs, policies, and procedures based on the accreditation standards, and discuss the best ways and methods to address deficiencies in the college. (D3E1)

At the CoA, one of the interview respondents agreed that the assessment process plays a vital role in improving his college as it helped them to identify its strengths and weaknesses. He believed that this process helped them to review the methods of student' assessment to meet modern requirements. The new students' assessment

methods in the college have become dependent on multiple tasks rather than the one-task assessment as before:

I think the accreditation process was a great opportunity for us to recognise our strengths and weaknesses and to improve those areas that we are weak in. The academic accreditation process helped the faculty to construct a clear policy to assess students, which was one of the weaknesses at the college. Student assessment now is based on performance tasks, not only the achievement tests. For example, students are now asked to write reports and working papers and to perform research, in addition to tests. Thus, the assessment methods in the college have become diverse and do not follow the one-method style as before. (B2)

Another participant confirmed that the accreditation process helped the college to review many of the policies and procedures within the college, including the vision, mission and goals of the college to ensure their suitability with the local labor market requirements, the Strategic Plan of the University, and international standards:

The college's involvement in the accreditation process has brought many benefits. The accreditation process helped the college to review its plan and specify the proper strategy to achieve it through the vision and the objectives. Reviewing the mission and the objectives was done to be consistent with the labor market requirements, the Strategic Plan of the University and global standards. (B2)

The Self-Study Report of CoA also indicated the college see the accreditation process as a useful tool for improving the quality of the learning and teaching as it helped the College to understanding its potentials and capabilities:

The College has benefitted significantly by going through this exercise (the accreditation), which has revealed areas of strength and opportunities of improvements. It has enhanced the College's understanding of its potentials and capabilities. This, in turn, will help the College move forward to enhance its quality-drive of its various programs (CoA, 2011, p. 6)

Moreover, the interview results supported the quantitative findings that the accreditation process strengthened the participation of both Education faculty members (male and female members) in planning activities and decision-making processes within the college. For example, one Education faculty member indicated that the accreditation process increased opportunities of female faculty members to participate with male members in planning activities and decision-making processes

through their involvement in the college's council and in the different quality committees and different meetings:

Coordination between male and female faculty members is one of the benefits of the implementation of academic accreditation. This issue has significance in Saudi Arabia. Now, there are co-committees that are constituted of faculty members of both genders. The college's council and quality committees have become include both men and women faculty members. There is also cooperation in the decision making process. Decisions are no longer taken by the male sections and circulated to the female sections. (D1E1)

However, one faculty member at CoE highlighted that the participation of faculty members in quality committees was limited to foreign teachers. The participant attributed this lack of enthusiasm of Saudi faculty members to participate in the quality committees to the lack of financial incentives for those who participated in the accreditation process, compared to the effort and the time that this process required:

There was another obstacle represented in the refusal of most Saudi faculty members to work in accreditation committees where most heads and members of quality units are non-Saudi contractors. Most Saudi faculty members believe that the academic accreditation process is a very tiring process and that financial rewards do not match the effort needed in this process. (D3E1)

Another participant at CoA shared the same idea as following:

One of the major challenges facing the implementation of accreditation was the lack of enthusiasm of Saudi faculty members to participate in quality and accreditation committees, and assigning the task to non-Saudi faculty members. This was because the former thought that participating in these committees was in vain, because of lack of financial rewards and extra workload. (D2E2)

The two highest items for the CoA that faculty members agreed with were items 5 and 1 respectively. The mean score of Item 5 (Accreditation has a high priority in the faculty) is 4.29 and for Item 1 (Accreditation plays an important role in improving the faculty) the mean score is 4.24. With respect to CoE, most faculty members have the similar level of agreement with these two items (5 and 1) with means of 4.23 and 4.32 respectively. These results suggesting again that there is a clear majority of

faculty who see both the high priority given to accreditation and the role accreditation plays in improving the faculty. One interview response spelled out how the accreditation process contributes to college life and performance. The participant believed that accreditation helped the college to control its academic process in the line with international standards. This in turn contributed to increase the level of confidence in the output of the college:

The obtaining of the international accreditation gave the college confidence in its ability to control its academic processes according to global criteria. The college is now able to be proud of having a quality management system composed of accredited procedures and standards that it has obtained from a global institution, after revision and reviewing processes. For this reason, accreditation has become a key priority for academic leaders at our university in general, and at our college in particular. (B2)

On the other hand, the two items that faculty members at both colleges least agreed with were items 10 and 9 respectively. The most respondents at both colleges disagreed with Item 10 (Accreditation demands more attention from senior administrators than other activities), with a mean of 2.32 for CoE and 2.61 for CoA. This item was followed by Item 9 (Accreditation budgets have a negative impact on other more important activities), with a mean of 2.98 for CoE and 2.73 for CoA. These results again show that most faculty members at both colleges do not see accreditation having a negative impact on either other activities or budget allocations.

An independent-samples *t*-test was run on each item to compare the average (mean) scores of the perceptions of faculty members from both colleges. As the results in Table 5.10 indicate, the significance of all items was greater than 0.05. This highlights that there was no statistically significant difference between the perceived contribution of the accreditation process across Education and Arts faculty members, as whole.

In summary, the above findings from both quantitative and qualitative data demonstrate that most faculty members at both colleges realized that accreditation is important, effective and a valuable exercise to improve their colleges. It was given a high priority within their colleges. A large majority of participants considered that accreditation increased the participation of faculty members in the college's activities. Additionally, the majority believed that accreditation does not restrict their academic freedom and does not have a negative impact on the budget of other important activities. However, some participants from both colleges considered that accreditation increased their workload. The results also showed that the most of the participants in the quality committees were foreign teachers. The results of the interviews revealed that the decision to pursue accreditation was made by the college administration. This decision was supported by most of the faculty members.

5.5 Extent of implementation of planning activities

This section presents the quantitative survey and qualitative results on the extent of implementation of planning activities to support the accreditation process. The section concludes with a brief summary of the findings.

Survey questions 3 asked respondents to rate several statements in terms of the implementation of planning activities to support the accreditation process for their colleges. The respondents were asked to rate five items using a Likert scale from 0 to 5, where 5 indicated the highest degree of implementation (fully implemented); 4 indicated almost fully implemented; 3 indicated moderately implemented; 2 indicated almost not implemented; 1 indicated not implemented; and 0 indicated 'don't know' (Table 5.11).

Table 5.11

Analysis of Differences in Faculty Members' Perceptions of the Extent of the Implementation of Planning Activities

Survey Items	Education (n=53)		Arts (n=51)		t-test	Sig.
	M	SD	M	SD		
1 Organisational planning for the accreditation process	3.21	1.306	2.71	1.346	1.929	0.057
2 Communication System for accreditation information (Email/Document/Website/ Formal Meetings / Informal Meetings)	3.75	1.090	3.10	1.315	2.776	0.007
3 Steering Committee for the accreditation process (if applicable)	3.96	1.109	3.57	1.360	1.620	0.108
4 Dealing with various groups inside and outside the university about accreditation issues	3.53	1.280	3.18	1.658	1.214	0.228
5 Final Evaluation of the planning process for accreditation	3.23	1.339	2.84	1.528	1.362	0.176

Table 5.11 indicates that most faculty members perceived that most planning activities need to support were implemented either moderately or almost fully implemented at both colleges.

Table 5.11 shows that most faculty members at both colleges perceived Item 3 (Steering Committee for the accreditation process) to be the highest implemented of the planning activities, with a mean of 3.96 for CoE and 3.75 for CoA suggesting that both colleges almost fully implemented the Steering Committees to support the accreditation process for their colleges.

The qualitative data confirmed that the Steering Committees have planned and implemented supportive accreditation process activities at CoA. The accreditation journey at the College started with establishing a steering committee to oversee the self-study process. One faculty member explained the structure of the Steering Committee and its responsibilities. The Steering Committee was chaired by the Vice

Dean for Development and Quality and including the membership of ten faculty members from both genders and from different academic departments. It was responsible to provide support, advice, planning.

In order to ensure the success of the accreditation process, the Steering Committee has been formed on the college level. It is chaired by the Vice Dean for Development and Quality and the membership of ten faculty members from both genders (Seven male and three female faculty members). This committee is responsible for setting the general goals of the academic accreditation process, identifying priorities, distributing sub-committees for accreditation, defining the duties of these Committees and following up the process of accreditation in the academic departments. (B2)

It can be argued that both colleges established the steering committees as a means to facilitate the accreditation process. The steering committee was chaired by the Vice-Dean for Development and Quality which may indicate he played the role of “change-master or change agent” for the change through engaging in the change process and providing support, advice, planning. The Vice-Dean for Development and Quality also facilitated the change process by involving individuals throughout the organisation in the process of change through the use of different sub-committees and an emphasising on collaboration.

Referring again to Table 5.11, Item 2 (Communication system for accreditation information) was the second highest perception of the extent of the implemented planning activities at CoE, with a mean of 3.75, suggesting that communication system was almost fully implemented. With respect to the CoA, communication system for accreditation information was perceived as moderately implemented with a mean of 3.10. Table 5.11 reveals that there is significant difference between faculty members at both colleges in their perceptions of the presence of Item 2 (Communication system for accreditation information), where the significance level was 0.007.

Two types of communication systems have been adopted at CoE, as shared in the interviews, to facilitate the exchange of information among faculty members. Various meetings, as the first type of communication systems, were held at different levels to discuss several issues related to the accreditation process. At the administration level, the Dean of CoE held several meetings with the Vice Dean for Development and Quality and Heads of Quality Units. One participant stated the following:

During the accreditation process, the College was a hive of activity. Several workshops and meetings have been held. These meetings took place at all levels. The Dean of the College held a lot of meetings with the Vice Dean for Development and Quality and Heads of Quality Units. The Vice Dean for Development and Quality held several meetings with the Heads of Quality Units in academic departments. And, the heads of departments held a lot of meetings with heads and members of the Quality Units in their departments to discuss the progress in the process of accreditation. (D1E1)

Another participant indicated that the Vice Dean for Development and Quality held many regular meetings with heads and members of quality units to listen to them in a friendly atmosphere:

The Vice Dean for Development and Quality held many periodic meetings at least once per month with the Head of Quality Unit in the faculty and with the Heads of Quality Units in academic departments to listen to them and discuss the difficulties that they face. These discussions were held in a friendly atmosphere in which the faculty members express freely their opinions. The Vice Dean was listening to all ideas. A lot of ideas and decisions have been generated in those meetings, which I think have had a significant impact in facilitating the accreditation process. (FE1)

The second level of meetings included discussions between the heads of academic departments and the Quality Unit members from each department addressing the problems they have encountered in the quality process. Following is one faculty member's thoughts about these meetings: "The head[s] of department[s] met frequently with members of the quality team to discuss and follow-up on the

implementation of the accreditation process. I think that these periodic meetings enabled us to overcome a lot of obstacles” (D2E1).

The third meeting level comprised friendly discussions between faculty members (informal meetings) concerning issues related to quality and the accreditation process. One faculty member shared the following:

During the application of the accreditation process, quality has been the preoccupation of most faculty members at the College. Many topics related to quality assurance, quality control and quality indicators are presented and discussed during the coffee break between faculty members. These discussions enabled faculty members to express their ideas and comments towards the accreditation process and quality in the College. Some issues, which can't be raised in the formal meetings, have been discussed in such meetings. I personally have benefited from those discussions in correcting some of the misconceptions that I had about accreditation. (D1E1)

The second type of communication system adopted at CoE was establishing joint committees between male and female faculty members in all academic departments of Education to facilitate the exchange of information and shared decision-making. To respect the teachings of Islam, which impose the separation of men and women in work settings, these co-committees are held via video conferencing that allows women to observe male staff on screen without being observed in return. One faculty member shared the following concerning these meetings:

Another issue that contributed to the difficulty of the academic accreditation process was that the educational system in the College is divided between two sections, male and female. In the beginning, the communication between the two sections was difficult, but after constituting co-committees, the process became easy to some extent. Decisions that are made in the academic departments have become common between both men and women faculty members, regardless of the physical dimension. (B1)

It can be contended that the CoE worked to create communication opportunities between the college administration and faculty members and among faculty members themselves by conducting meetings at different levels that might help to the successful completion of the accreditation process. Communication with the

faculty members may lead to a better understanding of the requirements and level of effort necessary to complete the process.

Referring again to the Table 5.11, it will be seen that the second highest perception of the extent of the implementation of the planning activities at CoA was Item 4 (Dealing with various groups inside and outside the university about accreditation issues), with a mean of 3.18, suggesting a moderate level of implementation. With respect to the CoE, this planning activity was perceived as almost fully implemented to support the accreditation process with a mean of 3.53.

The findings from the interviews with faculty members at CoA supported the questionnaire results. One faculty member stressed that the College formed a committee “an exploratory committee” headed by the Vice Dean for Development and Quality, to visit other accredited colleges, both inside and outside Saudi Arabia, and get benefit from their experiences with the American Academy for Liberal Education (AALE):

A Team has been formed under the chairmanship of the Vice Dean for Development and Quality to visit the College of Arts at King Abdul-Aziz University and some colleges in the United States to take advantage of their previous experience with the American Academy for Liberal Education. (FE2)

Moreover, the College established an advisory council including representatives from the public and private sectors to review the curriculum and programs offered at the college and to ensure their coherence and alignment with the mission of both the college and KSU. This council suggests any improvements to in academic programs.

The College’s Advisory Council, which was established in 2009, plays an important role in helping the College maintains curricula and programs that are relevant and current. It provides support, ensuring the coherence and alignment of the Colleges' curricula and programs with KSU’s mission, and suggests any improvements to or developments in academic programs. The Advisory Council is made up of employers and employees, including labor representatives with direct experience of industry. The Advisory council meets at least twice per year, and more often as needed (CoA, 2011, p. 113)

Academic departments also formed advisory boards including number of faculty members and dignitaries from the government and representatives of the students and the private sector. These boards review programs offered by academic departments and suggests ideas for improvement.

All academic departments formed advisory boards to review its programs and suggests ideas for improvement. Arabic language department for example has now an advisory board constituted of VIPs, labor markets representatives, and students. Among the members of this board is Norah Alfaiz; deputy minister of education, Dr. Mohammad Al Rashid, the former minister of education, Meshari Al Saud, head of the National Center for Assessment, Al Ahmadi form the Chamber of Commerce, and Ahmed Al Dhebaib a former university rector. The aim of this board is to review the programs offered by this section, and attempt to present new ideas and visions to develop them. For example, a person from the employment sector may suggest adding or deleting a program or some components of it. (D1E2)

In addition, the College also engaged the services of external reviewers from various international institutions to help in defining Student Learning Outcomes (SLOs) regarding what a student is expected to learn as a result of participating in academic activities. The Self-Study Report of the CoA referred to this cooperation, as read “Most programs invite external reviewers from various international institutions to assist in defining SLOs (Student learning outcomes) regarding what students are expected to know and be able to do by the time they graduate in order to facilitate the development of their learning objectives” (2011, p. 132).

In the same context of cooperation with a third party to support the accreditation process, one faculty member also mentioned that the college has collaborated with a number of external reviewers to review the CoA Self-Study Report and to visit the college to ensure that it has addressed the quality standards of AALE before the accreditation team's visit.

Before sending the final draft of our self-study to AALE, it was sent to external evaluators. Also, two evaluators from Kuwait University (which had dealt with the AALE and obtained the accreditation from) were called. These evaluators were Dr. Turki AL Mughaidh and Dr. Yusra Al Madani. These

reviewers read the self-study, visited academic departments and met faculty members and students. They assured the faculty that the work is proper. (D1E2)

Moreover, CoA has cooperated with the Deanship of Skills Development at KSU to train faculty members in knowledge and tools that help them work with students to become reflective life-long learners. It was supported by the Self-Study Report of CoA, which reads:

In its strategic plan, the college emphasizes the need to train all faculty members in the latest teaching methods, which guarantees the required learning to take place. Accordingly, the College has cooperated with the Deanship of Skill Development in order to start a number of training programs, such as “Planning Effective University Teaching” “Technology Skills in Teaching,” “Skills in Cooperative Learning,” “Thinking Skills,” Measurement, Testing, and Evaluation Skills” (CoA, 2011, p. 51)

One participant pointed out that the Deanship of Skills Development also provided many training programs and workshops that focused on quality and accreditation “A lot of colleagues attend training programs and workshops offered by the Deanship of Skills Development. Training programs and workshops focused on issues related to quality and accreditation such as courses descriptions; academic programs descriptions; course reports and performance indicators and reference comparisons” (D2E2).

With respect to CoE, the available data indicate that the College cooperated with various groups inside and outside the university to develop its conceptual framework. For example, the first draft of conceptual framework was reviewed by the College’s Consultation Board, which representatives from the Ministry of Education, the private sector, faculty members, and its students. This cooperation came to ensure that the conceptual framework of the college is able to achieve the requirements of the labor market. This partly explained in the following excerpt from the institutional report of CoE:

The first draft of conceptual framework was shared with the Unit's departments and units, and the Unit's Consultation Board which includes representatives from the Ministry of Education, the private sector, the Unit alumni, faculty members, and Unit students. This sharing took place between April and May of 2009. The Committee received many comments and suggestions for modifications. (CoE, 2011, p. 20)

The Institutional Report also mentioned that all faculty members including both male and female faculty members worked together to develop the conceptual framework "All of the Unit's staff members cooperated in the development of the Unit's Conceptual Framework. In order to achieve its ambitions of quality and academic accreditation, the Unit formed several committees related to the work of conceptual framework.... These committees worked on different aspect (e.g., vision, mission, values, and goals) and shared their work within the Unit's departments and units and with related institutions" (CoE, 2011, p. 20).

Moreover, CoE cooperated with various groups inside and outside the university to evaluate and refine the new assessment system of the college. In this regard, the College benefited greatly from the insights gleaned from its students, teachers, administrators (internal groups) and with cooperating teachers from the field (at schools), employers (external groups).

The unit assessment system is evaluated and refined on an ongoing basis through internal and external assessments. Internal assessments include candidate, faculty, and administrator feedback. External assessments include cooperating teachers survey data indicating their satisfaction with the clinical practice, Graduate survey, and employer survey data indicating employer satisfaction with the candidates prepared by the unit (CoE, 2011, p. 54)

In some cases the quantitative data is not consistent with the qualitative data. For example, in the survey, faculty members at both colleges perceived Item 1 (Organisational planning for the accreditation process) as the lowest planning activity implemented to support the accreditation process as shown in Table 5.11. This planning activity has a mean of 3.21 for CoE and 2.71 for CoA, suggesting a level of

implementation bordering on “moderately implemented”. However, the qualitative data indicated that both colleges developed and implemented several initiatives in the planning and organisation of the accreditation process and that some of these initiatives brought about radical changes in the two colleges. These changes are as follows:

- development of the CoE conceptual framework and the CoA Strategic Plan 2021;
- improvement of CoE and CoA assessment process;
- improvement of CoE and CoA academic programs; and
- modifications of CoE and CoA policies and practices including the adoption of a new organisational structure, the documentation of all policies and procedures within the college, and the attracting number of distinguished non-Saudi faculty members.

5.5.1 Development of the CoE conceptual framework and the CoA strategic plan

Both colleges have developed comprehensive plans to implement change under different names and with different emphasise to meet the requirements of their accreditation agency. The CoE has developed a change plan, called the “Conceptual Framework” as required by NCATE while the CoA has developed a change plan, called the “Strategic Plan 2021” as required by AALE. These two plans are similar; contain similar components and have similar aim. However, they are not identical.

5.5.1.1 CoE conceptual framework

At the CoE, the data show that the development of the conceptual framework is one of the main results of the CoE’s accreditation process (see the executive summary of the CoE’s conceptual framework, Appendix F). The conceptual framework

articulates the new college's vision, mission, goals, and philosophy and outlines the proficiencies expected of students and graduates. The college's vision statement is "to achieve educational distinction and leadership and become a pioneer in contributing to the establishment of a knowledge society" (CoE, 2011, p. 16). The new mission of the college is "to prepare professional educators who contribute to building a knowledge society and who are able to compete globally" (CoE, 2011, p. 16). Both the vision and mission statements emphasise the college's ambition to compete at the local and global level and to commit to the development of a high-functioning learning community.

The college's goals as described in the conceptual framework can be summarised as follows: preparing professional educators with a high-quality education, conducting distinctive educational research, and ongoing professional development for staff, students, and in-service teachers (CoE, 2011). Generally speaking, these goals are oriented towards excellence in teaching, research, and service.

The CoE's philosophy stems from the Islamic values that oblige every Muslim, male and female, to pursue education as a form of worship and that emphasise the adoption of learner-centred learning environments; as indicated in the Institutional Report of the CoE:

The Unit philosophy is centred on the fact that learning is a form of worship that draws one closer to Allah. Moreover, this conviction is centred on a well-established Islamic principle that emphasises that seeking education is an obligation of every Muslim, which implies that all individuals are able to learn and are obliged to continue learning. In the framework of active authentic learning, the learner's role is activated, and each party seeks to improve his/her experiences and his/her practices positively (CoE, 2011, p. 17)

In light of the above, the CoE identified a set of core proficiencies, outlined in its conceptual framework that each student is expected to demonstrate upon graduation.

The graduates of the college are professional educationists who follow Islamic work

ethics, possessing skillsets and in-depth comprehension of subject knowledge, contributing to ensure appropriate experiences can be shared with students, having excellent verbal and written communication skills and able to use different mediums to interact with co-workers, students, parents, management and society, understanding group and individual behaviour and use the same for creating a positive learning or work environment, encouraging fundamental motivation, interactions with society, personal growth – all leading to students engaging in learning actively. Further they require excellent research abilities, and must be able to comprehend the research content, having knowledge of recent studies, aiding the growth of all students and contributing relevant experiences to guide the students in their educational, social, emotional, physical and mental growth, planning the use of various teaching methodologies of their specialisation and help students develop critical analytical and problem solving skillsets, strategising formal and informal assessment methodologies for evaluation of the development and accomplishments of the students by analysis of data for various purposes. The graduates should also be enthusiastic about openings for self and professional development, be flexible to change in professional objectives, be able to utilize technology in professional practice and understand individual variations in students in terms of mental, physical, emotional traits and be able to appreciate cultural and socio-economic diversities (CoE, 2011).

These proficiencies were incorporated into the course syllabi of all college programs. They were integrated into the planning, delivering, and assessing of instruction. They provided a basis for evaluating the competence of the candidates and the quality of the educator preparation program as a whole (CoE, 2011).

It can be argued that the accreditation process helped the college develop its foundational values as outlined in the College's conceptual framework, which is perceived by faculty members as the backbone of the college. One faculty member argued that the conceptual framework provided a blueprint for ensuring coherence among curriculum, instruction, field experience, clinical practice, and student assessment. He believed that the coherence has become evident throughout the courses and programs, both initial and advanced. The teacher proficiencies outlined in the College's conceptual framework reflected in the course goals, objectives, content, and assessment. In other words, the conceptual framework is the ideas and principles that form tapestry integrate to build a teacher preparation program from seeing the college and to achieve.

Among the changes that have occurred in the college as a result of the process of academic accreditation was developing the conceptual framework of the College. This framework can be considered as a theory or set of educational assumptions that underlie the College. It is the backbone of the college, where all the processes and procedures at the college are built on the basis of this framework. Currently, it is required of current students and graduates to reflect the teacher characteristics outlined in the College's conceptual framework. (D3E1)

It is important to note that the development of the conceptual framework is an essential condition of NCATE accreditation in addition to meeting six standards. According to the NCATE standards, "Each unit seeking accreditation for the first time is required to submit its conceptual framework as a precondition for establishing eligibility for NCATE accreditation" (NCATE, 2008, p. 14). The conceptual framework should outline the philosophical and pedagogical underpinnings of the program as a precondition for establishing eligibility for NCATE accreditation. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

5.4.1.2 CoA strategic plan and the qualification framework for student and graduates

In the case of the CoA, the qualitative data indicates that the college developed the strategic plan 2021 and the CoA's qualification framework for student and graduates. As mentioned in the Self-Study Report of the CoA (2011), the college set up a high level committee to design and align the strategic plan of the CoA with the KSU's strategic plan 2030. The strategic plan outlines the college's new vision, mission, values and the key strategic goals. It also includes a set of the action plans that can provide a realistically avenue to achieve its strategic goals.

The new vision of CoA is "to be recognised for its excellence in all aspects of teaching and research in Humanities and Social Science, in addition to its engagement in the development of a knowledge society" (CoA, 2011, p. 17). The college's mission statement is "to provide high-quality learning experiences and to conduct outstanding research in humanities and social sciences while upholding Islamic and Arabic values and tradition" (CoA, 2011, p. 17). Both the vision and mission statements emphasise the college's keenness on achieving distinction and excellence in the field of humanities and social sciences.

According to the Self-Study Report of the CoA, the college's core values include a belief in: analytical and critical thinking; effective communication; cultural and social literacy; scientific, informational and technological literacy; creativity and eagerness to learn; understanding and meeting the needs of students; and committing to the cornerstone principles of academic and human freedom (2011, p. 18). The qualities that are outlined here are considered to be crucial in education systems throughout the world.

In order to realise the vision, values and mission of the CoA, and to develop students with the above characteristics, the CoA has identified six key strategic goals and

each strategic goal was supported by a set of action plans/ initiatives that aimed at the attainment these goals. The key strategic goals are as follows:

- Enhancing the strategic direction of the CoA and its sub-divisions;
- Enhancing the educational experience and advancement of the quality and scope of learning and teaching, through the academic programs of the CoA which are student-focused, consistent with the mission and resources of the college;
- Having simple, robust and sustainable the internal quality system of the college to meet national and global standards;
- Increasing and elevating distinguished social science and humanities research scholarship;
- Increasing the efficiency of the learning resources, facilities, management, infrastructure facilities for the various sub-divisions, units, student support services programs of the college; and
- Engaging and empowering of the human resources utilising their skillsets and commitment (CoA, 2011).

Overall, the six strategic goals aimed to shift towards adopting a “liberal” approach in the CoA and its programs where students are provided with broad knowledge and transferable skills, and a stronger sense of values, ethics, and civic engagement. The new CoA’s strategic plan was designed to enable programs to focus clearly and coherently on providing students with the highest quality liberal education. The new Strategic Plan supported the shift towards liberal education as an integral part of the teaching and learning processes.

The strategic plan introduces a comprehensive and coherent framework that aims to align the college’s curriculum, activities, and operations with the University’s and

college's mission and educational aims. This was supported by a faculty member, who stated:

I think that the quality process helped the College to correct its position to be compatible with the vision and mission of the university and college. All operations within the college have become supportive of the University's and college's mission and goals. This, I believe, will contribute significantly to achievement of the University's vision to be a world class university. (B2)

In addition to the above, the college moved forward in the development of its qualification and outcomes framework for students and graduates based on the CoA's mission as established in the CoA strategic plan (CoA, 2011). The qualification framework specifies the characteristics and capability and the desired outcomes of the students and graduates (see CoA students' qualifications and outcomes framework, appendix G). These characteristics aim to empower the CoA's students and graduates with broad knowledge and transferable skills, and a stronger sense of values, ethics, and civic engagement. These characteristics and competencies include communication capability and capacity, analytical and critical thinking, problem framing and solving, knowledge, integration and application of knowledge, self-development, citizenship, and lifelong learning (CoA, 2011, pp. 24–26).

In summary, the accreditation process has a positive role in stimulating both the CoE and CoA to develop comprehensive plans to guide the design and delivery of programs, courses, as well as the activities of teaching, learning and assessment. Both colleges have developed comprehensive plans under different names and with different emphasis, conceptual framework for the CoE and strategic plan 2021 for the CoA. The difference in the naming of the comprehensive plan may due to the different terminology used by the accreditation bodies. The difference in the emphasis may due to the difference in the ultimate goal of the two colleges.

Moreover, through the accreditation process both colleges have developed a set of proficiencies and characteristics that students are expected to have mastered at the completion of their programs. The proficiencies of the CoE's students aim to prepare effective educators, including teachers and other school professionals, who are have sufficient skills and knowledge to work in schools; while the characteristics of the CoA's students aim to provide individual students with "liberal education" which empowers students with broad knowledge and transferable skills, and a stronger sense of values, ethics, and civic engagement. These proficiencies and characteristics have become consistent with the mission and goals of each college and with the standards of its accreditation agencies. They were incorporated into the course syllabi of all college programs and provided a basis for evaluating the competence of the students and the quality of the program as a whole.

5.5.2 Improvement of CoE and CoA assessment process

Improving the assessment process was another change initiative that came as a result of the accreditation process at both colleges. Both colleges have used multiple assessments methods to measure the effectiveness of students' achievements and college's performance. However, at the CoE, these multiple assessments made at specified transition points, while at the CoA, decisions about students' achievements and college's performance made without making reference to particular transition points.

5.5.2.1 CoE assessment system

In response to NCATE's Standard 2, the CoE designed a system for assessing student qualifications, student and graduate performance, and college operations. NCATE requires universities and colleges to utilize a system for valid and continuous

candidate assessment to judge candidate performance and improve program quality (NCATE, 2008).

In the new assessment system, data on candidate proficiencies as outlined in the conceptual framework are collected and analysed at four transition points in the program for both initial programs and advanced programs by using multiple assessments at each transition point (see Transition Point Assessments Initial Programs and Advanced Programs, Appendix H). The four transition points for initial education programs (pre-service teachers) are admission to a college's bachelor degree program, mid-point field experiences, completion of the program, and after graduation. Among the types of assessments are performance-based assessments, written exams, aptitude exams, oral interviews, and cumulative grade point average (bachelor degree GPA). The four transition points for initial education programs (in-service teachers) are admission to a college's Master's degree program, midpoint of the program, completion of the program, and graduation. Among the types of assessment are cumulative grade point average, written exam, program-based assessments, and thesis defence (CoE, 2011, p. 51).

Furthermore, documents reviewed revealed data on candidate and college performance collected through internal and external assessments. Internal assessments include candidate, faculty, and administrator feedback. External assessments include cooperating teachers survey data indicating their satisfaction with the clinical practice, Graduate survey, and employer survey data indicating employer satisfaction with the candidates prepared by the unit (CoE, 2011, p. 54). All data are compiled, analysed and evaluated to monitor candidate performance at each transition point and the results are used to provide information for managing and improving program effectiveness, correcting weaknesses, and

identifying strength. Results are also used to make policy recommendations and modifications to improve curriculums, resources, enrolment and faculty development (CoE, 2011, p. 55).

In addition, it has been made compulsory for faculty members to complete course reports as another form of assessment. At the end of each semester, faculty members must submit a course report for each course they taught to the Quality Unit in their academic department based on a standard format. In this report, faculty member should provide the key information such as instructor's names; name and code of course; number of students who were successful and unsuccessful; teaching and learning strategies and textbooks; course objectives; reflecting on strengths and weaknesses; suggestions for improving the course. The course report process is an excellent opportunity for faculty members to evaluate themselves, which in turn may help them improve their teaching practices, assessment methods, or course content (CoE, 2011, p. 113). The course reports also are a tool used by the college to monitor and improve performance.

One participant clearly indicated that course reports arose as a response to the accreditation requirements where teachers were not asked to prepare this report before the accreditation process:

In the past, course specifications and course reports were not present. Now, course specifications process has become systematic. Teachers also have to submit the "course report" for each course he/she teaches. This report presents all the course activities such as students' achievement levels, the need for development of the course (if any), the proportion of students' absence, failure, and deportation . . . e tc. Based on these data, the faculty member sets a group of remedial procedures to be executed in the upcoming years. (D1E1)

Another participant shared a similar perspective:

Accreditation helped the college to put more focus on developing academic courses, knowing the elements for each course, strengths, and weaknesses of these courses from time to time by reviewing the course reports prepared by

the teachers which were not previously required of the teachers before the accreditation. (B1)

Course reports became integral in the implementation of all courses within the college. Now, courses and teachers' performance are evaluated and reported regularly with information providing the extent to which learning outcomes outlined in the conceptual framework were being achieved.

Through the development of the new assessment system, the accreditation process helped the CoE to evaluate and improve the college's operations and its programs and to ensure that candidates demonstrate the expected knowledge, skills, and dispositions. One faculty member clearly pointed out that the college's new assessment system is a product of the accreditation process:

The assessment system is a fruit of the academic accreditation process, where there was no assessment system within the college in the past. This system addresses the transition stages experienced by a student within the college starting from a student's admission to the college up to graduation from the college. (D3E1)

5.5.2.2 CoA assessment plan

In the case of the CoA, the college developed an assessment plan that involves various direct and indirect assessments to collect and analyse data about student progress on learning outcomes and measure the effectiveness of programs. This assessment plan could meet the accreditation standards of the AALE which requires colleges to utilize appropriate means of assessment, both qualitative and quantitative assessment methods, to measure the student's ability to reason and communicate effectively through attainment of foundational abilities including fluency in reading, writing, oral communication and mastery of basic principles of logic, including deductive and inductive reasoning.

To this end, all academic programs at CoA utilize multiple direct and indirect assessment methods to measure students learning achievements. Direct assessment

methods require students to demonstrate knowledge and skills, and provide data that directly measure the achievement of expected outcomes. These methods include senior-level projects, papers, presentations, or research evaluated by faculty or external review teams. Additionally, course-embedded assessments such as projects, assignments, or examination questions that directly link to program-level expected learning outcomes and are scored using established criteria. Indirect assessment methods, such as surveys and interviews, ask students to reflect on their learning in and outside the classroom. The indirect assessment methods also include Graduating Student Survey, Alumni Survey, and Employer Survey. Diversity in the use of assessment methods could help to obtain a clearer understanding of what students have learned, and to avoid weaknesses in any single assessment instrument (CoA, 2011, p. 133). The process of course improvement can be made based on the analysis of the results of these assessment methods.

Furthermore, at the beginning of each semester, all faculty members have to prepare and submit a course syllabus comprising information about course learning objectives, prerequisites, description, content, assignments, textbook, readings, evaluation procedures, teaching methods, grading standard, faculty's office hours. Moreover, all faculty members have to prepare and submit course reports at the end of each semester for all courses they have taught to make sure that course learning objectives, content, assignments address desired learning outcomes. The report includes course details, showing the latest updating of its different entries. It should be accompanied with documents such as course outline, the grades of students, and samples of examination papers (CoA, 2011, p. 133).

Participants expressed the view that the course report came as a result of the accreditation process since it was not exist before this process. They demonstrated

that this change increased their attention to learning outcomes and course assessment:

We now have to submit the course report at the end of each semester to make sure that students met the learning outcomes of the course. This was not required from us before the accreditation process. Colleagues have become more attentive to meet the learning outcomes since the college will judge the success of our effort to meet the learning outcomes. (D2E2)

In summary, it is clear that both accreditation processes (the NCATE and AALE accreditation processes) have prompted both colleges (the CoE and CoA College) to develop processes of collecting, analysing, and using data about students' achievement and the effectiveness of programs. Both colleges developed and implemented multiple assessment instruments to collect and data on students' achievements and effectiveness of programs. However, at the CoE, the data are collected and analysed at four transition points in the program; whereas at the CoA, the data are collected and analysed without make specific reference to a transitional point. This difference between the colleges in the application of assessment methods may be due to differences in the accreditation standards requirements between the accreditation bodies. NCATE requires colleges to have multiple decision points with multiple assessments to make judgments about students' progress and outcomes and to improve programs' quality. While AALE requires colleges to develop and implement assessment plans, a both qualitative and quantitative evaluation of student achievement, to determine success in meeting their liberal arts mission and educational aims without referencing to specific transitional points.

5.5.3 Changes in CoE and CoA academic programs

Both colleges have adopted a number of initiatives in order to improve the quality of their programs and courses.

5.5.3.1 CoE academic changes

At the CoE, the qualitative data from interviews and document analysis indicate that the college implemented three initiatives to improve the quality of its academic programs and courses. These initiatives are as follows: alignment of programs and courses with the college's conceptual framework; design and implementation of the early field-experiences; and development of course descriptions for all undergraduate and postgraduate courses.

The CoE was careful to ensure that initial and advanced programs and courses for the preparation of teachers are all aligned with its conceptual framework. To this end, the college designed the learning outcomes of the programs and courses to reflect the expected professional practices of college candidates. These learning outcomes were derived from the core proficiencies expected of the teaching candidates described in the conceptual framework of the college. These proficiencies were incorporated into the course syllabi of all the college's programs and courses. These alignments have been referenced in the Institutional Report of the CoE as following:

College of Education (COE) conceptual framework defines 10 candidates' proficiencies that met standard 1 of NCATE, INTASC's standards and KSU standards. The main menu of learning outcomes was driven from these candidates' proficiencies into the three learning domains: knowledge, professional skills and professional dispositions. All programs and courses were designed to meet these learning outcomes and the benchmarking standards of related professional associations (CoE, 2011, p. 21).

Furthermore, assessments in courses and at critical points throughout the candidates' program of study were also designed to target these outcomes and provide ongoing evaluation of candidates' performance and of the effectiveness of the instructional programs and the unit "They (educational programs) developed assignments to

measure candidates' achievement of the Conceptual Framework proficiencies" (CoE, 2011, p. 109).

Participants believed that the accreditation process was an opportunity for the college to verify the effectiveness of its academic programs and courses. The self-study process revealed a need to align the academic programs and courses with the vision, mission and objectives of the college and the university:

The programs review process provided a better picture of the overall performance of the programs. For example, reviewing all academic programs and courses revealed that there is a great disparity between the vision, mission and objectives of some programs and courses compared with the vision, mission and objectives of the college and the university, which reflect the lack of consistency. (FE1)

Faculty members confirmed that the accreditation process helped the college to achieve its goals by ensuring consistency between its programs and courses with its mission "The accreditation process allowed the college to focus on its mission statement and make it become a reality by reviewing its academic programs and courses" (B1).

Moreover, in response to NCATE's Standard 3, the CoE designed early field experiences in both initial and advanced programs. NCATE's Standard 3 requires colleges to design and implement field experiences and clinical practice. Designing field experiences included identifying the entry and exit criteria for field experiences for both initial and advanced programs. Through coursework, which includes accompanying field experiences in some courses, initial candidates must demonstrate in-depth knowledge of content through inquiry, critical analysis, and synthesis prior to admission to clinical practice (see Field Experiences and Clinical Practice Required for Initial Programs and Advanced Programs, Appendix I).

Now, candidates in the initial programs are required to engage in a range of activities that begin in the third semester. These activities include classroom observation,

doing micro teaching in interviewing teachers, and working with special needs children in a supervised setting. For examples, in the psychology program students are required to develop assessment reports or conduct case studies for students from schools and specialty centres or patients in hospitals or inmates in penitentiaries. In the other academic programs students are required to develop a lesson plan of a lesson to be taught in class e.g. Islamic Studies and Physical education and Movement Sciences (CoE, 2011, p. 74).

Similar to the initial programs, candidates in the advanced programs are required to complete a range of performance tasks during the field experiences which have become an essential part of completing some courses “Each advanced program has one or two courses that involve performance task covering education standards” (2011, p. 21) . The performance tasks vary from one program to another. For example, candidates in the Psychology Program have to complete a case study and clinical report, whereas students in the Education Technology Program have to create a plan for the development of a learning resources centre. They also have to develop a technology-based teaching portfolio.

Moreover, the college has developed clinical practice experiences by identifying entrance and exit criteria for each program (see Field Experiences and Clinical Practice Required for Initial Programs and Advanced Programs, Appendix I). During clinical practice, candidates should demonstrate their knowledge of content through their ability to translate that knowledge into understandable forms for effective student learning. Besides, clinical practice experiences have become evaluated periodically by the use of surveys prepared by the college to measure the satisfaction of candidate, cooperating teacher, school principal and college supervisor.

As part of overall efforts to develop field experiences and clinical practice, the college collaborated with its educational partners in the educational field. The college set up a joint committee with the Ministry of Education includes a number of faculty members in the College and representatives from the Ministry of Education. The College presented several workshops for cooperating teachers to develop their skills as cooperating teachers and mentors. These efforts resulted in improved candidate performance and college-partnership collaboration.

Designing early field experiences and clinical practice have been mentioned in the Institutional Report of the CoE as one of the fundamental changes that took place at the college as a result of the accreditation process “The unit has made significant changes to its clinical practice based on its self-study linked to this NCATE standard” (CoE, 2011, p. 67). One of the participants pointed out the role of the accreditation process in improving academic programs within the college. He stressed that the field experiences are no longer included in the last level as they were in the former plan at the college:

Field experiences are no longer included in the last level, as they were in the past. In the college’s new plan, a student should visit various schools and write reports on each field visit, during their third year in college. In the Department of Special Education, for example, the student should visit several schools and meet the types of students with whom he or she will deal in the future, such as those with intellectual disabilities or behavioural disorders. (D3E1)

Another faculty member expressed a strong belief that designing the early field-experience program was one of the main changes resulting from the accreditation process. He felt that the program was extremely helpful for students because it improves their self-confidence:

I worked in the committee of the third NCATE criterion that concerned the field experiences. Frankly, this criterion was the one that changed faculty education philosophy. Previously, we had depended only on the field training that the students received in the final semester. When we started applying the

NCATE standards, we designed some field courses among the study plans. For example, in the course [Working with the Families] in special education we enlisted two visits to schools so as to enable students to meet the students' guardians and write a report about the visit. The required field training visits were diverse. They might be for observation, teaching a lesson, or meeting students; and their guardians. Adding field training to the courses contributes in removing fear and dread when students started their field training in the final semester. (D2E1)

Another faculty member articulated the same belief regarding the value of the introduction of field training in the early stages of the new study plans:

The College has developed the practical education program by expanding the concept of “practical education” to become “field experiences”. The field experiences start from the third semester until the student graduation from the college that was not present in the old study plans. This helped our students to make the decision to work as teachers or in other fields in an early stage. In the previous time, some students discovered in the late stage, during the field training in the last semester, that they can't deal with students and thus they can't work as teachers. (D1E1)

One faculty member provided some examples of such performance tasks in the advanced programs. The participant emphasised that these tasks helped students transition from theory to practice:

Performance tasks are for the master's students, each academic program has at least two performance tasks. These tasks are set to guarantee that students mastered the objectives of that program. For example, in the Education Administration Program, the main objective is to prepare the school principal to be as a leader. One of the characteristics of leaders is the ability to prepare a strategic plan. So, one of the performance tasks in that specialisation is to set a plan to develop a school after visiting and reviewing such a school. In the Department of Curricula, the aim is to prepare qualified teachers, so the performance task assigned to students was how to prepare a student's portfolio. These tasks have transferred students from theory to practice, where a student can apply what he/she studied in that course to that school. (D3E1)

The college's third initiative for improving the quality of its academic programs was the preparation of course descriptions for all courses offered in the college. Course descriptions included information about course content, learning outcomes (i.e., what students are expected to know, understand, and be able to do), teaching strategies, assessment methods, and sources of information.

The course description provides an opportunity for teachers and students to work together to achieve the specific knowledge and skills. This was confirmed by one faculty member who perceived the course description as a roadmap for both teachers and students. He also stressed on that course descriptions are a result of accreditation:

Course specifications are one of the fruits of the academic accreditation process. The course specification is a roadmap with which a teacher becomes aware of the knowledge that students should acquire. The students also become aware of what they are expected to learn in each subject. I believe that the course specification is a contract between the teacher and students, where they must meet the conditions set forth in the course description. (D3E1)

The same faculty member drew attention to the benefit of course descriptions, arguing that the process provided a good opportunity to align the course's content and its pedagogical aspects with the college's conceptual framework, the core proficiencies students are expected to demonstrate upon graduation, and NCATE requirements:

The process of preparing a course description was an opportunity for academics to rethink some important issues such as course content, outcomes, and assessments and methods of teaching. It was also an opportunity for the college to align the content, goals and objectives for each course with the College's conceptual framework and NCATE requirements. In short, I can say that curriculum structure and *content* have become meticulously planned. (D3E1)

Another participant added that to the course description helped to unify efforts among faculty members who teach the same course:

The course description contributed to unifying performance between faculty members who teach the same course or group. For example, if we have a group taught by three faculty members, they can agree on one course specification, elements, and evaluation method. This is one of the things that is emphasised by the academic accreditation. (D1E1)

5.5.3.2 CoA academic changes

In the case of the CoA, interviews and document analysis demonstrated that the college has sought to improve its academic programs to meet the needs of the labour

market and the accreditation requirements. The programs improvements were perceived as: aligning the learning outcomes of the courses with the college's students and graduates qualification framework; and preparing the course descriptions. Field-experiences and clinical practice does not apply in all academic departments.

The documents revealed that the CoA Students Qualification and Outcomes Framework helped the college to determine the desired learning outcomes for its students and graduates in all courses.

The success of a curriculum is normally determined in terms of the outcomes of its students and graduates that meet stakeholders' expectations and needs. As the critical area is in the determination of the learning outcomes, KSU – COA has defined a set of the characteristics of its students and graduates based on the KSU – COA's mission as established in the KSU – COA Strategic Plan (2010 – 2020). (2011, p. 38)

These learning outcomes were reflected in the course syllabi. Many of faculty members believed that the learning outcomes for courses has been focusing more on providing students with the critical skills needed for effective reasoning. Basic fundamental skills e.g. such as fluency in reading, writing and oral communication and mastery of the basic principles of logical, mathematical and scientific reasoning, has become an integral part of the courses which in turn could meet the requirements of the labour market in Saudi Arabia and the requirements of the accreditation standards. One faculty members for example stated, "Learning outcomes that focus on providing students with the basic skills of thinking has become more targeted after the accreditation process" D3E2

The self-study report presented an example of targeting of the effective reasoning, which is required by the AALE, in the learning outcomes. In the Arabic writing courses the learning outcomes aimed at:

1. Broaden students' knowledge, enhance their composition skills, increase their vocabulary, and help them to employ the suitable phrases semantically well.
2. Train students to speak, to develop their thinking skills, to master reasoning, and to improve their skills of communication, opinion exchange, while sticking to formal Arabic.
3. Improve the students' linguistic performance so that students can compose a statement that is good in terms of grammar and style.
4. Teach students the fundamentals of writing and editing in Arabic (CoA, 2011, p. 39).

Faculty members in the course files have to provide evidence that their students have achieved those learning outcomes “Moreover, they (academic programs) have to provide evidence that those outcomes are achieved” (CoA, 2011, p. 132).

With respect to field expertise, some courses require students to go out into the field to do certain tasks. For example, students in the Department of Social Studies have to visit a prison management or drug management and write reports about a case.

A number of students may be assigned to visit social centres to write reports about a case, or have an interview with a magazine editor-in-chief or a footballer, or visit a prison management, drug management, museums, public or private libraries, magazines, newspapers, radio or television stations, and weather forecast centres, every student according to the program they are in, so they can interact with those authorities and improve their communication skills and their self-learning and guided learning will take place (CoA, 2011, p. 48)

Review of the documents revealed that not all the CoA's students were engaging in field training (clinical practice). While some academic departments require students to engage in field training in the last semester, some departments do not require it. For example, in the Department of Geography, the course (498 GEOGR), which is a mandatory requirement for graduation, requires of the student, after completing the seventh level, the work for two days weekly in one of the institutions (governmental or non-governmental organisations) that cooperates with the university for

cooperative training. Study plans in another department, such as, the Department of History and the Department of Arabic Language and Literature, do not include practical training (clinical practice). The reason of not applying the system of field experiences and clinical training within the college for all academic departments is might be due that the accreditation agency does not require such a system.

Moreover, the preparation of descriptions of the programs and courses offered by the college was another initiative to improve the quality of education at the CoA. In this context, each academic department within the college has formed a special committee to provide description for its programs and courses. This was supported by the Self-Study Report of the CoA “The concerned program forms a special committee to provide courses description” (2011, p. 116). A program description provides students with detailed information about what the program is about and what skills a student will gain; requirements for admission and graduation; and information about opportunities for graduates (CoA, 2011). A course description provides information about number of credit hours; course content, learning objectives, prerequisites, teaching methods, evaluation procedures, and textbooks (CoA, 2011). One of the participants perceived that the course descriptions provide students with enough information about a course and helps faculty members to address the desired learning objectives. He argued that the course descriptions were one of the benefits of the accreditation process:

Before accreditation, there was no description of programs or courses. A student was enrolled in any course without knowing what he/she will learn and how he/she will be evaluated. Now, each program and course has a description. This description helps students to understand what is expected of them to be learned and mastered. Course Description also helps teachers to focus on addressing the learning objectives for each course. As a result, teaching methods and evaluation methods used by the teacher may have become focused on addressing the learning objectives. (D2E2)

It can be argued that there is a clear relationship between the accreditation process and the changes that should lead to improve academic programs at both colleges. The accreditation process helped both colleges to align its programs and courses with their change plans (the conceptual framework of the CoE and the Strategic Plan of the CoA) as well as with the institutions, local and international standards. Moreover, the accreditation process helped the CoE to design and develop early field experiences and clinical practice with identifying the entry and exit criteria in the transition plans for both initial and advanced programs. At the CoA, field-experiences and clinical practice does not apply in all academic departments. Also, the accreditation process helped both colleges to develop course descriptions for all courses offered in the college. The course descriptions represented a roadmap for both teachers and students to achieve the specific knowledge and skills.

5.5.4 Modifications of CoE and CoA policies and practices

Both interviews and document analysis demonstrate that the accreditation processes had a positive role in changing certain practices and policies at both colleges. This role can be seen in terms of various organisational practices and policies, such as the adoption of a new organisational structure, the documentation of all policies and procedures within the college, and the attraction of distinguished non-Saudi faculty members.

5.5.4.1 CoE modifications

The CoE adopted a new organisational structure that includes five administrators – one dean and four vice deans (see the organisational structure of the CoE, Appendix J). In the new organisational structure, the post of the Vice Dean of Development and Quality has been created to assist in achieving the requirements of accreditation.

The Vice Dean of Development and Quality oversees a number of units, including the Development Unit, Quality Unit, Graduates Unit, and Assessment Unit. He is in charge of overseeing the college's annual report preparation, the constant coordination with the college's vice deans and heads of departments regarding the achievement of the college's goals, and pursuing the achievement of the requirements of academic accreditation by the colleges programs (KSU, 2.015). One faculty member for example considered that this appointment was one of the major changes associated with accreditation process. He pointed out that the new organisational structure identified roles and responsibilities of each position within the college:

Of the most prominent effects that took place is the modification of the organisational structure of the faculty. New units and committees had been introduced. These units and committees were directly connected to the College's Vice-Dean for Development and Quality. These units were assigned to follow-up the implementation of accreditation requirements. What distinguishes the new organisational structure is that it identified tasks and responsibilities within the college. (B1)

The structure of the CoE has only three layers, which can be classified as a flat structure making the process of decision making more efficient and effective. In this structure, the Dean holds the highest position in the hierarchy of the college. The college has also Director of Research Centre, Director of Educational Leadership Training Centre, and Director of the Journal of Educational Sciences and Islamic linked to the Dean. The four vice deans and nine heads of departments make up the next level of administrative authority in a lateral position. Each vice dean oversees a number of committees and units that represent the third administrative layer.

Moreover, participants maintained that the accreditation process has assisted the college in effectively managing its data. The CoE was required to provide the accreditation agency with information about its faculty members, students, policies,

budgets, and so on for assessing the effectiveness of the college towards achieving its mission and goals. Some participants believed that the college was lacking in such information. One participant stated that

Lack of information, data, and statistics within the university and college, and the difficulty in obtaining them in spite of their importance to the process of accreditation is one of the obstacles. This drawback is due to poor documentation, along with the lack of a database in colleges. (FE1)

Another participant shared the same idea: “In the past, there was no documentation of most of the activities that were carried out in the College” (D1E1).

In response to demands for providing accurate information and adequate, the college has allocated a private room, known as the Exhibit Room, for the collection, organising, and display of documents and other evidence that demonstrate its compliance with accreditation standards. This room is one of the requirements of the accreditation commission. One member provided detailed information about the goals of the Exhibit Room:

Every accreditation-granting institution has a set of different criteria. In order to assure achieving such criteria, there must be evidences. For this reason, the Assessment Unit has created the Exhibit Room to supply quantitative evidences about each criterion. Some of these evidences concern the number of the faculty members, their research achievements and teaching loads, the students’ achievements and required knowledge, the assessment methods used in the college or the students' opinions comparable with the average college of education graduates. (D1E1)

In addition, the college attracted a number of non-Saudi faculty members in response to NCATE’s Standard 4, which focuses on diversity. According to the Institutional Report of the CoE, “The unit demonstrates its commitment to diversity through attracting distinct and well-qualified staff from various cultures, and different countries” (p. 90). The participants in this study believed that the recruitment within the college is no longer limited to Saudi faculty members. The college seeks to

attract distinctive faculty competencies regardless of nationality. One participant clearly pointed out that:

Among the questions that were posed by the fourth criterion of NCATE was does the faculty recruit multinational faculty members who have varied experiences? To respond to this demand, the college hired a number of faculty members from different nationalities. Now we have members from Sudan, Egypt, Tunisia, Jordan and Pakistan. (D1E1)

The accreditation process has resulted in many internal changes, including a new organisational structure designed to improve program quality. This was clearly demonstrated by the creation of the post of Vice Dean of Development and Quality. The accreditation process has helped to document all policies and procedures within the college by creating the Exhibit Room. It has also helped the college to attract faculty with distinctive competencies from different countries.

5.5.4.2 CoA modifications

In the case of the CoA, the college redesigned its organisational structure to include the Vice Dean of Development and Quality (see the organisational structure of CoA, Appendix K). The Vice Dean of Development and Quality is in charge of overseeing the development processes and quality, the achievement of accreditation criteria, and quality control of the administrative work within the college, and work to develop and improve the College's overall performance (CoA, 2011). One faculty member stressed that this position was created as a result of the accreditation process and outlined the vice dean's responsibilities:

The position of the Vice Dean for Development and Quality has been created in the new organisational structure. He is responsible for overseeing development and quality processes, the achievement of accreditation criteria, and quality control of the administrative work within the College. He is also responsible for professional development for faculty members. (B2)

The new organisational structure of the college consists of only three layers which can be considered as a flat structure. In this structure, the Dean occupies the top of

the organisational pyramid. The four vice deans with seven heads of academic departments make up the second layer of the organisational structure. The heads of the various units and deputy heads of academic departments occupy the third layer in the organisational structure.

In addition, the accreditation process has helped the college to document all its policies and procedures. One faculty member believed that the documentation, which can be seen as a product of the accreditation process, has helped the college to provide guidance and direction for its academic programs and administrative procedures. This was evidenced by comments such as:

The accreditation process has helped the College become much more organised. The accreditation process required us to document all of the details of our processes and procedures and our employees really benefit from having these resources for reference. Now, we can provide accurate data more than ever. (B2)

Another faculty member shared the same idea:

One of the conditions to obtain academic accreditation is to document everything. This was a big gap in the college and the university. Accreditation made a local solution within the departments and the colleges for data storage solution. Therefore, we can consider documentation as an advantage of academic accreditation. (FE2)

Another faculty member pointed out that some of the administrative procedures were not clear and documented enough before the accreditation process. For example, the college did not establish written procedures concerning actions to be taken in response to student complaints. The process of dealing with student's complaints has become clear for both students and faculty members. Now, this process was written and published for all. The faculty member believed the accreditation process provides the college with the ability to deal effectively with students' complaints and problems.

Academic accreditation in the first place attempts to assure the explicitness of administrative procedures for all. Therefore, each faculty member and student knows what to do whenever there is a need. In the past, we had a shortage in the procedures normally followed to solve students' problems. You can imagine that there was no such procedure before the accreditation process.

Now, there is a unit to solve students' problems available in each college and on the university level with a clear procedure for students' problem solving. These procedures were not found in the past. This is one example of the benefits of accreditation in controlling quality in the college and university. (B2)

Furthermore, the college recruited number of distinctive non-Saudi faculty members to take benefit from their academic experiences. Faculty members pointed out that the employment policy of foreign faculty members has existed in the recruitment policies within the university. However, this policy was not significantly applied within the colleges before the academic accreditation process. Accreditation process encouraged colleges to recruit number of non-Saudis staff in order to meet the diversity requirement for the accreditation. As one participant said, “Previously, recruitment at the College was restricted to Saudis faculty members. Now, you can see teaching staff from different nationalities. In the Department of English, some faculty members are from the US and Canada” (FE2). Hiring qualified faculty also confirmed in the Self-Study Report of the CoA “the college has embarked on the recruitment of a select group of faculty members who obtained their academic degrees from American, European, Asian, and Arab universities” (2011, p. 29).

5.6 Effectiveness of the implementation of planning activities

This section presents the quantitative survey results and qualitative results in effectiveness of the implementation of planning activities in the accreditation process. It is important taking into account that there were few direct comments in the interview records concerning the effectiveness of the implementation of planning activities, since there were no interview questions directing the focus of the participants to that evaluation. Most comments on effectiveness were reported while talking about implementation of planning activities. The chapter concludes with a brief summary of the findings.

Survey question 4 asked respondents to rate several statements in terms of the effectiveness of planning activities to support the accreditation process for their colleges. The respondents were asked to rate five items using a Likert scale from 0 to 5, where 5 indicated the highest level of effectiveness of this activity (very effective); 4 indicated effective; 3 indicated moderately effective; 2 indicated a little effective; 1 indicated not effective; and 0 indicated 'don't know' (Table 5.12).

Table 5.12

Analysis of Differences in Faculty Members' Perceptions of the Effectiveness of the Implementation of Planning Activities

Survey Items	Education (n=53)		Arts (n=51)		t-test	Sig.
	M	SD	M	SD		
1 Organisational planning for the accreditation process	3.23	1.296	2.88	1.465	1.270	0.207
2 Communication System for accreditation information (Email/Document/Website/ Formal Meetings / Informal Meetings)	3.60	1.149	3.35	1.324	1.033	0.304
3 Steering Committee for the accreditation process (if applicable)	3.75	1.270	3.41	1.314	1.354	0.179
4 Dealing with various groups inside and outside the university about accreditation issues	3.40	1.349	2.90	1.603	1.703	0.092
5 Final Evaluation of the planning process for accreditation	3.32	1.341	3.16	1.447	0.599	0.550

Table 5.12 indicates that most faculty members at both colleges perceived that most planning activities were moderately effective to support the implementation of the accreditation process.

Table 5.12 shows that Item 3 (Steering Committee for the accreditation process) was perceived to be the highest effective planning activities to support the accreditation process at both Education and Arts colleges with a mean of 3.75 and 3.41

respectively, suggesting some satisfaction with the steering committee accomplishments within the accreditation process.

Table 5.12 also shows that Item 2 (communication system for accreditation information) was the second most effective planning activity perceived at both Education and Arts colleges with a mean of 3.60 and 3.35 respectively, suggesting satisfaction with the effectiveness of the communication systems. Qualitative data derived from interviews with Education faculty members support the effectiveness of some types of communication system that had been implemented. One faculty member perceived the effectiveness of periodic meetings that were conducted by the Vice Dean for Development in terms of the adoption of decisions that contributed to facilitating the accreditation process.

The Vice Dean for Development and Quality held many periodic meetings at least once per month with the Head of Quality Unit in the faculty and with the Heads of Quality Units in academic departments to listen to them and discuss the difficulties that they face. A lot of decisions have taken place in those meetings, which I think have had a significant impact in facilitating the accreditation process. (FE1)

Another faculty member believed that the periodic meetings with the heads of academic departments have contributed significantly to overcome many of the difficulties that the quality team members faced during the accreditation process: “The head[s] of department[s] met frequently with members of the quality team to discuss and follow-up on the implementation of the accreditation process. I think that these periodic meetings enabled us to overcome a lot of obstacles” (D2E1).

Another faculty member perceived the effectiveness of the discussions that were taking place spontaneously between faculty members in terms of the personal interest to extend his knowledge and clarify some issues related to accreditation:

During the application of the accreditation process, quality has been the preoccupation of most faculty members at the College. Many topics related to

quality assurance, quality control and quality indicators are presented and discussed during the coffee break between faculty members. These discussions enabled faculty members to express their ideas and comments towards the accreditation process in the College. Some issues, which can't be raised in the formal meetings, have been discussed in such meetings. I personally have benefited from those discussions. (D1E1)

In addition, Table 5.12 shows that the least effective planning activity perceived at both Education and Arts colleges was Item 1 (organisational planning for the accreditation process), with a mean of 3.23 and 2.88 respectively. While Item 1 (organisational planning for the accreditation process) was 'least' of the effective scores, it still falls within the category 'moderately' effective. The qualitative remarks identified as touching on effectiveness of organisational planning are as follows:

A faculty member at CoE expressed the effectiveness of organisational planning in terms of political will of the policy makers (such as King of Saudi Arabia, Minister of Higher Education, and Rector) to stimulate the importance of accreditation to faculty members:

One of the most prominent factors that positively affected the accreditation process might be the will of the political leadership to maintain quality in higher education inputs. Besides, there was a great support from the former administration to obtain international accreditation for all colleges. We invested the will of the political leadership to convince the reluctant faculty members that the accreditation process is a state policy not only from the faculty or from the university. This was achieved by sending SMS to faculty members' mobile phones containing quotations from the King's speeches about quality. We also displayed those quotations in wallpapers at the college. I think this created a good impression towards quality and academic accreditation. (D3E1)

The viewpoint of one faculty member at CoA that the strong commitment towards quality improvement from the top management of university is deemed as a powerful support for the deans to implement the accreditation process at faculty levels. This has been explained in the following statement:

The highest authority in the university embraced the idea of change. The

University Rector stated that this is the university plan and future objective, and there will be no hesitation or retreat from implementing it. Therefore, it became a commitment from the supreme authority of the university. This commitment eventually turned into actual practice that was represented in accurate and daily follow-up on all levels at the university. This commitment for the university administration led to the same trend from the administrations of colleges because of the continuous follow-up from the University Rector. This trend from the university administration makes it easy for the faculty deanships to go on in the accreditation process. (B2)

The Dean's decision to allocate time as described in the following citation was seen to contribute to the effectiveness of the spread of a culture of quality, as conveyed in:

The Dean of College issued a decision to allocate 5 to 10 minutes at the beginning of each academic department meeting to raise the issue related to quality and accreditation. The head or a member of the Quality Unit in each department is responsible for organising and presenting such topics. This decision, I believe, has had a real impact in spreading the culture of quality within the academic departments. (FE2)

Effectiveness can similarly be perceived in terms of holding several workshops and training sessions related to the quality and accreditation at both colleges. Presumably, these workshops and training sessions should help faculty members to knowing what they should do in the field of quality and accreditation e.g. preparing the course report at the end of each semester. This assumption supported by one of the faculty members at CoE:

Many workshops, lectures and training sessions were held to disseminate the culture of quality in the College. They also aimed to explain the criteria of the NCATE and the mechanism of preparing the self-study. They also aimed to clarify the preparation of many documents related to the accreditation process (FE1)

An independent-samples *t*-test was run on each item to compare the average (mean) scores of the perceptions of faculty members from both colleges. As the results in Table 5.12 indicate, the significance of all items was greater than 0.05, indicating that the differences between the perceptions of faculty members about the effectiveness of the implementation of planning activities at the two colleges were not statistically significant.

In summary, the key elements of effectiveness identified in these comments would appear to be related to (1) high level of commitment at senior (and higher, for example King) management; (2) allocation of resources; (3) involving a broader group of representatives so that all programs have access to key information; and (4) time and priority is given to discussion about quality and accreditation issues at each staff meeting; and (5) time is given for workshops and training sessions for all staff. Each of these elements is needed. Without any one of them, the implementation will not be as effective as it was in these two cases.

5.7 Summary

Findings for the first research question suggest that there are many similarities between both faculties for the perceptions about the importance of the accreditation process. In addition, results for the second research question indicate that there are some similarities between both colleges regarding the perceptions about the changes resulted from the accreditation process. However, there are some differences when the participants had been asked in the interviews how they perceive the importance of accreditation from their perspectives; and when they asked about changes resulting from accreditation process. In other words, the way to interpret the importance of accreditation and the changes resulted from accreditation are slightly different. Table 5.13 and Table 5.14 summarise the similarities and differences between the two case studies. The next chapter presents the second part of the findings of the study in relation to the presence and impact of factors supporting and inhibiting the accreditation process.

Table 5.13

An Overview of the Findings of the Case Studies

RESEARCH QUESTION: What are the perceptions of faculty members about the process of accreditation?		
	CoE	CoA
Similarities	<ul style="list-style-type: none"> • Assessment played important role in improving the college (M=4.38); supported in interviews with participants, as some felt it helped identify strengths/weakness by evaluating programs, policies and procedures. one participant also highlighted that the process helped to generate a collaborative discussion among faculty members to discuss the accreditation criteria and find the best ways and methods to address deficiencies in the college • The accreditation process strengthened the participation of female faculty members to work together with male members in planning activities and decision-making processes within the college (M=4.36); confirmed by faculty members that the process increased opportunities of female members to participate in planning activities/decision-making processes through by engaging in quality committees/meetings • Participation in quality committees limited to foreign teachers because most Saudi members believed that the accreditation process is a very tiring process and that financial rewards do not match the effort and the time required in this process 	<ul style="list-style-type: none"> • Assessment played important role in improving the college (M=4.22); supported in the interviews with participants who felt it revealed areas of strength/opportunities for improvement • Accreditation process increased faculty participation in college activities (M=4.18) • Participation in quality committees limited to foreign teachers, as most Saudi faculty members believed that participating in these committees was in vain, because of lack of financial rewards and extra workload
Differences		

Table 5.14

An Overview of the Findings of the Case Studies

RESEARCH QUESTION: What Education and Arts faculty policies and procedures resulted from the accreditation process?		
	CoE	CoA
Similarities	<ul style="list-style-type: none"> • Developing a change plan, called the “CoE Conceptual Framework” as required by NCATE, which can be seen as interrelated system of premises that provide guidelines or ground rules for programs, courses, teaching, assessments. • Aligning programs and courses with the conceptual framework outcomes • Course descriptions has become an integral part for implementation of all courses within the college • Adopting a flat organisational structure with only three layers • Appointing the Vice Dean of Development and Quality to assist achieving the requirements of accreditation • Documentation of all policies and procedures within the college • Attracting a number of distinguished non-Saudi faculty members 	<ul style="list-style-type: none"> • Developing a change plan, called the “CoA Strategic Plan 2021” as required by AALE, which helps to ensure that all processes within the college work together to support the college’s mission and objectives • Aligning programs and courses with the CoA Students Qualifications and Outcomes Framework, which includes the desired characteristics and capabilities of its students and graduates • Developing course descriptions to comply with accreditation requirement • Establishing a flat organisational structure with only three layers • Appointing the Vice Dean of Development and Quality to assist achieving the requirements of accreditation • Documentation of all information and evidence within the college • Hiring qualified faculty from different nationalities
Differences	<ul style="list-style-type: none"> • Developing a set of proficiencies to develop capacities and professional attributes of teachers • Developing an assessment system, in response to NCATE’s Standard 2, that involves multiple assessments at four different transition points for both initial and advanced programs • Designing and developing early field experiences and clinical practice with identifying the entry and exit criteria in the transition plans for both initial and advanced programs 	<ul style="list-style-type: none"> • Developing the Students’ Qualifications and Outcomes Framework with a set of characteristics and capabilities to develop the critical thinking and creativity of individual students • Developing assessment plans, in response to AALE’s liberal learning assessment standards, that require developing multiple instruments without making reference to specific transition points • Field-experiences and clinical practice does not apply in all academic departments

CHAPTER 6: STUDY FINDINGS (PART TWO)

6.1 Introduction

This chapter presents the findings using both quantitative and qualitative data of the presence and impact of several factors that support and inhibit the implementation of the accreditation process. This will answer the third research question “*What were the supporting and inhibiting factors that influenced the implementation of accreditation process?*” The chapter concludes with a summary of the findings.

6.2 The presence of factors supporting and inhibiting the accreditation process

This section begins by presenting the factors that supported the accreditation process, and then presenting factors that inhibited the same process supported by comments mentioned by faculty members in the interviews. Faculty members in the interviews identified additional factors supporting and inhibiting the process of accreditation which were not covered in the survey form. The section concludes with a brief summary of the findings

Survey question 5 asked the respondents at both colleges to rate sixteen statements in terms of their judgment about the level of presence of factors supporting or inhibiting the implementation of the accreditation process, by ranking each item using a Likert scale from 0 to 5. The value of 0 indicates ‘Don’t Know’, 1 indicates ‘Not Present at All’, 2 indicates ‘Present to a Small Extent’, 3 indicates ‘Present to an Average Extent’, 4 indicates ‘Present to a Large Extent’, and 5 indicates ‘Present to an Extensive Extent’.

For clarity and for validity of comparison (comparing like with like) the results are separated out into two tables: Table 6.2.1 represents factors that supported the accreditation process; Table 6.2.2 represents factors that inhibited the same process.

Tables 6.2.1 and 6.2.2 compare the perceptions of faculty members from the two colleges, showing the responses to the nominated factors. The tables show the number of respondents (*n*), the average (mean) scores, and the standard deviations (SDs) for the two colleges for items 1 through 16. The tables also contain *t*-test results to determine whether there is a significant difference between the perceptions of faculty members at CoE and CoA.

6.2.1 Factors that supported the accreditation process

Table 6.2.1

Comparative Presence of Supporting Factors to the Accreditation Process

	Survey Items	Education (n=53)		Arts (n=51)		<i>t</i> -test	Sig.
		M	SD	M	SD		
1	General trust in university administration by faculty	3.40	1.044	3.45	0.966	-0.277	0.782
2	Preparing the self-study	3.51	0.750	3.16	1.155	1.838	0.070
4	Allocated budget to the accreditation process	2.87	1.582	2.06	1.567	2.620	0.010
5	Sustained attention by academic administrators	3.94	0.908	3.57	0.855	2.166	0.033
8	Collaborative approaches to engage faculty in the accreditation process	3.15	0.988	2.98	1.175	0.802	0.424
11	Governmental pressure for accreditation of your faculty	3.46	1.187	3.57	1.118	-0.345	0.731
12	Public perception of dissatisfaction with the accreditation process in your faculty	3.25	0.939	3.24	0.839	0.057	0.955
13	Publicly stated support for the accreditation process on the part of academic administrators	3.98	0.866	3.76	0.992	1.187	0.238
14	Increased interest in quality initiatives in higher education among faculty and administrators	3.19	1.257	3.06	1.066	0.567	0.572
15	Knowledge of the accreditation process among faculty and administrators	2.53	0.799	2.61	0.723	-0.532	0.596
16	Increased understanding of the need for change among faculty and administrators	3.58	0.989	3.45	0.856	0.737	0.463

In this table, items were formulated in a way such the higher the average (mean) score, the higher the presence, the lower the inhibiting, and the greater support of the tested factor, for these respondents. Overall, the data in Table 6.2.1 indicate that most supporting factors to the accreditation process were present to a large extent.

As shown in Table 6.2.1, the highest supporting factor (the highest mean score) in respect of the accreditation process in both colleges was Item 13 (Publicly stated support for the accreditation process on the part of academic administrators), with respective means of 3.98 for CoE and 3.76 for CoA. Data suggest that most faculty members believed that declared support for the accreditation process from senior management at the University and College (as an internal support factor) was largely present. At CoA, One faculty member pointed out that the Rector had explicitly announced his support for change as a strategic goal of the University to improve the quality of teaching and learning.

The highest authority in the University embraced the idea of change. The University Rector stated that this is the University plan and future objective, and there will be no hesitation or retreat from implementing it. Therefore, it became a commitment from the supreme authority of the University. (B2)

Table 6.2.1 also shows that faculty members at both colleges perceived Item 5 (Sustained attention by academic administrators) to be the second most present support factor (the second highest mean score) to the accreditation process, with a mean of 3.94 for CoE and 3.57 for CoA. This suggests that the attention from senior leaders to the accreditation process was significant. At CoA, one faculty member pointed out that the commitment of the senior administrators at the University to the change process was not confined to the public statement, as noted above, but extended to the daily follow-up of the accreditation process.

....This commitment eventually turned into actual practice that was represented in accurate and daily follow-up on all levels at the University. This commitment from the University administration led to the same trend

from the administrations of colleges because of the continuous follow-up from the University Rector. This trend from the University administration makes it easy for the faculty deanships to move forward with the accreditation process. (B2)

In addition to declared support for the accreditation process, as noted above, top management at the University had taken a number of decisions that would motivate faculty members to participate effectively in this process. These decisions reflect the extent to which the academic administrators have taken the accreditation process into account. Two participants at CoA explained that these decisions included dispensing with the services of foreign faculty members who were uncooperative in the accreditation process and excluding uncooperative Saudi faculty members from participation in conferences held either domestic or overseas.

There was personal follow-up from the University Rector, the Vice Rector for quality and development, and the Faculty Dean regarding implementation of the accreditation process. One such form of support involved dispensing with the services of foreign faculty members who are uncooperative in the accreditation process. Concerning the Saudi faculty members, their participation on international and regional conferences was bounded by their participation in the accreditation process in the college. (FE2)

Another participant at the same college believed that these decisions were a clear message for all of the leadership's commitment to support the accreditation process:

The faculty leaders attempted to send a message to all the college community that quality is a crucial issue and it must be applied. This required imposing pressure upon faculty members who fall short in collaborating, by excluding them from the training sessions or from international conferences. This made most faculty members eager to achieve what is required of them. (D1E2)

With respect to CoE, one participant pointed out that the former University Rector had linked the teaching allowance, which represents 25% of the basic monthly salary for Saudi faculty members, to completion of requested actions in the field of quality and accreditation. "The former University Rector connected the teaching allowance with the completion of the course file, which includes course specifications, course report, students' achievement, CV of faculty member, and students' assessment

results” (D3E1). The Self-Study Report of King Saud University (KSU) as submitted to the National Commission for Academic Accreditation and Assessment (NCAAA) also supported this initiative, which constitutes further evidence of the commitment of senior administrators to support the accreditation process.

A new regulation has been announced by the Rector that those who fail to meet that requirement may not be eligible to receive the teaching allowance. In addition, feedback on appropriate timing of the activities has been surveyed to enhance faculty participation (KSU, 2010, p. 125)

The constant attention by academic administrators to the change process also included regular meetings with faculty members, as one of the planning activities, to follow up on the process of accreditation. One faculty member at CoE reported that various meetings were held at different levels in the college to discuss the progress of the accreditation process.

During the accreditation process, the College was a beehive of activity. Several workshops and meetings have been held. The meetings took place at all levels. The Dean of the College held a lot of meetings with the Vice Dean for Development and Quality and Heads of Quality Units. The Vice Dean for Development and Quality held several meetings with the Heads of Quality Units in academic departments. And the heads of departments held a lot of meetings with heads and members of the Quality Units in their departments to discuss the progress in the process of accreditation. (D1E1)

One faculty member stated that “The head[s] of department[s] met frequently with members of the quality team to discuss and follow up on the implementation of the accreditation process. I think that these periodic meetings enabled us to overcome a lot of obstacles” (D2E1).

It's interesting that despite the fact that Item 5 (Sustained attention by academic administrators), perceived as the second highest supporting factor of the accreditation process at both colleges, Table 6.2.1 reveals that there is a significant difference between the two colleges in the presence of this supporting factor with (0.033).

On the other hand, Table 6.2.1 reveals that most participants perceived Item 15 (Knowledge of the accreditation process by faculty and administrators) to be the least-present supporting factor in respect of the accreditation process. This Item was perceived as the first least-present supporting factor (the lowest mean score) in the accreditation process at CoE, and as the second least-present supporting factor in the same process at CoA, with means of 2.53 and 2.61 respectively. This suggests that most faculty members considered that they have a moderate understanding of the accreditation process, although some faculty members believed that their colleges had held many workshops and training sessions during the process. This may in turn indicate that the workshops, seminars, and training sessions attended by faculty members did not focus on their particular needs to help them to better understand the process but remained general in their attempt to spread the culture of quality at the college. In addition, some other problems, such as resistance of faculty members to change and poor communication could be due to this lack of knowledge of the accreditation process by faculty members.

The data in Table 6.2.1 also reveal that the faculty members perceived Item 4 (Allocated budget to the accreditation process) to be the second least-present supporting factor (the second lowest mean score) in the accreditation process at CoE, and the least-present supporting factor (the lowest mean score) in the same process at CoA, with means of 2.87 and 2.06, respectively. This suggests that most faculty members at CoE believe that the budget allocated to the accreditation process was present to an average extent to support the accreditation process, while at CoA the budget allocated was present to a small extent.

Most interviewees from the two colleges had a negative view of the budget allocated to the accreditation process. They believed that the budget allocated to the

accreditation process should include financial rewards for themselves as workers in the field of quality, which were not paid at the time. One faculty member at CoE indicated that despite promises made by officials at both institutions to grant financial rewards to workers in the field of quality in the event of obtaining an international accreditation, those promises had not been kept.

At the beginning of the experience of academic accreditation, there were a lot of promises to grant lucrative bonuses for those working in the field of quality and academic accreditation, in order to motivate them to meet the requirements of international accreditation. After obtaining the international accreditation, we were shocked that those promises had not been implemented. Our financial dues have not been paid since 2008. (D2E1)

Another faculty member at CoA shared the same negative impression, pointing out that faculty members had been promised a reward of SR10,000 by officials at the University and the College if their college was accredited. The faculty member asserted that those promises had not been kept.

Another problem that faced the accreditation process in the college was the failure to comply with the bonus system for the faculty members who participate in the process of quality and accreditation. One of the elements of the agreement is SR10,000 for each member of the accreditation committees. No bonus was received for four years. This creates disappointment among the staff. (D3E2)

Another faculty member at CoA argued that the budget allocated to the accreditation process did not include any remuneration for quality workers: “There was financial support from the University and the faculty deanship. One million Saudi Riyals has been allocated for each faculty to obtain academic accreditation. This amount doesn't include bonuses for team members” (B2).

One participant at CoA explained how the allocated budget for accreditation had been spent, indicating that they had not received their allowances as workers in quality committees:

The former University administration has earmarked huge sums for colleges seeking accreditation to be spent on training courses and workshops to spread

the culture of quality among faculty members. It had also been allocated to improve classrooms and laboratories by means of modern technology and to pay enormous fees to international accreditation bodies. Unfortunately, we are still waiting for the money that was allocated for us, to this day. (D2E2)

It is clear from these comments that faculty members' criticisms of the budget allocated to the accreditation process resulted from the fact that it did not allow for their remuneration as workers in the field of quality.

Table 6.2.1 reveals that there is significant difference between faculty members at both colleges in their perceptions of the presence of Item 4 (Allocated budget to the accreditation process), where the significance level was 0.01.

6.2.2 Additional supporting factors to the accreditation process

In order to explore other possible factors supporting implementation of the accreditation process that were not covered in survey question (5), the respondents were asked in semi-structured interviews about any such factors. Most responses to this question confirmed the supporting factors presented in survey question (5). However, some faculty members did add new supporting factors not covered in that survey question.

All the answers to this question agreed that the former Rector of King Saud University was the commander of change. Participants believed that the former Rector had a will and a clear vision of change, as one faculty member at CoA explained:

The Administration change that took place in the University was one of the most important factors in the University's development. This change was represented in the appointment of His Highness Dr. Abdullah Al Othman as KSU rector. This person was a leader with a will and a clear vision of change. He appointed many leaders at the University who share the same approach, as deans and vice-deans. With the help of many consultants and staff, he set out the University's strategic plan (2030). This plan has contributed to the comprehensive development of all operational aspects at the University, i.e. the physical, administrative, and cognitive aspects. (B2)

Another participant at CoE shared the same opinion regarding the role of former Rector of KSU played to draw attention to the need to apply quality standards:

I think that the university has lost a person whose contributions over the past few years have been outstanding. The former Rector had a strong desire to reform the process of education within the university through compliance with international quality standards. This desire was clear to everyone. He was always urging everybody to get involved in the change process. (D3E1)

6.2.3 Factors that inhibited the accreditation process

Table 6.2.2

Comparative Presence of inhibiting Factors to the Accreditation Process

Survey Items	Education (n=53)		Arts (n=51)		t-test	Sig.
	M	SD	M	SD		
3 The perception of the accreditation process as a threat to your faculty	1.49	0.891	1.88	1.211	-1.885	0.062
6 Local administrative restrictions on how the accreditation process must be implemented	2.91	1.213	2.82	1.090	0.363	0.718
7 Different perceptions and goals between academic members and administrators	2.89	0.800	2.63	0.774	1.679	0.096
9 Faculty concerns about possible uses of the information collected during the accreditation process	2.11	1.187	1.98	1.334	0.537	0.593
10 Faculty fears they will loss of control over the curriculum	2.06	1.134	2.22	1.419	-0.633	0.528

In this table, items were formulated in a way such the higher the average (mean) score, the higher the perceived presence of the inhibiting factor. Overall, the data in Table 6.2.2 indicate that most inhibiting factors to the accreditation process were present to small extent.

Table 6.2.2 shows that faculty members at both colleges perceived Item 6 (Local administrative restrictions on how the accreditation process must be implemented) to have the highest presence of the five inhibiting factors (the highest mean score) to the accreditation process, with a mean of 2.91 for CoE and 2.82 for CoA. This suggests that most faculty members considered that the administrative restrictions, as

organisational barriers, toward the implementation of the accreditation process were present to average extent.

One faculty members from CoA pointed out that the university administration specified a short period of time for colleges, as a form of administrative restrictions, to complete some tasks related to accreditation:

Among the problems that we faced during the accreditation process was the speed and urgency imposed on us to meet the requirement. We encountered this problem in the time of the former administration, whereas many forms and documents are required in a very short time. Some of them are required to be finished in only one day. This contradicts the concept of quality since the aim should not be the accreditation itself. (D3E2)

Similarly, another faculty member at CoE drew attention to the same problem as follows:

The first obstacle was the Arabian culture of being in a hurry to perform the necessary changes that are required to meet the requirements of the accreditation process. Sometimes it needs a long period to verify that we implanted the concept of quality within the college and the sections. This process should be carried out in a step-by-step method. What happened to us is that we hurried to achieve the requirements of accreditation. This was clear in the final year. (D1E1)

Data in Table 6.2.2 also shows that most faculty members at both colleges perceived the least-present inhibiting factor (the lowest mean score) to the accreditation process to be Item 3 (the perception of the accreditation process as a threat to your faculty), with a mean of 1.49 for CoE and 1.88 for CoA. This suggests that most faculty members considered the accreditation process as a useful tool to improve their colleges. This, in turn, confirms previous findings (section 5.3) about faculty members' perceptions on the importance of the accreditation process for their college, where most faculty members at both colleges thought that accreditation is important, effective, and a valuable exercise to improve their colleges.

In Table 6.2.2, an independent-samples t-test was conducted to compare faculty members' perceptions of the presence of supporting factors to the accreditation

process at the two colleges. The table shows that there was no significant difference between faculty members at both colleges in their perceptions of the presence of inhibiting factors to the accreditation process.

6.2.4 Additional factors inhibiting the accreditation process

In order to explore additional factors that negatively influenced the accreditation process, survey question 7, an open-ended question, asked the respondents about any barriers or obstacles in their faculties to the implementation process for accreditation.

Faculty responses to this question were varied. Table 6.2.3 shows disparity in responses of the faculty members to this question. Some participants did not respond to the open-ended survey question, as their answers were "I don't know" or no response at all. Some of them did not respond to the question as required, but just listed these problems as points without details. Other respondents, seventeen from both colleges, revealed several problems that arose during the accreditation process. Table 6.2.3 shows the number and percentage of faculty members' responses to this question (Question 7).

Table 6.2.3

Responses to the Open-Ended Question (7)

Responses	Frequency		Percent	
	Education (n = 53)	Arts (n = 51)	Education	Arts
No response	18	20	34%	39%
Response without details	26	23	49%	45%
Response with details	9	8	17%	16%

There was some consensus among faculty members from both colleges who were interviewed that faculty members' resistance to accreditation demands was a factor that hindered the accreditation process, especially at the start of the implementation

process. Faculty members' resistance to accreditation appeared in different forms including: delay delivery of documents related to accreditation; questioning the agenda behind the foreign accreditation; trying to convince the college's administrators that there is no urgent need for accreditation; and the lack of enthusiasm of many Saudi faculty members to participate in the accreditation committees.

One faculty member at CoA pointed out that members' resistance to accreditation was evident in the deliberate delay by some faculty members of the delivery of some documents related to accreditation requirements.

Among the negative factors that affected the process of accreditation was the resistance of some faculty members to the idea of change. This was clear in the delay of submitting all that related to the accreditation, such as course specifications, course reports, updated CVs, and faculty members' portfolios (FE2)

This form of resistance was also present in the CoE. One interviewed participant pointed out that at the beginning of accreditation journey “there was a delay in the delivery of what was required of faculty members” (D1E1).

Another form of faculty resistance to the idea of change was through questioning the agenda behind the foreign accreditation. One faculty member *at* CoA presented that:

In the beginning, the project faced rejection from some faculty members. The international accreditation connects with the foreign. The latter is questionable, i.e., there may be a specific agenda behind it. Some faculty members started to fear and wonder why we should seek accreditation from an American institution. Why is this institution not from another country? However, these questions stemmed from resistance to pattern change, which is a known kind of resistance. (B2)

Similarly, one faculty member at CoE stated that: “some faculty members had considered that the process of international accreditation was a huge financial drain for the benefit of foreign institutions” (D3E1).

The third form of faculty resistance was noticed in some members trying to convince the college's administrators that the quality of education at the college is distinguished compared to other colleges, and that there is no urgent need for international accreditation. This was supported by the statement of one faculty member at CoE:

For sure, every change encounters some obstacles. We faced many obstacles in the beginning. The first of these was to convince faculty members of the importance of quality and academic accreditation. Faculty members insisted that they were already applying quality standards, and that they were applying their own quality standards, so there was no need for foreign standards. (B1)

The last form of faculty resistance to the accreditation process was the lack of enthusiasm of many Saudi faculty members to participate in the quality and accreditation committees. Most heads and members of quality units were non-Saudi faculty members. One faculty member at CoA stated that “There was another obstacle in the refusal of most Saudi faculty members to work in accreditation committees. Most heads and members of quality units are non-Saudi contractors” (D3E1). Another faculty member at CoA shared the same idea, as following “One of the major challenges facing the implementation of accreditation was the lack of enthusiasm of Saudi faculty members to participate in quality and accreditation committees, and assigning the task to non-Saudi faculty members” (D2E2).

Qualitative data also revealed the possible reasons for these types of resistance. These reasons included: the paper-workload of accreditation; the lack of financial incentives; the language of communication with the American accreditation team; the lack of documentation within the colleges; and the long-period of the accreditation process.

All interviewed faculty members from both colleges considered the paper-workload of accreditation as another hindering factor to successful implementation of the

accreditation process. One faculty members at CoA believed that the large amount of paperwork and accreditation transactions, in addition to other work pressures, was an important reason for the low participation of some faculty members in the accreditation process:

The workload was very heavy; that has caused resistance to change, especially from elderly people. To be realistic, faculty members have much work and responsibilities. They have teaching loads, research responsibilities, and administrative work, (i.e., participating in many committees). Therefore, a faculty member is usually busy. (FE2)

Another faculty member at CoE supported the same idea. He believed that dealing with a large number of paper documents was one of the reasons that prevent many of faculty members to participate effectively in the process:

Another reason for this resistance might be the extra load on a faculty member, as they were asked to fill out many forms and questionnaires, such as course specifications in the beginning of the semester and course reports at the end of the semester, in addition to students' test forms. (D3E1)

Another participant at the same college supported with this comment. He noted that the accreditation documents were an extra burden on faculty members who are already busy with other duties:

We have faced another problem, represented by the many tasks required from the faculty members who were not used to them. These requirements included questionnaires, reports, and forms. The abundance of these tasks caused extra problems to the faculty members who were already busy with their teaching, research, and counselling loads. (B1)

Regarding to the lack of desire among some faculty members especially Saudis to participate in the accreditation process, the data revealed that this may be because of the absence of financial rewards for those who participated in the accreditation process, compared to the effort and the time that this process required:

One of the major challenges facing the implementation of accreditation was the lack of enthusiasm of Saudi faculty members to participate in quality and accreditation committees, and assigning the task to non-Saudi faculty members. This was because the former thought that participating in these

committees was in vain, because of lack of financial rewards and extra workload. (D2E2)

This reasoning has been supported by another faculty member at CoE. He believed that poor participation of faculty members in the process was due to the lack of financial incentives. However, he pointed that the previous administration of the university tried to address the lack of participation by linking the teaching allowance with the completion of accreditation requirements:

A third reason for the resistance was the lack of appropriate financial incentives compared to the effort that faculty members did. So, the former university rector connected the teaching allowance with the completion of the course file, which includes course specifications, course report, students' achievement, CV, and students' assessment results. (D3E1)

The third reasons for resistance to change could be due to the inability of some faculty members to speak the English language. One participant at CoE noted that the language of communication with the American accreditation team was another obstacle that faced the project:

English language was an obstacle that hindered the execution of the project. All forms, letters, and reports that were addressed to the NCATE were in English. Some faculty members, such as those in the Islamic Culture department, do not master the English language. (B1)

The same point was mentioned by another faculty member at CoA "The inability of many faculty members to speak English and communicate directly without translators with the reviewers from the American academy was another problem." (D2E2). However, one faculty member at CoE pointed out that the college has tried to overcome this problem by translating all relevant documents from English into Arabic. "We had translated all that was needed using special funds." (B1)

Moreover, poor documentation was another critical obstacle mentioned by faculty members at both colleges. Two faculty members from the Education and Arts

colleges respectively pointed to the lack of a quantity of information, data, and statistics important to the process of accreditation:

Lack of information, data, and statistics within the university and college, and the difficulty in obtaining them in spite of their importance to the process of accreditation is one of the obstacles. This drawback is due to poor documentation, along with the lack of a database in colleges. (FE1)

Another participant said:

Documentation of teaching procedures was not found before. The professor entered the room and no one knows what he did in the classroom. S/he informed the student about the course, the references, and the lectures timetable without any kind of documentation. (B2)

Another faculty member presented in detail how this obstacle affects the accreditation process; those cases where they were forced to write to some internal departments to get some of that information. This led to delay in their accreditation, because such correspondence takes a lot of time:

One of these obstacles was the lack or weakness of documentation. Many statistics, data, and forms were not available. Examples of these may be the number of faculty members, their scientific ranks, and the ratio of students to faculty members. This lack of information led to delay in fulfilment of the criteria for accreditation. Some data were available in some sites outside the college, such as the faculty members' affair deanship. Addressing the concerned authorities was too slow and bureaucratic. (FE2)

One faculty member presented a reasonable explanation for the problem of lack of documentation: "We practice many things but we do not take care to document it." (B2)

The last obstacle to the accreditation process was the long-period of this process. One faculty member at CoA believed that three to four years of continuous work to meet the requirements of academic accreditation may cause boredom "I think that the length of the accreditation process is among the obstacles. This process takes, on average, between 3 to 4 years. This process requires a lot of effort and continuous work, which may lead to getting bored". Likewise, one participant at CoE stated that

“the length of the accreditation process was very stressful for faculty members”.
(FE1)

6.3 The impact of factors supporting and inhibiting the accreditation process

This section presents the impact of factors supporting and inhibiting the accreditation process mentioned in question 5, together with the interview comments of faculty members. The section concludes with a brief summary of the findings.

Survey question 6 asked the respondents at both colleges to evaluate the impact of the same sixteen items mentioned in question 5 on the accreditation process using a 0–5 Likert scale (0 = Don't Know, 1 = No Impact at All, 2 = Small Impact, 3 = Neutral, 4 = Large Impact, and 5 = Very Large Impact).

For consistency with the previous section, the results are separated into two tables. Table 6.3.1 represents the impact of the supporting factors. Table 6.3.2 represents the impact of inhibiting factors on the accreditation process. Tables 6.3.1 and 6.3.2 compare the perceptions of faculty members from the two colleges, showing the responses to the nominated factors. The tables show the number of respondents (n), the average (mean) scores and the standard deviations (SDs) for the two colleges for items 1–16. The tables also present the t -test results to illustrate whether there is a significant difference between the perceptions of the faculty members at the Education and the Arts Colleges.

6.3.1 The impact of supporting factors on the accreditation process

Table 6.3.1

Analysis of Differences in Faculty Members' Perceptions of the Impact of Supporting Factors

	Survey Items	Education (n=53)		Arts (n=51)		t-test	Sig.
		M	SD	M	SD		
1	General trust in university administration by faculty	3.74	0.711	3.43	1.136	1.645	0.103
2	Preparing the self-study	3.23	1.250	3.37	0.799	-7.13	0.478
4	Allocated budget to the accreditation process	2.32	1.015	2.35	1.146	-0.152	0.880
5	Sustained attention by academic administrators	4.08	0.549	3.73	0.750	2.705	0.008
8	Collaborative approaches to engage faculty in the accreditation process	3.72	0.948	3.59	1.252	0.593	0.555
11	Governmental pressure for accreditation of your faculty	4.15	0.690	4.04	0.692	0.824	0.412
12	Public perception of dissatisfaction with the accreditation process in your faculty	2.85	1.336	2.92	1.309	-0.279	0.780
13	Publicly stated support for the accreditation process on the part of academic administrators	3.30	1.085	3.39	1.060	-0.429	0.669
14	Increased interest in quality initiatives in higher education among faculty and administrators	3.26	.964	3.18	1.276	0.396	0.693
15	Knowledge of the accreditation process among faculty and administrators	2.81	1.257	2.80	1.149	0.031	0.975
16	Increased understanding of the need for change among faculty and administrators	3.81	.921	3.33	1.244	2.221	0.029

In this table, items were formulated in a way such the higher the average (mean) score for the respondents on the accreditation process, the higher the impact of the

tested factor. Overall, the data in Table 6.3.1 indicate that most supporting factors had a neutral impact on the accreditation process.

As shown in Table 6.3.1, the most impactful supporting factor (the highest mean score) on the accreditation process in both colleges was Item 11 (Governmental pressure for accreditation of your faculty), with means of 4.15 for CoE and 4.04 for CoA. This suggests that most faculty members believed that the governmental pressure, as an external support factor in the accreditation process, had a significant impact on the process. At CoE, faculty members believed that the internal desire of the leaders in the university and the college in addition to continuous pressure from both the Ministry of Higher Education and the NCAAA was the engine for implementation the accreditation process to improve the quality of the educational process in the colleges. One participant supported these ideas by saying:

I think the main motive to seek academic accreditation was internal awareness from the faculty administration to improve academic performance within the college. There was also continuous pressure from the ministry of higher education and the National Commission for Assessment and Academic Accreditation to obtain the academic accreditation as a way to improve the college outputs. (FE1)

This feeling was quite similar at the CoA, one faculty member believed that “The college administration has decided to gain academic accreditation to respond to local demands and to distinguish the college from other arts colleges” (FE2). Another participant from the same college added that the pressure from the Ministry of Higher Education and the NCAAA for accreditation was also a major catalyst to seek accreditation:

There was a pressure on the university administration to get the academic accreditation from both the National Commission for Academic Accreditation and Assessment and from the Ministry of Higher Education. The University and College's administration also has conviction of the importance of obtaining academic accreditation. (B2)

Referring again to Table 6.3.1, faculty members at both colleges rated Item 5 (Sustained attention by academic administrators) as the second most impactful of the supporting factors (the second highest mean score) on the accreditation process, with means of 4.08 for CoE and 3.73 for CoA. This suggests that the continuous follow-up on the accreditation processes from the senior leaders had a large impact on the accreditation processes at the CoE and a neutral impact at the CoA. One faculty member at CoA argued that the daily follow-up of the Rector and the Vice-Rector for Development and Quality of process implementation raised the levels of interest in the process among officials and faculty members:

[...] this commitment eventually turned into actual practice that was represented in accurate and daily follow-up on all levels at the university. This commitment from the university administration led to the same trend from the administrations of colleges because of the continuous follow-up from the University Rector. This trend from the university administration makes it easy for the faculty deanships to move forward with the accreditation process. (B2)

Another faculty member at CoA believed that the decisions taken by the top leaders at the university were further evidence of their interest to apply the process of accreditation. These decisions included, for example, excluding the uncooperative faculty members from the training sessions and from international conferences. The faculty members believed that these decisions helped to motivate faculty members to perform necessary tasks of the accreditation process, such as updating CVs, submitting course specifications, completing course reports and collecting student assessment results and samples of students' answers:

The faculty leaders attempted to send a message to all the college community that quality is a crucial issue and it must be applied. This required imposing pressure upon faculty members who fall short in collaborating, by excluding them from the training sessions or from international conferences. This made most faculty members eager to achieve what is required of them. (D1E2)

One faculty member at CoE believed that the periodic meetings held by the vice dean for development and quality with those responsible for the quality process at the college were supportive in overcoming difficulties they faced in the process:

The vice dean for development and quality held many periodic meetings — at least once per month — with the head of quality unit in the faculty and with the heads of quality units in academic departments to listen to them and discuss the difficulties that they face. A lot of decisions have taken place in those meetings, which I think have had a significant impact in facilitating the accreditation process. (FE1)

It is interesting that although Item 5 (Sustained attention by academic administrators) was seen as the second most impactful of the supporting factors on the accreditation process at both colleges, there was a significant difference (significance level 0.008) of the impact of this factor between faculty members at both colleges.

Table 6.3.1 shows that most faculty members at both colleges perceived Item 4 (Allocated budget to the accreditation process) as the least-impactful supporting factor on the accreditation process, with means of 2.32 for CoE and 2.35 for CoA. This suggests that most faculty members believed that the budget allocated to the accreditation process had little supporting influence on the process. As the presence of this item (Item 4) was low that presented in Section 6.2.2, it was logical to expect that its impact would also be low.

The results from the interviews confirmed this expectation. One interviewee at CoE pointed out that the senior management at the university and colleges were eager to provide the financial support needed for the accreditation process. However, the budget allocated to the accreditation process did not include the remuneration for faculty members involved in the process, which negatively affected morale. This damaging impact has manifested in a lack of desire among faculty members to repeat the academic accreditation process in the future “There were no financial rewards for faculty members who participated in the accreditation and quality processes,

although there was a budget allocated for each faculty. This caused disappointment, and discourages the faculty members to repeat the process” (D2E1)

Another faculty member at CoA expressed the same frustration. He believed that non-payment of the incentives for those working in the field of quality created disappointment among the staff:

Another problem that faced the accreditation process in the college was the failure to comply with the bonus system for the faculty members who participate in the process of quality and accreditation. One of the elements of the agreement is SR10,000 for each member of the accreditation committees. No bonus was received for 4 years. This creates disappointment among the staff. (D3E2)

The data in Table 6.3.1 reveal that the faculty members perceived Item 15 (Knowledge of the accreditation process among faculty and administrators) as the second least-impactful supporting factor (the second-lowest mean score) on the accreditation process at both colleges, with means of 2.81 for CoE and 2.80 for CoA. This suggests that most faculty members at the two colleges believed that their knowledge of the accreditation process had a limited supporting influence on the accreditation process. The phenomenon behind this perception is identical to that presented in Section 6.2.2 (Item 15), where low item presence led to low effect on the process.

Table 6.3.1 presents the results of independent-samples *t*-test conducted to compare faculty members' perceptions of the impact of supporting factors on the accreditation process at the two colleges. There was a significant difference (significance level 0.008) between faculty members at both colleges in their perceptions of the impact of 16 (Increased understanding of the need for change among faculty and administrators) (significance level 0.029). This reveals that the perceived level of impact of this inhibiting factor on the accreditation process was not the same between faculty members from the two groups.

6.3.2 The impact of factors inhibiting the accreditation process

Table 6.3.2

The Analysis of Differences in Faculty Members' Perceptions of the Impact of Inhibiting Factors

	Survey Items	Education (n=53)		Arts (n=51)		t-test	Sig.
		M	SD	M	SD		
3	The perception of the accreditation process as a threat to your faculty	2.55	1.186	2.25	1.055	1.326	0.188
6	Local administrative restrictions on how the accreditation process must be implemented	3.26	1.095	3.25	1.036	0.044	0.965
7	Different perceptions and goals between academic members and administrators	2.68	1.105	2.63	1.148	0.234	0.815
9	Faculty concerns about possible uses of the information collected during the accreditation process	2.25	0.757	2.16	0.925	0.534	0.594
10	Faculty fears they will lose of control over the curriculum	2.36	1.002	2.10	1.063	1.286	0.201

In this table, the higher the average (mean) score the higher the impact of the inhibiting factor on the accreditation process.

Table 6.3.2 shows that faculty members at both colleges perceived Item 6 (Local administrative restrictions on how the accreditation process must be implemented) to have the highest impact inhibiting factor (the highest mean score) on the accreditation process, with means of 3.26 for CoE and 3.25 for CoA. This suggests that most faculty members considered administrative restrictions as organisational barriers having somewhat negative effects on the accreditation process.

One faculty member at each the Arts and the Education Colleges believed that the short time limit imposed on the colleges by the university administration to complete

the accreditation requirements put faculty under great pressure and may have affected quality. The faculty members believed that these pressures may have adversely affect the accreditation process by reducing the opportunities for them to adhere to best quality practices:

Among the problems that we faced during the accreditation process was the speed and urgency imposed on us to meet the requirement. We encountered this problem in the time of the former administration, whereas many forms and documents are required in a very short time. Some of them are required to be finished in only one day. This contradicts the concept of quality since the aim should not be the accreditation itself. (D3E2)

The same problem highlighted by another faculty member at CoE as follows:

The first obstacle was the Arabian culture of being in a hurry to perform the necessary changes that are required to meet the requirements of the accreditation process. Sometimes it needs a long period to verify that we implanted the concept of quality within the college and the sections. This process should be carried out in a step-by-step method. What happened to us is that we hurried to achieve the requirements of accreditation. This was clear in the final year. (D1E1)

The same faculty member added more details of how this affected their work and life.

The faculty member pointed out that this pressure forced faculty members to work overtime, often until the late hours of the night, to complete the accreditation task, which may have negative impact on their social-life.

The reason behind that was mainly the pressure we receive from the administration of the university to obtain the accreditation in a specific time, according to the university plan and policy. This enforced us to work in a faster rate than we had expected. For example, suppose that course specifications require a year to be accomplished; preparing, revising, and checking it was done in a much shorter period than that. There was a huge pressure on the staff members at that time to finish tasks that related to accreditation, such as course specifications. This forced faculty to increase working hours. Some coordinators were working weekends and official holidays. We were working until late hours at night so as to submit our documents before the specified deadline. (D1E1)

Data in Table 6.3.2 show that most faculty members at CoE believed the two least-impactful inhibiting factors (the lowest mean score) on the accreditation process were Item 9 and 10. Most Faculty members believed that Item 9 (Faculty concerns

about possible uses of the information collected during the accreditation process) had a small impact on the accreditation process, with means of 2.25 for CoE and 2.16 for CoA. Also, they believed that Item 10 (Faculty fears they will lose of control over the curriculum) had a small impact on the accreditation process, with means of 2.36 for CoE and 2.10 for CoA. These results consistent with the minimal presences of these two items (Items 9 and 10) in the two colleges during the accreditation processes.

In Table 6.3.2, an independent-samples *t*-test was conducted to compare faculty members' perceptions of the impact of inhibiting factors on the accreditation process at the two colleges. The table shows that there was no significant difference between faculty members at the two colleges in their perceptions of the impact of inhibiting factors on the accreditation processes.

6.4 Summary

Findings for the third research question suggest that there are many similarities between both faculties for the perceptions about the about supporting and inhibiting factors to the accreditation process. However, there are some differences as shown in Table 6.4 and Table 6.5. The next chapter deals with the discussion of the findings of the study.

Table 6.4

Comparative Presence and Impact of Supporting Factors to the Accreditation Process

RESEARCH QUESTION: <i>What were the supporting and inhibiting factors that influenced the implementation of accreditation process?</i>		
Supporting Factors		
	CoE	CoA
Similarities	<ul style="list-style-type: none"> • Senior administrative support was largely present to support the accreditation process included the declared support for the accreditation process (M=3.98); and the sustained attention to the same process (M=3.94); some felt this attention included regular meetings with faculty and linking teaching allowance to completion of requested actions related to accreditation • Most faculty members considered that they have a moderate understanding of the accreditation process (M=2.53), although they believed that the college had held many workshops and training sessions during the process • There was government pressure and also an internal desire among the college administration of the importance to engage in the accreditation process to improve the quality of the education within the college and to distinguish the college from its competitors • Allocated budget to accreditation process had little supporting influence on the process (M=2.32); some participants believed it did not include the remuneration for those working in the field of quality which led to a lack of desire among faculty members to repeat the accreditation process in the future 	<ul style="list-style-type: none"> • Senior administrative support was largely present to support the accreditation process. This support included (1) publicly stated support for the process (M=3.76); supported in the interviews where the rector explicitly announced his support for change as a strategic goal of the university; and (2) the sustained attention by academic administrators to the accreditation process perceived (M=3.57); some interviewees believed this attention included daily follow-up of the accreditation process and making decisions to motivate faculty to participate such as dispensing with the services of foreign faculty members who were uncooperative in the accreditation process and excluding uncooperative Saudi faculty members from participation in conferences held either domestic or overseas • Most participants indicated that they have a moderate knowledge of the accreditation process (M=2.80), although they believed that many workshops and training sessions was held during the process • There was continuous pressure from both the Ministry of Higher Education and the NCAAA to obtain the accreditation. In addition, there was an internal desire from the college administration of the importance to obtain the accreditation to improve the college output and to distinguish the college from other arts colleges • Allocated budget to accreditation process had a small impact to support the process (M=2.35); some participants believed that non-payment of the incentives for those working in the field of quality created disappointment among the staff
Differences	<ul style="list-style-type: none"> • Allocated budget to accreditation process had an average presence to support the process (M=2.87) with significant difference (0.01) between colleges; some participants believed that the financial rewards for those working in the field of quality were not paid at the time • Sustained attention by top leaders had a large impact to implement the accreditation process (M=4.08) with significant difference (P=0.008); some participants believed periodic meetings held by vice dean for development/quality with those responsible for quality process at the college were supportive in overcoming difficulties in the process • Significant difference between colleges in impact of increased understanding of need for change among faculty/ administrators (P=0.029) 	<ul style="list-style-type: none"> • Allocated budget to accreditation process had a small presence to support the process (M=2.06) with significant difference (0.01) between colleges; some participants assumed budget allocated to accreditation process did not include remunerations for quality workers • Sustained attention by top leaders perceived as having a neutral impact on the accreditation process (M=3.37) with significant difference (P=0.008); confirmed in interview where the daily follow-up by the top management for the accreditation process raised levels of interest in the process among faculty members • Significant difference between colleges in impact of increased understanding of the need for change among faculty/administrators (P=0.029)

Table 6.5

Comparative Presence and Impact of Inhibiting Factors to the Accreditation Process

RESEARCH QUESTION: <i>What were the supporting and inhibiting factors that influenced the implementation of accreditation process?</i>		
Inhibiting Factors		
	CoE	CoA
Similarities	<ul style="list-style-type: none"> The administrative restrictions toward the implementation of the accreditation process were present to average extent (M=2.91); supported in interview where university administration specified a short period for colleges to complete accreditation requirements. This inhibiting factor perceived to have neutral impact on accreditation process (M=3.26); confirmed in interview where one participant claimed that this put faculty members under great pressure and may have negative effect on their work/social-life Some faculty members resisted the accreditation process, especially at the start of the implementation process. The possible reasons included: the paper-workload of accreditation; the lack of financial incentives; the language of communication with the American accreditation team; the lack of documentation within the colleges; and the long-period of the accreditation process 	<ul style="list-style-type: none"> Local administrative restrictions on how accreditation process must be implemented perceived as present to an average extent (M=2.82); confirmed in interview where university administration specified a short period to obtain the accreditation. This inhibiting factor perceived to have neutral impact on accreditation process (M=3.25); supported in interview where one participant stressed that this put faculty under great pressure and may have adversely affect the accreditation process by reducing the opportunities for faculty members to adhere to best quality practices At the beginning of the accreditation process there was resistance from some faculty members because of the workload; the lack of financial incentives; language of communication; poor documentation; and the long-period of the process
Differences		

CHAPTER 7: DISCUSSION AND CONCLUSIONS

7.1 Introduction

This study aimed to understand the change processes resulting from accreditation at the CoE and CoA at KSU in Saudi Arabia. To answer the research questions, the study employed a multiple-case research design to describe and analyse faculty members' perceptions of the accreditation process at both colleges. Questionnaires, interviews and document analysis were the primary methods used to gather data. As such, the chapter discusses the information presented in the previous two chapters. The rest of this chapter is divided as follows. Section 6.2 presents an overview of the study's findings. Section 6.3 provides a discussion of the study's findings. Section 6.4 addresses the implications of the study. Section 6.5 presents the limitations of the study and provides suggestions for further study, and Section 6.6 presents the conclusions.

7.2 Overview of the findings

This section presents the key study findings. The study identified faculty members' perceptions of the accreditation processes at two KSU colleges: CoE and CoA. The study findings show that the CoE and CoA faculty members have similar perceptions about: 1) the importance of the accreditation process for their colleges, 2) the impact of the accreditation process on the policies and procedures at their colleges and 3) the supporting and inhibiting factors that influenced the implementation of the accreditation processes. An overview of the major findings across the case studies is presented in Table 7.1.

Table 7.1

CoE and CoA Faculty Members' Major Perceptions about the Accreditation Process

Themes	Findings	The dominant models of change
Changes as a result of accreditation	The alignment of all programs and courses with the new conceptual framework for CoE and the strategic plan for CoA	Teleological and political models
	Designing a new assessment system for CoE and assessment plans for CoA	Teleological model
	Increased the involvement of both internal and external stakeholders in the change processes	Teleological model
	Female members' participation in the decision-making process	Cultural model
Facilitating factors	Strong commitment from senior leaders to support the accreditation process	Teleological model
	Designing new organisational structures and creating a new vice dean of quality position	
	Abandoning the traditional methods of teaching and embracing approaches that focus more on students	Social cognition model
	Allocating a budget for the accreditation process	Teleological model
	Formal and informal communication methods	
	The internal desire of university leaders and colleges to improve the quality of the colleges' output	
Inhibiting factors	The short length of time required to complete some of the tasks related to accreditation	Teleological model
	Increasing the faculty workload	
	The lack of financial incentives	
	The lack of documentation	

7.3 Discussion of the findings

One key feature of the teleological model of change that is relevant to this study is that organisational change is a purposeful and goal-driven process (Austin & Bartunek, 2006; Chmiel, 2008; Kezar, 2001, 2014; Van de Ven & Poole, 1995; Van de Ven & Sun, 2011). This was evident in this study in which both CoE and CoA underwent the accreditation process in order to improve the quality of their programs by identifying the strengths that needed to be enhanced and the weaknesses that needed to be improved. This goal was explicitly mentioned by faculty members, and it was what drove the change. Consequently, the accreditation process was intentional; it was not a by-product of other institutional processes nor did not evolve from existing processes.

The majority of faculty members at both colleges believed that the accreditation process helped colleges to develop and improve their performance by provided them with a good opportunity to take an in-depth look at their programs, compare their policies and procedures to the accreditation requirements, and identify their programs' strengths and weaknesses. The accreditation process could provide access to tools for organisational development. These findings are congruent with the views of Austin and Bartunek (2003) who stated that the process of organisational development, which is the most common type of teleological models (Van de Ven & Poole, 1995), begins by examining the organisation in order to identify the problems and determine the appropriate actions required to solve them. These findings also emphasise that accreditation is a purposeful process of change that can allow institutions to both highlight their areas of excellence and identify areas for improvement (Oden, 2009; Shah et al., 2011).

The organisational development, which is the most common type of teleological models as previously mentioned, emphasises the importance of an organisation's mission and alignment of mission, vision, values, all of which are relevant to this study (Burke, 2014; Kezar, 2001). The current study's findings revealed that the accreditation processes helped CoE develop its conceptual framework with a new vision, mission, goals and philosophy to meet the requirements of the accreditation body. The college also outlined the core competencies expected of its students and graduates. In addition, all the courses were reviewed and redesigned to reflect these competencies. Moreover, students in the advanced programs are now assessed through different assessment mechanisms that included portfolio and performance tasks. The portfolio and performance tasks were linked to the CoE's conceptual framework. For the initial programs, the study plans included early field training and clinical practice. Students participating in the initial programs are now required to engage in a range of activities, such as classroom observation and observation reports related to fieldwork that begins in the third semester.

At CoA, the college developed its strategic plan based on its new vision, mission, values and key strategic goals. Furthermore, the college developed a qualification framework that specifies the characteristics, capabilities and desired outcomes for its students and graduates. All the courses were reviewed and redesigned to reflect these outcomes. The above findings show that, to a great extent, both CoE and CoA planned the change process by implementing a number of initiatives to meet the accreditation requirements. These findings are consistent with previous studies conducted by Wolff (1995), which indicated that the accreditation process might encourage institutions to develop insights, plan for improvement and bring about change.

One main feature of the political model of change that is significant to this study is that organisations have members with different values and interests, which creates conflict for leaders (Daft, 2010). Resolution of these differences occurs during organisational change (Bolman & Deal, 2013; Morgan, 2006; Van de Ven et al., 2000). Bargaining, negotiation, persuasion and coalition-building are the key strategies that can be used to create change (Bolman & Deal, 2013; Kezar, 2014; Van de Ven & Poole, 1995). In this present study, CoE's development of its conceptual framework and CoA's development of its strategic plan can be considered to be processes of negotiation. Both colleges formed several committees to discuss and work on different aspects, such as the college's vision, mission, goals and values. These committees also worked with internal and external stakeholders to meet their expectations and needs. At both CoE and CoA, faculty members with different values, beliefs, interests and perceptions worked with one another and with relevant outside stakeholders to settle those differing views and reach a common understanding about the colleges' vision, mission, goals and values. In this study, the strategies used by the leaders in both colleges to cope with the possible conflict among stakeholders are in the line with Burke's (2014) argument that a change agent needs to use effective communication to bring individuals together with a shared vision and encouraging their co-operation.

Another central characteristic of the teleological model of change that fits this study's findings is that change occurs because leaders and other change agents in an organisation see the necessity for it (Kezar, 2014; Van de Ven & Poole, 1995; Van de Ven & Sun, 2011). In other words, organisations decide to change, rather than being influenced by outside forces (Chalofsky et al., 2014). This assumption corresponds with this present study's findings, in that the CoE and CoA participants

perceived that the main reason for seeking accreditation was the internal desire of the college leaders to improve the quality of their programs and graduates and, ultimately, enhance the college's competitive position nationally, regionally and internationally. It was believed that going through the accreditation process would help the colleges improve the quality of their programs. The decision of senior leadership in both colleges to engage in the change process through accreditation is consistent with the literature on factors that drive the organisational change. According to Bulach et al. (2008) and Lunenburg and Ornstein (2011), a sense within the organisation of poor performance perceived as one of the sources of organisational change.

Another main feature of the teleological model of change that is relevant to this study is that the development process is a cycle of goal formulation, implementation, evaluation and modification of goals based on what the organisation was learned or intended by the individuals involved (Burke, 2014; Kezar, 2001, 2014; Van de Ven & Poole, 1995; Van de Ven et al., 2000). The findings in the present study indicate that each college developed a new assessment system to meet the accreditation requirements. CoE developed a new systematic assessment system at four-transition points in the program for its initial and advanced programs, and CoA developed systematic assessment plans that involve various direct and indirect assessments to gather quantitative and qualitative information about the students' ability to address the required knowledge and skills. Both assessment systems are supposed to help the colleges effectively track the progress of their students and ensure that they are on track to meet expectations. Data that will be derived from the new assessment systems can help decision makers and faculty members at both colleges identify the weaknesses that need to be addressed and rethink their practices and policies. This in

turn, can confirm that the process of change is continuous and iterative. This finding echoes the work of Burke (2014), who claimed that the organisation is never static or stagnant.

The role that collaboration plays in creating change is another key feature of the teleological model of change that is relevant to this study (Burke, 2014; Kezar & Eckel, 2002a). The data obtained from both CoE and CoA demonstrates that the accreditation processes helped faculty members from different academic departments work more closely together than they had been able to do before. Collaboration between male and female campuses also improved. Several co-committees consisted of faculty members of both genders in order to facilitate the accreditation process. Weick (2010) noted that one of things that make change difficult in higher education is that the institutional structure is loose, because each academic department and all the campuses work separately. This results in minimal understanding and interactions between the faculty members in these departments and on these campuses, which could hinder the change process.

Moreover, the data obtained in this present study demonstrates that the accreditation process increased collaboration between the colleges and their relevant external stakeholders. This finding is consistent with Freeman (2010) who called for involving the external stakeholders who can affect or could potentially be affected by the organisation change in the change process activities along with the internal stakeholders throughout the organisation. For example, in developing its conceptual framework, CoE engaged educational partners and other stakeholders from the community (i.e. representatives from the Ministry of Education as well as students, administrators and teachers from public and private schools) in the meetings, workshops and lectures. Moreover, CoE collaborated with its educational partners in

the design, delivery and evaluation of the college's early field training and clinical practices. Leaders at CoA established an advisory council, which included representatives from the public and private sectors, to review the college's curriculum and programs and to ensure their coherence and alignment with the college's mission and KSU's mission. CoA academic departments also formed advisory boards that included a number of faculty members and dignitaries from the government as well as members of the student body and private sector stakeholders. The involvement of internal and external stakeholders in the change activities can be seen as a deliberative and conscious practice aims to benefit from the participants' contributions and experiences in the discussions and learn about their concerns. Kezar (2014) claimed that leaders and change agents in higher education institutions need to involve a variety of people within the institution and relevant outside stakeholders are in implementing change In order to ensure the success of the change initiative.

One key feature of the cultural model of change that is relevant to this study is that cultural change entails an organisation-wide shift in attitudes and beliefs (Schein, 2010). The findings of this present study indicate that the accreditation process helped faculty members at both colleges realign and modify their assumptions, beliefs and behaviours with regard to the coordination and decision making processes between the male and female campuses. According to many faculty members at both colleges, coordination between male and female campuses was limited before the accreditation process. For example, teachers who teach the same courses did not have equal standards for delivering their courses and assessing their students' performance. To meet the accreditation requirements, both colleges had to supply evidence that both campuses performed the same tasks, and had the same

facilities and capabilities. The interaction and coordination between faculty members from both campuses has now become commonplace, and they work together to establish and plan their courses without needing to be physically present with one another.

Consequently, the course descriptions, teaching methods and assessment methods used on both campuses are now similar and unified. This pattern of interaction and coordination between male and female faculty members has also created a major shift in the decision-making process within the colleges, abandoning the notion of subordination in decision-making in favour of a collaborative approach. Decisions are no longer made by the male campuses and circulated to the female campuses for action. Faculty members at both colleges believed that the decision-making process is now a participatory endeavour between the male and female campuses, which is another major change in the organisational culture at both colleges.

Leadership commitment and support of the change process is another key strategy associated with the teleological model that is relevant to this study (Burke, 2014; Kezar & Eckel, 2002a). The support and guidance of organisational leaders is critical for successful change efforts and for gaining buy-in from lower levels in an organisation (Burke, 2014; Kouzes & Posner, 2006). An organisation's senior management must be committed to a change, and they must convey that commitment throughout the organisation. Burke (2014) and Yukl (2006) argue that if the organisational change is large scale such as the accreditation process in this study where all levels were affected by it, then strong commitment from senior management is a requisite for successful implementation of change process. Insufficient buy-in and support from senior management will severely limit, if not

prevent, a change initiative because these leaders can secure human and financial resources, and focus on institutional priorities (Eckel & Kezar, 2003b).

The findings in this present study indicate that the accreditation processes at CoE and CoA were facilitated by a strong commitment from senior leaders at KSU and at both colleges. Interviews with faculty members revealed that this commitment was demonstrated in four key initiatives, including the declared support from the rector, the daily follow-up about the accreditation process, the decision to motivate faculty members to participate effectively in the accreditation process, and allocating large sums of money to fund the process. These initiatives confirmed that leadership's support of the accreditation process was not limited to the public declaration of its importance; it also included a commitment to take multiple steps to implement the needed changes. These findings reflect Alstete (2004) assertion that an institution's leadership should be committed to the accreditation process, as a change process, and this commitment should be reflected in the organisation's words and actions.

Another key strategy to used create change in the the teleological model is restructuring or creating support structures (Burke, 2014; Kezar, 2014; Kezar & Eckel, 2002a). Developing structures allows organisations to be committed to the focus, effort, and resources that are needed to successfully implement change (Kezar & Eckel, 2002b; McMahon & Caret, 1997). In this present study, the findings that emerged from the faculty members' responses suggest that the accreditation processes at CoE and CoA were facilitated by new organisational structures. Both colleges developed new organisational structures that consisted of only three levels. The dean, in the highest position in the hierarchy of each college, followed by the vice deans, comprise the first two levels. The committees and units that are supervised by each vice dean form the bottom level of the organisational structure. In

the organisational structures for both CoE and CoA, the posts of Vice Dean of Development and Quality were established to oversee the development and quality of the process, and to help the colleges achieve accreditation. The findings of the present study are consistent with the findings of the study conducted by Shah et al. (2011), which stated that the accreditation process acts as an impetus to change different activities and policies due to apprehensions about additional scrutiny and public reporting.

While many of the findings from this study correlate closely to the teleological model of change, the reaction to cognitive dissonance is considered to be a key feature of the social cognition model. Individuals in an organisation reach a point of cognitive dissonance at which their beliefs, thoughts or values clash with their actions or something seems outmoded or no longer useful, and they decide to change (Argyris, 2009; Collins, 2005). Facilitating change is sometimes explored as a process of helping individuals let go of the beliefs, thoughts or values attached to past strategies (Levy & Merry, 1986; Morgan, 2006). The findings in this present study suggest that the accreditation processes motivated faculty members at both colleges to abandon the traditional methods of teaching that focus more on teachers than on students. The participants highlighted that the training courses and workshops that they attended during the accreditation process encouraged them to think carefully about the practices they used in their classrooms. Eckel and Kezar (2003a) claimed that the sensemaking strategy plays a key role in creating transformational change in higher education institutions. Sensemaking is about changing understanding which, in turn, changes behaviours, priorities, values and commitments (Eckel & Kezar, 2003a). To change underlying assumptions about a faculty member's role as a traditional teacher who simply lectures and then gives

tests, leaders at both colleges enhanced system thinking through training and workshops. Engaging faculty members from both genders in training sessions and workshops helped them construct their understanding of effective teaching methods, and enabled them to think about how they must change their role to facilitate student learning. The faculty experienced cognitive dissonance, realising that the teaching methods that they use in the classroom are not compatible with the standards of quality they seek to achieve.

In the teleological model of change, communication is another fundamental strategy that a leader can use to engage more people to participate in the change process (Burke, 2014; Kezar, 2014). Communication can help leaders identify potential problems in the proposed change and explain misunderstandings or concerns that people have about the change. Moreover, it can help leaders recognise and consider the ideas, desires and wishes that faculty members have about the change projects while developing and administering changes (Antony et al., 2012; Burke, 2014). This might encourage faculty members to be more willing to embrace the proposed changes, which, in turn, affects the success of the change efforts. The data gathered in this present study demonstrated that formal and informal communication also facilitated successful implementation of the accreditation process at both colleges.

Examples of formal communication included regular meetings with faculty members and top-level college personnel, such as deans and the vice deans for development and quality and the heads of academic departments, in order to follow-up on the progress of the accreditation process and to reduce faculty concerns about the accreditation process. Leaders at both colleges also created communication opportunities among faculty members by establishing joint committees that enabled

people to communicate with one another and work together to accomplish what was required of them for the college to achieve accreditation.

Examples of informal communication included sending text messages and emails about quality and accreditation, and discussing some of the issues related to quality and accreditation in spontaneous meetings among faculty members. These findings reveal that these channels of communication effectively facilitate exchanges of information and experiences about quality and accreditation among faculty members. They also enabled the senior management at both colleges to identify the problems facing faculty members in various committees so they could work to resolve them. These findings are in accordance with Alstete (2004) who believed that the people who are responsible for implementing change should use different methods, especially in the early stages, to convince all staff members of the importance of the proposed changes. Moreover, findings of the present study are in agreement with Kiefer (2005) who argued that change is often accompanied by confusion, anxiety and a lack of clarity, and it is addressed by organisational transparency and communication. In the present study, communication enabled faculty members to mitigate their own anxiety by asking questions about the implications of the change initiative and how it affects them. This might increase the chances of successful change by generating buy-in for the accreditation process.

Another crucial strategy which can be identified in the teleological model of change is to provide enough resources to encourage individuals to participate in the change process (Burke, 2014; Kezar, 2001, 2014). Those resources could include money, time and information (Roberts, 2008). The absence of one of these resources may cause faculty members to resist participating in the accreditation process. Interviews with faculty members at both colleges revealed that the university administration did

not fulfil its previous promises to reward people who participated in the accreditation processes at CoE and CoA if the colleges obtained international accreditation.

The study participants believed that the lack of financial incentives could have been the reason why Saudi faculty members did not participate effectively as members of the quality committees. Furthermore, based on the analysis of the participants' responses in this study, some faculty members resisted engaging in the accreditation process by delaying the delivery of documents related to accreditation, questioning the agenda behind the foreign accreditation, trying to convince the college's administrators that the need for accreditation was not urgent and exhibiting a lack of enthusiasm for participating on the accreditation committees.

In addition, this present study's findings reveal that faculty members at both colleges had an insufficient amount of time to perform some of the tasks related to accreditation. The administration at both colleges pressured faculty members to complete some of the documents in a very short time frame, sometimes in only one day. This increased the workload of the faculty members involved in the accreditation process. Moreover, these pressures had a negative impact on the lives of faculty members who were forced to work overtime, often into the late hours of the night, to complete their accreditation task. In a study of Abou-Zeid and Taha (2014) warn that insufficient time to fulfil the accreditation requirements was the key disadvantage related to the accreditation process at two Saudi universities. Oden (2009) noted that the implementation of this process often requires a lot of time, energy and labour while Wooddell (2009) and Rothermel and LaMarsh (2012) concluded that an individual's participation in the process of change becomes limited when resources are constrained. Similarly, in this present study, it was evident that the lack of resources impaired the faculty members' physical ability to participate.

Furthermore, the data obtained in the present study demonstrates that lack of documentation is another factor that hinders the successful implementation of an accreditation process. From the faculty members' responses, it is evident that they lacked the information, data and statistics needed to implement the process. Often, colleges need to provide these data from a number of bodies inside and outside the university. At CoE and CoA, the process for obtaining the required data from the proper authorities was too slow and too bureaucratic. This finding echoes the work of C. M. Young et al. (1983), who claimed that, in addition to the overly complex information required for the accrediting body and the lack of training on accreditation expectations, the institution's lack of documentation is a barrier to effective completion of the accreditation process.

According to Cavaliere and Mayer (2012), the accreditation process is very difficult and stressful because it requires many activities, including planning, record-keeping and preparation of documents. In the present study, there was consensus among the faculty members from both colleges that the paper workload associated with accreditation was a factor that hindered the successful implementation of that process. As revealed in the findings of this study, faculty members viewed the accreditation process as placing an extra burden on staff members who were already busy with other duties, such as teaching and conducting research. The accreditation process requires the preparation and completion of many detailed reports about faculty members, students, programs, policies and procedures at the colleges. Preparation and analysis of these documents may require additional time and effort. In line with these perspectives, Ryhan (2013) found that the accreditation at two Saudi universities consumed approximately 80% of the participants' time over the first year of that process.

In sum, it can be seen that the change processes resulting from accreditation in both CoE and CoA was mostly consistent with teleological model with some features from other models that include political, social cognition and cultural models of change. The study demonstrated that the accreditation process was goal driven with a strong focus on strategic planning. The process involved the identification of specific problems and through the Institutional Report of the CoE and the Self Study Report of the CoA, solutions were provided where change could occur. The accreditation process also was iterative in nature allowing continuous development and refinement with strong stakeholders engagement. Significantly, in this study leaders played a major role through effective communication and strategy building resulting in both collaboration and consensus by stakeholders. While the teleological model could be identified strongly, other areas such as recognition of different values and interests with some negotiations by players were evident. Some apparent conflict was identified which resulted positively in both policy and behaviour change. Change in this study also appeared in a large-scale shift in attitudes and beliefs. All of the factors are present with the proposed political, social cognition and cultural models of change.

The findings of this study are consistent with some of the KSA's contextual considerations as raised in Chapter Two of this thesis. One of these considerations was the Saudi government's quest to shift from an oil-based economy to a knowledge-based economy. To meet this goal, most Saudi colleges and universities have been encouraged to meet international accreditation standards in order to increase the quality of education. This study revealed that meeting the rigorous standards of the international accreditation bodies has made a number of positive impacts on various aspects of activities at both CoE and CoA. For example, the

accreditation process helped colleges under investigation to conduct self-assessment to identify the strengths and weaknesses of their policies and procedures.

The accreditation process also helped both colleges to develop the core competencies required of their students and graduates to meet the requirements of the labour market. These competencies include the cognitive skills of critical thinking, problem solving, knowledge application and creativity; the interpersonal skills of communication, collaboration and leadership; and intrapersonal skills like self-direction, motivation and learning how to learn. Moreover, all courses were reviewed and redesigned to reflect these competencies.

All these changes resulting from accreditation support the Saudi government's efforts to transition to the era of knowledge by providing students with the required skills.

Another contextual consideration of the KSA that is supported by the findings of this study is the preservation of Islamic teachings and values. Although the accreditation standards were developed in a non-Muslim country (USA), both colleges were able to apply the standards in line with Islamic principles. For example, international accreditation standards emphasize the concepts of justice and equality between the two genders. The findings of this study indicate that the accreditation process has helped to increase collaboration between male and female campuses.

Male and female faculty members from different academic departments are now working together more effectively than they had been able to do in the past. This collaboration is compatible with Islamic law, which prohibits public meetings between unrelated men and women. To enable this conversation, all of these meetings are held via video conferencing, which allows the female faculty members to see the male faculty members on screen without being observed themselves.

7.4 Implications of the study

To fully understand the complexity of change processes, more than one model of change can be drawn upon. Change agents need to be aware of the features of different models of change. This would help them to guide and influence successful accreditation in different contexts.

Although the present study confirms Kezar (2001) idea that the political, social cognitive and cultural models of change can provide an understanding of the change processes in a higher education system, it goes further to suggest that the teleological model of change provides a greater understanding of change processes in the Saudi context specifically in this study. The teleological model enables a focus on the leaders' role as active agents who are able to establish and manage change initiatives, which is the common practice among Saudi educational institutions that employ the top-down approach to decision making.

In addition, the present study revealed that the accreditation process can be a needed catalyst for change at a college. In this study, some of the changes resulting from accreditation were transformational in some areas while incremental in others. For this reason, leaders need to operate in both transformational and transactional ways because change requires both transformational and transactional styles.

The findings from the present study have a number of practical implications. First, change processes need to be well supported by those in positions of authority. Successful change processes must be supported by public declaration and daily follow-up; they also need sufficient resources. Faculty members need to be encouraged and motivated to participate in the change process by providing them with incentives and rewards. Faculty members also need to have enough time to be able to reflect on their experiences in the change processes.

Secondly, in contexts, such as Saudi Arabian universities, where the top-down decision approach is used, faculty members at the bottom level of the hierarchy have to be part of the decision-making process for the change in order to reduce their resistance to the change process.

7.5 Limitations of the study and suggestions for further study

This study has several limitations. The most obvious limitation is that the data collection was confined to only the male campuses for both colleges for reason of data accessibility. The replication of the study at both male and female campuses would enable better generalisability of the study's findings.

The sample for the present study consisted of data obtained from 104 questionnaires and 10 interviews with faculty members at both colleges. This sample is a small proportion of the entire population of faculty members at CoE and CoA. Thus, this purposeful sampling design may not represent the general population of faculty members at both colleges. Consequently, research studies with a much larger sample size are required to ensure appropriate generalisation of this study's findings.

The data for the present study were collected within a short period of time (less than two months). Longer exposure to participants and greater access to search sites would enrich this study by enabling the researcher to collect more information. Some faculty members who had participated in the accreditation processes at both colleges have moved to other universities. Some of those universities were located in the same city (Riyadh) where this study was conducted restricting greater access to participants.

7.6 Conclusions

The present study aimed to develop an understanding of the change processes resulting from accreditation in a Saudi context. To achieve this, fieldwork was conducted at two colleges, CoE and CoA at KSU, which had been accredited by international accreditation bodies. The study employed a multiple case study design in which questionnaires, interviews and documents were used to collect the required data.

In order to address the purpose of this study, six models of change as outlined by Kezar (2001) were utilised as the theoretical framework for this study. These models are evolutionary, teleological, life cycle, political, social cognition, and cultural models of change. Each of these six models has a distinct set of assumptions about the why, what, how, and targets of change.

The findings of this study revealed that most of respondents at both colleges had positive perceptions about the accreditation process. They indicated that the accreditation process was a worthwhile exercise, as it had forced them to examine their programs and policies. The evidence presented in this study also revealed the the accreditation process has led to improvements within both colleges including the development of the CoE's conceptual framework, the CoA's strategic plan, and the core proficiencies that each student in both colleges is expected to demonstrate upon graduation. Moreover, the process helped both colleges to develop a systematic assessment approach for data gathering and analysis to assess program performance. It also increased collaboration among male and female faculty members, increased female members' participation in the decision-making process, and improved cooperation between the colleges and their relevant stakeholders.

The findings also revealed that the accreditation process in both colleges was facilitated by a strong leadership commitment, modifying their organisational structure to include the position of Vice Dean of Development and Quality who will be responsible for quality assurance and development procedures. Using a range of communication methods was also considered as an important factor that facilitated the implementation of the accreditation process. However, the accreditation process in both colleges was inhibited by a number of factors including faculty members' resistance to change and identification of insufficient resources.

The present study's findings support Kezar's (2001) warning about the danger of focusing exclusively on one model of change. Thus, this study's findings suggest that change resulting from the accreditation process is a complex and multidimensional process that often requires various theories of change in order to properly understand and enable it. The teleological, political, social cognitive and cultural models of change would provide a greater understanding of change processes in the Saudi context.

For the future implementation of the accreditation process, leaders should look to the change processes resulting from the accreditation process from multiple lenses and need to be aware of unique aspects of the four change models mentioned above. The aspects of these models of change could help change agents identify those factors that might facilitate or hinder effective implementation of the accreditation process.

Future research studies in higher education context in Saudi Arabi could include broadening the sample to include faculty members from both campuses, male and female campuses. It also could include colleges that have been accredited from different Saudi universities.

In addition, this study draws attention to the significant impact of some aspects of the teleological, political, social cognition, and cultural models of change on the success or failure of the accreditation implementation.

While it is evident that studies exist in Saudi Arabia in relation to change implementation in higher education, this study is unique in that it examines the change process resulting from accreditation in Saudi context using a variety of models of change.

REFERENCES

- AALE. (2016). *Our mission and our services*. Retrieved 15 March, 2016, from <http://www.aale.org/>
- Abou-Zeid, A., & Taha, M. A. (2014). *Accreditation process for engineering programs in Saudi Arabia: Challenges and lessons learned*. Paper presented at the Global Engineering Education Conference (EDUCON), Istanbul, Turkey.
- Al-Alawi, Y., Al-Kaabi, D., Rashdan, S., & Al-Khaleefa, L. (2009). Quality assurance and continuous improvement: A case study of the university of Bahrain. *Quality in Higher Education*, 15(1), 61-69.
- Al-Aqeel, A. (2005). *Education policy in the Kingdom of Saudi Arabia*. Riyadh, Saudi Arabia: Al-Roshd Library.
- Al-Atiqi, I. M., & Alharbi, L. M. (2009). Meeting the challenge: Quality systems in private higher education in Kuwait. *Quality in Higher Education*, 15(1), 5-16.
- Al-Essa, A. (2010). *Higher education in Saudi Arabia: A journey to find identity*. Beirut, Lebanon: Dar AlSakee.
- Al-Hazmi, S. (2006). Writing and reflection: Perceptions of Arab EFL learners. *South Asian Language Review*, 16(2), 36-52.
- Al-Miziny, H. (2010). *The abducting of education in Saudi Arabia*. Beirut: Arab Diffusion Company.
- Al-Musallam, A. (2007). *Higher education accreditation and quality assurance in the Kingdom of Saudi Arabia*. Paper presented at the the First National Conference for Quality in Higher Education, Riyadh: SA.
- AL-Otobi, K. (2005). *Saudi higher education response to globalization challenges*. Unpublished PhD thesis. Umm Al Qura University. Macca.
- Al Mohaimeed, A., Midhet, F., Barrimah, I., & Saleh, S. (2012). Academic accreditation process: experience of a medical college in Saudi Arabia. *International journal of health sciences*, 6(1), 23-29.
- Al Ohali, M., & Al Aqili, A. (2010). *Higher education in Saudi Arabia 1998–2008: Towards building a knowledge society*. Paper presented at the the Arab regional conference on higher education, Cairo.
- Alexander, K., & Alexander, M. D. (2011). *American public school law* (8 ed.). Belmont, CA: Cengage Learning.
- Alfred, R. L., Shults, C., Jaquette, O., & Strickland, S. (2009). *Community colleges on the horizon: Challenge, choice, or abundance*. Lanham, MD: Rowman & Littlefield Education.

- Alhazemi, A. A., Rees, C., & Hossain, F. (2013). Implementation of strategic organizational change: The case of King Abdul Aziz University in Saudi Arabia. *International Journal of Public Administration*, 36(13), 972-981.
- Alrashidi, O., & Phan, H. (2015). Education context and English teaching and learning in the Kingdom of Saudi Arabia: An overview. *English Language Teaching*, 8(5), 33.
- Alstete, J. W. (2004). Accreditation matters: Achieving academic recognition and renewal *ASHE-ERIC Higher Education Report* 30(4). San Francisco: Jossey-Bass.
- Alstete, J. W. (2006). *College accreditation : Managing internal revitalization and public respect*. Gordonsville, VA, USA: Palgrave Macmillan.
- Anderson, D., & Anderson, L. A. (2010). *Beyond change management: How to achieve breakthrough results through conscious change leadership*. Hoboken, NJ: John Wiley & Sons.
- Anderson, D., Johnson, R., & Milligan, B. (2000). *Quality assurance and accreditation in Australian higher education: An assessment of Australian and international practice*. Canberra: DETYA.
- Andrade, M. S. (2011). Managing change - Engaging faculty in assessment opportunities. *Innovative Higher Education*, 36(4), 217-233.
- Antony, J., Krishan, N., Cullen, D., & Kumar, M. (2012). Lean Six Sigma for higher education institutions (HEIs) Challenges, barriers, success factors, tools/techniques. *International Journal of Productivity and Performance Management*, 61(8), 940-948.
- Anzoise, E. (2006). *The senior administrators and department chairs' perspective of the accreditation process in schools of engineering: The case of the Universidad Tecnologica Nacional in the Argentine Republic*. (Dissertation/Thesis), ProQuest, UMI Dissertations Publishing. Retrieved from <http://uow.summon.serialssolutions.com/link/0/eLvHCXMwY2BQSDFLMTJONU8DNhWSDc3STJOB0Ng4xcQsOSnRzAK8ohIxmI9UmruJMsi5uYY4e-jCSsX4IJwcYBsVNDUGbOkbGoox8CaCFn7nlYA3iKWIM7CmAWMpVRw0bykONEWcgSPC0sPFxNHFF8LgnH1EsUZmI11TADUYiR8>
- Argyris, C. (2009). *On organizational learning* (2nd Ed.). Maiden, MA: Blackwell.
- Austin, J. R., & Bartunek, J. M. (2003). Theories and practices of organization development. In D. I. W. Borman, & R. Klimoski (Ed.), *Handbook of psychology: Vol. 12, industrial and organizational psychology* (pp. 309-332). New York: John Wiley.

- Austin, J. R., & Bartunek, J. M. (2006). Theories and practices of organization development. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 95). San Francisco, CA: Jossey-Bass.
- Baker, V. L., & Baldwin, R. G. (2015). A Case study of Liberal Arts Colleges in the 21st century: Understanding organizational change and evolution in higher education. *Innovative Higher Education, 40*(3), 247-261.
- Bardo, J. W. (2009). The impact of the changing climate for accreditation on the individual college or university: Five trends and their implications. *New Directions for Higher Education, 2009*(145), 47-58.
- Barker, T. S., & Smith Jr, H. W. (1998). Integrating accreditation into strategic planning. *Community college Journal of research and practice, 22*(8), 741-750.
- Barnawi, O. (2011). Finding a place for critical thinking and self-voice in College English as a foreign language writing classrooms. *English Language Teaching, 4*(2), 190.
- Barsoum, G., & Mryyan, N. (2014). *Incentives structure and accountability in the Jordanian higher education system*. Paper presented at the Economic Research Forum Working Paper Series. Cairo, Egypt.
- Bartunek, J. M., & Moch, M. K. (1994). Third-order organizational change and the western mystical tradition. *Journal of Organizational Change Management, 7*(1), 24-41.
- Beer, M., & Nohria, N. (2000). Cracking the code of change. *Harvard business review, 78*(3), 133-141.
- Bejan, S. A., Janatuinen, T., Jurvelin, J., Klöpping, S., Minke, B., Malinen, H., & Vacareanu, R. (2015). Quality assurance and its impact from higher education institutions' perspectives: methodological approaches, experiences and expectations. *Quality in Higher Education, 21*(3), 343-371.
- Bentley, R. W. (2002). Global oil & gas depletion: An overview. *Energy Policy, 30*(3), 189-205.
- Berg, B. L. (2009). *Qualitative research methods for the social sciences* (7th ed.). Boston, MA: Allyn & Bacon.
- Bergquist, W. (1992). *The four cultures of the academy: Insights and strategies for improving leadership in collegiate organizations*. San Francisco, CA: Jossey-Bass.
- Bergquist, W., & Pawlak, K. (2008). *Engaging the six cultures of the academy: Revised and expanded edition of the four cultures of the academy*. San Francisco: John Wiley & Sons.

- Beycioglu, K., & Pashiardis, P. (2015). *Multidimensional Perspectives on Principal Leadership Effectiveness*. Hershey, Pennsylvania (USA): IGI Global.
- Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco, CA: Jossey-Bass Inc.
- Blythman, M. (2001). *Academic staff and the process of subject review: some experiential qualitative accounts from 'backstage' and 'under the stage'*. Paper presented at the 6th QHE Seminar: End of Quality, Birmingham.
- Boal, K., & Meckler, M. (2010). Decision Errors of the 4th, 5th and 6th Kind. In P. C. Nutt & D. C. Wilson (Eds.), *Handbook of decision making* (pp. 327-348). West Sussex, UK: John Wiley & Sons Ltd.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education; an introduction to theory and methods* (5th ed.). Boston, MA: Allyn & Bacon.
- Bogue, E. G., & Hall, K. B. (2003). *Quality and accountability in higher education: improving policy, enhancing performance*. Westport, CT: Praeger.
- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: artistry, choice, and leadership*. San Francisco: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: artistry, choice, and leadership* (Fifth Ed.). San Francisco: Jossey-Bass.
- Bowen, W. H. (2008). *The history of Saudi Arabia*. Westport, CN: Greenwood Press.
- Bowman, E. H., Singh, H., Useem, M., & Bhadury, R. (1999). When does restructuring improve economic performance? *California Management Review*, 41(2), 33-54.
- Bratton, J. (2015). *Introduction to work and organizational behaviour* (3rd ed.). New York: Palgrave Macmillan.
- Breu, K., & Benwell, M. (1999). Modelling individual transition in the context of organisational transformation. *Journal of Management Development*, 18(6), 496-520.
- Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, 1(3), 185-216.
- Bryman, A. (2003). *Quantity and quality in social research*. New York, NY: Routledge.
- Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (Vol. 1): John Wiley & Sons.
- Bulach, C. R., Lunenburg, F. C., & Potter, L. (2008). *Creating a culture for high-performing schools: A comprehensive approach to school reform and dropout prevention*. Lanham, MD: Rowman & Littlefield.

- Burnes, B. (2004). *Managing Change* (4th ed.): Prentice-Hall, Harlow.
- Burden-Leahy, S. M. (2009). Globalisation and education in the postcolonial world: the conundrum of the higher education system of the United Arab Emirates. *Comparative Education*, 45(4), 525-544. doi: 10.1080/03050060903391578
- Burke, W. W. (2002). *Organization change: Theory and practice*: Thousand Oaks: Sage Publications.
- Burke, W. W. (2008). *Organization change: Theory and practice*. Thousand Oaks: Sage Publications.
- Burke, W. W. (2014). *Organization change: theory and practice* (4th ed.). London: SAGE
- Burnes, B. (2004). *Managing change : a strategic approach to organisational dynamics* (4 ed.). Harlow, Essex: Prentice Hall
- Bush, T. (2011). *Theories of educational leadership and management* (4th ed.). London: SAGE Publication Ltd.
- CAEP. (2015). *History of CAEP*. Retrieved 08 March, 2016, from <http://caepnet.org/about/history>
- Cameron, K. S. (1984). Organizational adaptation and higher education. *The Journal of Higher Education*, 122-144.
- Cameron, K. S. (1991). Organizational adaptation and higher education. *The Journal of Higher Education*, 55(2), 122-144.
- Carbery, R., & Garavan, T. N. (2005). Organisational restructuring and downsizing: Issues related to learning, training and employability of survivors. *Journal of European Industrial Training*, 29(6), 488-508.
- Carnall, C. A. (2007). *Managing change in organizations* (5th ed.). Harlow: Financial Times Prentice Hall.
- Carr, S., Hamilton, E., & Meade, P. (2005). Is it possible? Investigating the influence of external quality audit on university performance *Quality in Higher Education*, 11(3), 195-211.
- Carroll, M., Razvi, S., Goodliffe, T., & Al-Habsi, F. (2009). Progress in developing a national quality management system for higher education in Oman. *Quality in Higher Education*, 15(1), 17-27. doi: 10.1080/13538320902731328
- Casserly, M. F. (1987). Accreditation-related self-study as a planned change process: factors relating to its success in academic libraries. *Journal of library administration*, 8(1), 85-105.
- Cavaliere, F., & Mayer, B. (2012). Flooding the zone: A ten-point approach to assessing critical thinking as part of the AACSB accreditation process. *Education*, 133(2), 361-366.

- Cavallo, D. (2004). Models of growth—towards fundamental change in learning environments. *BT Technology Journal*, 22(4), 96-112.
- Cavana, R. Y., Delahaye, B. L., & Sekaran, U. (2001). *Applied business research: Qualitative and quantitative methods*. Milton, Qld: John Wiley & Sons Australia.
- Cawsey, T. F., Deszca, G., & Ingols, C. (2015). *Organizational change: An action-oriented toolkit*: Sage Publications.
- Central Department of Statistics & Information. (2010). *Statistical year book*. Saudi Arabia: Department of Statistics & Information, Ministry of Economy and Planning.
- Chalmers, D., & Johnston, S. (2012). Quality assurance and accreditation in higher education. In I. Jung & C. Latchem (Eds.), *Quality assurance and accreditation in distance education and e-learning: models, policies and research* (pp. 1-12). Newyork, NY: Routledge
- Chalofsky, N., Rocco, T. S., & Morris, M. L. (2014). *Handbook of human resource development*. San Francisco, CA: Pfeiffer.
- Chmiel, N. (2008). *An introduction to work and organizational psychology: A European perspective (2nd ed.)*. Malden: Blackwell Publishing.
- Chung Sea Law, D. (2010). Quality assurance in post-secondary education: some common approaches. *Quality Assurance in Education*, 18(1), 64-77.
- CoA. (2011). *Self-Study Report*. Riyadh, Saudi Arabia: King Saud University, College of Arts
- Coch, L., & French, J. R. (1948). Overcoming resistance to change. *Human relations*, 512-532.
- CoE. (2011). *Institutional Report*. Riyadh, Saudi Arabia: King Saud University, College of Education.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education (7th ed.)*. New York: Routledge.
- Coll, R. K., & Chapman, R. (2000). Choices of methodology for cooperative education researchers. *Asia-Pacific Journal of Cooperative Education*, 1(1), 1-8.
- Collins, D. (2005). *Organisational change: Sociological perspectives*. London: Routledge.
- Cooper, T., & Terrell, T. (2013). *What are institutions spending on assessment? Is it worth the Cost?* Urbana, IL: National Institute for Learning Outcomes

Assessment Retrieved from

<http://learningoutcomesassessment.org/documents/What%20are%20institutions%20spending%20on%20assessment%20Final.pdf>.

- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, Calif: Sage publications.
- Creswell, J. W. (2003). *Research design; qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks: California: Sage Publications.
- Creswell, J. W. (2008). *Research Design; Qualitative, Quantitative, and mixed methods approaches* (2nd ed.). California: Sage Publications.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: choosing among five approaches*. Thousand Oaks: SAGE Publications.
- Creswell, J. W. (2014). *Educational research: planning, conducting and evaluating quantitative and qualitative research*. Harlow: Pearson.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124-130.
- Creswell, J. W., & Plano Clark, V. L. (2006). *Designing and conducting mixed methods research*. Thousand Oaks, Calif: SAGE Publications.
- Crotty, M. (2003). *The foundations of social research: meaning and perspective in the research process*. London: Sage Publications.
- Cummings, T., & Worley, C. (2014). *Organization development and change* (10th ed.). Stamford, CT: Cengage learning.
- Daft, R. L. (2010). *Organization theory and design* (10th ed.). Mason, Ohio: South-Western Cengage Learning.
- Darandari, E., Al-Qahtani, S., Allenb, I., Al-Yafi, W., Al-Sudairi, A., & Catapang, J. (2009). The quality assurance system for post-secondary education in Saudi Arabia: A comprehensive, developmental and unified approach. *Quality in Higher Education*, 15(1), 39-50.
- De Meuse, K. P., Vanderheiden, P. A., & Bergmann, T. J. (1994). Announced layoffs: Their effect on corporate financial performance. *Human Resource Management*, 33(4), 509-530.
- Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2012). *Managing human behavior in public and nonprofit organizations* (2 ed.). Thousand Oaks: Sage Publications.
- Dent, E. B., & Goldberg, S. G. (1999). Challenging “resistance to change”. *The Journal of Applied Behavioral Science*, 35(1), 25-41.

- Denzin, N. K. (1989). *The research act: A theoretical introduction to sociological methods* (3rd ed.). New Jersey, OH: Prentice Hall.
- Denzin, N. K., & Lincoln, Y. S. (2003). *Strategies of qualitative inquiry*. Thousand Oaks, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- DeSilets, L. D. (2007). The accreditation process: A site visit encounter. *The Journal of Continuing Education in Nursing*, 38(3), 101-102.
- Dey, N. (2011). Quality assurance and accreditation in higher education in India. *Academic Research International*, 1(1), 104.
- Dill, D. D. (2000). Capacity building as an instrument of institutional reform: Improving the quality of higher education through academic audits in the UK, New Zealand, Sweden, and Hong Kong. *Journal of Comparative Policy Analysis: Research and Practice*, 2(2), 211-234.
- Drake, A. P., & Sparks, W. L. (2012). Transforming private universities: an exploratory study. *International Journal of Humanities and Social Science*, 2(23).
- Eaton, J. S. (2012). *An overview of U.S accreditation*. Washington, DC: Council for Higher Education Accreditation Retrieved from <http://www.chea.org/pdf/Overview%20of%20US%20Accreditation%202012.pdf>.
- Eckel, P. D., & Kezar, A. J. (2003a). Key strategies for making new institutional sense: Ingredients to higher education transformation. *Higher Education Policy*, 16(1), 39-53.
- Eckel, P. D., & Kezar, A. J. (2003b). *Taking the reins: Institutional transformation in higher education. The ACE series on higher education*. Westport, CT: Praeger.
- Eisenbach, R., Watson, K., & Pillai, R. (1999). Transformational leadership in the context of organizational change. *Journal of Organizational Change Management*, 12(2), 80-89.
- Ferrazzi, K. (2014). Managing change one day at a time. *Harvard business review*, 92(7-8), 23-25.
- Flamholtz, E., & Randle, Y. (2008). *Leading strategic change: bridging theory and practice*. Cambridge Cambridge University Press.
- Fleming, S., Shire, J., Jones, D., Pill, A., & McNamee, M. (2004). Continuing Professional Development: Suggestions for Effective Practice. *Journal of further and Higher Education*, 28(2), 165-177.

- Ford, M. W., & Greer, B. M. (2005). Implementing planned change: an empirical comparison of theoretical perspectives. *American Journal of Business*, 20(2), 59-69.
- Ford, R. (2006). Open-processional change: Three principles of reciprocal-relational power. *Journal of Change Management*, 6(2), 193-216.
- Foster-Fishman, P. G., Nowell, B., & Yang, H. (2007). Putting the system back into systems change: A framework for understanding and changing organizational and community systems. *American journal of community psychology*, 39(3-4), 197-215.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education*. Boston: McGraw-Hill.
- Freeman, R. E. (2010). *Strategic management: A stakeholder approach*. New York, NY: Cambridge University Press.
- French, R. (2011). *Organizational behaviour*. Hoboken, N.J.: John Wiley & Sons.
- Fullan, M. (1993). *Change forces: Probing the depths of educational reform*. London: Falmer Press.
- Fullan, M., & Scott, G. (2009). *Turnaround leadership for higher education*. San Francisco: John Wiley & Sons.
- Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational research: competencies for analysis and applications* (8th ed.). New Jersey, OH: Pearson Prentice Hall.
- General Authority for Statistics. (2016). *The total population in 2014*. Retrieved 10 March, 2016, from <http://www.stats.gov.sa>
- George, J. M., & Jones, G. R. (2007). *Understanding and managing organizational behavior* (5th ed.). Upper Saddle River, N.J.: Pearson Prentice Hall.
- Gerring, J. (2007). *Case study research: principles and practices*. Cambridge: Cambridge University Press.
- Gersick, C. J. (1991). Revolutionary change theories: A multilevel exploration of the punctuated equilibrium paradigm. *Academy of management review*, 16(1), 10-36.
- Gillespie, H. D. (1998). *ISO 9000 for the chemical process industry*: McGraw-Hill Companies.
- Gioia, D. A., & Thomas, J. B. (1996). Identity, image, and issue interpretation: Sensemaking during strategic change in academia. *Administrative Science Quarterly*, 370-403.
- Goodman, P. S. (1982). *Change in organizations : new perspectives on theory, research, and practice* (1 ed.). San Francisco: Jossey-Bass

- Graetz, F., & Smith, A. (2005). Organizing forms in change management: The role of structures, processes and boundaries in a longitudinal case analysis. *Journal of Change Management*, 5(3), 311-328.
- Gratton, L. (1999). *Strategic human resource management : corporate rhetoric and human reality*: New York : Oxford University.
- Greene, J. C. (2007). *Mixed methods in social inquiry*. San Francisco: Jossey-Bass.
- Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2000). *Career management* (3rd ed.). Fort Worth: Harcourt Brace.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Newbury Park, Calif: Sage Publications.
- Guba, E. G., & Lincoln, Y. S. (1998). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research* (pp. 195-220). Thousand Oaks, CA: Sage.
- Hammer, M., & Champy, J. (1993). *Reengineering the corporation: Manifesto for business revolution*. New York: HarperCollins.
- Hande, R. S. (2015). *Assessment and accreditation: Quality enhancement in higher education*. Raleigh: United States: Lulu publication.
- Harris, S. G. (1994). Organizational culture and individual sensemaking: A schema-based perspective. *Organization science*, 5(3), 309-321.
- Hartle, T. W. (2012). Accreditation and the public interest: can accreditors continue to play a central role in public policy? *Planning for Higher Education*, 40(3), 16.
- Harvey, L. (2004). The power of accreditation: views of academics *Journal of Higher Education Policy and Management*, 26(2), 207-223.
- Hashim, M. (2013). Change management. *International Journal of Academic Research in Business and Social Sciences*, 3(7), 685.
- Haveman, H. A. (1992). Between a rock and a hard place: Organizational change and performance under conditions of fundamental environmental transformation. *Administrative Science Quarterly*, 37, 48-75.
- Head, R. B., & Johnson, M. S. (2011). Accreditation and its influence on institutional effectiveness. *New Directions for Community Colleges*, 2011(153), 37-52.
- Heracleous, L., & Barrett, M. (2001). Organizational change as discourse: Communicative actions and deep structures in the context of information technology implementation. *Academy of Management Journal*, 44(4), 755-778.

- Heriot, K. C., Franklin, G., & Austin, W. W. (2009). Applying for initial AACSB accreditation: An exploratory study to identify costs. *Journal of Education for Business*, 84(5), 283-289.
- Hickman, G. R. (2016). Organizational change practices. In G. R. Hickman (Ed.), *Leading Organizations: Perspectives for a new era* (3rd ed., pp. 556-571). Thousand Oaks: CA: Sage Publications, Inc.
- Hodges, J., & Gill, R. (2014). *Sustaining change in organizations*. London: SAGE Publications Inc.
- Holbeche, L. (2006). *Understanding change: Theory, implementation and success*. Elsevier: Oxford: Holbeche-Butterworth.
- Hope Hailey, V., & Balogun, J. (2002). Devising context sensitive approaches to change: the example of Glaxo Wellcome. *Long Range Planning*, 35(2), 153-178.
- Hudescu, L., & Ilies, L. (2011). Challenges in choosing an effective change management approach. *Managerial Challenges of the Contemporary Society*(2), 125-129.
- Hüsig, S., & Mann, H.-G. (2010). The role of promoters in effecting innovation in higher education institutions. *Innovation-Management Policy & Practice*, 12(2), 180-191.
- Huusko, M., & Ursin, J. (2010). Why (not) assess? Views from the academic departments of Finnish universities. *Assessment & Evaluation in Higher Education*, 35(7), 859-869.
- Jackson, E. M., Rossi, M. E., Rickamer Hoover, E., & Johnson, R. E. (2012). Relationships of leader reward behavior with employee behavior: Fairness and morale as key mediators. *Leadership & Organization Development Journal*, 33(7), 646-661.
- Jackson, S. E. (2011). *Research methods: a modular approach*. USA: Cengage Learning.
- Jackson, S. E., & Schuler, R. S. (1999). Understanding human resource management in the context of organizations and their environments. In R. S. Schuler & S. E. Jackson (Eds.), *Strategic human resource management* (pp. 4-28). Malden: Blackwell.
- John, E. P. S. (1991). The transformation of private liberal arts colleges. *The Review of higher education*, 15(1), 83.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Jones, D., & Schendel, N. (2000). *Fostering employee ownership in the self-study process through committee empowerment*. Paper presented at the 105th

Annual Meeting of the North Central Association Commission on Institutions of Higher Education, Chicago.

- Jones, G. R. (2010). *Organizational theory, design, and change*. Upper Saddle River, NJ: Prentice Hall.
- Judge, T. A., Thoresen, C. J., Pucik, V., & Welbourne, T. M. (1999). Managerial coping with organizational change: A dispositional perspective. *Journal of applied psychology, 84*(1), 107.
- Judson, A. S. (1991). *Changing behavior in organizations: Minimizing resistance to change*. Cambridge, MA: Blackwell, Inc.
- Kerr, C., & Gade, M. (1987). Current and emerging issues facing American higher education. In P. G. Altbach & R. O. Berdahl (Eds.), *Higher education in American society* (pp. 129-138). Buffalo, NY: Prometheus Books.
- Kezar, A. J. (2001). *Understanding and facilitating organizational change in the 21st century: Recent research and conceptualizations*. San Francisco, California: Jossey-Bass.
- Kezar, A. J. (2014). *How colleges change: Understanding, leading, and enacting change*. New York: Routledge, Taylor & Francis Group.
- Kezar, A. J., & Eckel, P. D. (2002a). The effect of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts? *The Journal of Higher Education, 73*(4), 435-460.
- Kezar, A. J., & Eckel, P. D. (2002b). Examining the institutional transformation process: The importance of sensemaking, interrelated strategies, and balance. *Research in Higher Education, 43*(3), 295-328.
- Kezar, A. J., & Kahn, R. L. (1978). *The social psychology of organizations*. New York, NY: John Wiley & Sons, Inc.
- Kiefer, T. (2005). Feeling bad: Antecedents and consequences of negative emotions in ongoing change. *Journal of Organizational Behavior, 26*(8), 875-897.
- King Saud University. (2013a). *Academic accreditation of KSU colleges*. Retrieved 08 November, 2013, from <http://ksu.edu.sa/sites/KSUArabic/Deanships/quality/Pages/supp0516-5927.aspx>
- King Saud University. (2013b). *King Saud University portal*. Retrieved 17 November, 2013, from <http://ksu.edu.sa/en/>
- Kis, V. (2005). Quality assurance in tertiary education: Current practices in OECD countries and a literature review on potential effects. *Tertiary Review: A contribution to the OECD thematic review of tertiary education, 14*(9).

- Kitchen, P. J., & Daly, F. (2002). Internal communication during change management. *Corporate Communications: An International Journal*, 7(1), 46-53.
- Kotter, J. P. (2009). Leading change: Why transformation efforts fail. *IEEE Engineering Management Review*, 73(3), 42-48.
- Kotter, J. P. (2010). *Power and influence*. New York: Simon and Schuster.
- Kotter, J. P., & Schlesinger, L. A. (2008). Choosing strategies for change. *Harvard business review*, 86(7/8), 130.
- Kouzes, J. M., & Posner, B. Z. (2006). *The leadership challenge* (4th ed.). San Francisco, CA: John Wiley & Sons.
- Krakowsky, R. P. (2008). *Sustaining change in higher education administrative student services*. (Doctor of Education Dissertation), Johnson & Wales University, Providence, Rhode Island.
- Kristensen, B. (2010). Has external quality assurance actually improved quality in higher education over the course of 20 years of the 'Quality Revolution'? *Quality in Higher Education*, 16(2), 153-157.
- KSU. (2010). *Self-Study Report (SSR)*. Riyadh, Saudi Arabia: King Saud University.
- Kvale, S. (1996). *Interviews: an introduction to qualitative research interviewing*. Thousand Oaks, Calif: Sage Publications.
- Lanning, H. (2001). *Planning and implementing change in organisations: a construct for managing change projects*: Helsinki University of Technology.
- Laun, M. A. (2005). You have been invited to serve.... Reflections on the accreditation visiting team experience. *Community & Junior College Libraries*, 13(1), 45-50.
- Leech, N. L., & Onwuegbuzie, A. J. (2009). A typology of mixed methods research designs. *Quality & Quantity*, 43(2), 265-275.
- Levin, J. S. (1998). Presidential influence, leadership succession, and multiple interpretations of organizational change. *The Review of higher education*, 21(4), 405-425.
- Levy, A., & Merry, U. (1986). *Organizational transformation: Approaches, strategies, theories*. New York: Greenwood Publishing Group.
- Lunenburg, F. C. (2010). Forces for and resistance to organizational change. *National Forum of Educational Administration & Supervision Journal*, 27(4), 1-10.
- Lunenburg, F. C., & Ornstein, A. (2011). *Educational administration: Concepts and practices*. Thousand Oaks, CA: Cengage Learning.

- Maitlis, S. (2005). The social processes of organizational sensemaking. *Academy of Management Journal*, 48(1), 21-49.
- Maitlis, S., & Christianson, M. (2014). Sensemaking in organizations: Taking stock and moving forward. *The Academy of Management Annals*, 8(1), 57-125.
- Maloney, M. M., Shah, P. P., & Zellmer-Bruhn, M. E. (2010). *The Lasting Imprint of Teams: Project teams and intra-organizational network formation*. Paper presented at the Academy of Management Proceedings, Montreal, Canada.
- Malopinsky, L. V., & Osman, G. (2006). Dimensions of organizational change. In J. A. Pershing (Ed.), *Handbook of human performance technology* (pp. 262-286). San Francisco, CA: Wiley.
- Marshall, C., & Rossman, G. B. (1999). *Designing qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Martin, J. (1992). *Cultures in organizations: Three perspectives*. New York: Oxford University Press.
- Martin, M., & Sanyal, B. (2006). Quality assurance and the role of accreditation: An overview In J. T. Global University Network for Innovation (Ed.), *Higher Education in the world 2007: Accreditation for quality assurance- What is at stake?* (pp. 3-19). UK: Palgrave, Macmillan.
- Martin, M., & Stella, A. (2007). External quality assurance in higher education: Making choices. Paris, France: United Nations.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathisen, G. E., & Einarsen, S. (2004). A review of instruments assessing creative and innovative environments within organizations. *Creativity Research Journal*, 16(1), 119-140.
- Matthew, R. (2010). *A manager's guide to human behavior* (5th ed.). New York: American Management Association.
- McCulloch, G. (2004). *Documentary research in education, history and the social sciences* (Vol. 22.). London: RoutledgeFalmer.
- McMahon, J. D., & Caret, R. L. (1997). *Redesigning the faculty roles and rewards structure*. Paper presented at the Metropolitan Universities: An International Forum.
- McNamara, K. H. (2010). Fostering sustainability in higher education: A mixed-methods study of transformative leadership and change strategies. *Environmental Practice*, 12(01), 48-58.

- Mdletye, M. A., Coetzee, J., & Ukpere, W. I. (2014). Exploring the triggers of transformational change in the South African Department of Correctional Services. *Mediterranean Journal of Social Sciences*, 5(10), 596.
- Meade, P., & Woodhouse, D. (2000). Evaluating the effectiveness of the New Zealand Academic Audit Unit: review and outcomes. *Quality in Higher Education*, 6(1), 19-29.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.
- Ministry of Education. (2012). *Achievements and Aspirations*. Retrieved 24 November, 2012, from <http://www.mohe.gov.sa/ar/about/Pages/Achievements-and-aspirations.aspx>
- Ministry of Education. (2016a). *The history of the Ministry*. Retrieved 10 March, 2016, from www.moe.gov.sa
- Ministry of Education. (2016b). *National Commission for Academic Accreditation & Assessment*. Retrieved 11 March, 2016, from <https://www.mohe.gov.sa/en/aboutus/Institutions/Pages/academic-accreditation.aspx>
- Ministry of Finance. (2011). *The Ministry of Finance portal*. Retrieved 06 November 2013, from <http://www.mof.gov.sa/arabic/Pages/Home.aspx>
- Ministry of Foreign Affairs. (2016). *About Saudi Arabia*. Retrieved 10 March, 2016, from <http://www.mofa.gov.sa>
- Ministry of Higher Education. (2010). *Ministry of Higher Education's Plan to Achieve Excellence in Science and Technology*. Riyadh, Saudi Arabia: Ministry of Higher Education.
- Ministry of Higher Education. (2011). *Higher education in the Kingdom of Saudi Arabia: Indicators and international comparisons*. Riyadh, Saudi Arabia: Ministry of Higher Education.
- Monnapula-Mapesela, M., & Moraka, T. (2008). Do institutional audits stifle the academic enterprise or enhance accountability? *South African Journal of Higher Education*, 22(2).
- Morgan, G. (2006). *Images of organization* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Mourier, P., Smith, M., & Lee, H. (2002). *Conquering organizational change: How to succeed where most companies fail*: Atlanta: CEP Press.
- Mukherjee, K. (2009). *Principles of management and organizational behaviour*. New Delhi: Tata McGraw-Hill.
- Mullins, L. J. (2007). *Management and organisational behaviour* (8th ed.). Harlow Financial Times Prentice Hall.

- Murray, C. (2004). *A study of two-year college administrators regarding the impact of the accreditation process on institutional change*. (Doctoral dissertation), The University of Alabama, Birmingham.
- Nadler, D. A., & Tushman, M. L. (1995). Types of organizational change: From incremental improvement to discontinuous transformation. In D. A. Nadler, R. B. Shaw, A. E. Walton, & Associates (Eds.), *Discontinuous change: Leading organizational transformation* (pp. 15-34). San Francisco: Jossey-Bass.
- NCATE. (2008). *Professional standards for the accreditation of teacher preparation institutions*. Washington, DC: NCATE.
- NCATE. (2010). Accreditation action by the UAB. Retrieved 08 March, 2016, from <http://ncate.org/Accreditation/AftertheVisit/AccreditationActionbytheUAB/tabid/659/Default.aspx>
- NCATE. (2012). Accreditation decisions. Retrieved 08 March, 2016, from <http://ncate.org/Accreditation/AccreditationDecisions/tabid/646/Default.aspx>
- Niblock, T. (2006). *Saudi Arabia: power, legitimacy and survival*. New York: Routledge.
- Nkiko, C., Ilo, P., Idiegbeyan-Ose, J., & Segun-Adeniran, C. (2015). Examination of the nexus between academic libraries and accreditation: Lessons from Nigeria. *New Review of Academic Librarianship*, 21(3), 325-338.
- Nordvall, R. C. (1982). *The process of change in higher education institutions*. Washington, DC: American Association for Higher Education.
- Northouse, P. G. (2013). *Leadership theory and practice*. Thousand Oaks: Sage Publications.
- Oden, R. A. (2009). A college president's defense of accreditation. *New Directions for Higher Education*, 2009(145), 37-45.
- Onsman, A. (2010). Dismantling the Perceived Barriers to the Implementation of National Higher Education Accreditation Guidelines in the Kingdom of Saudi Arabia. *Journal of Higher Education Policy and Management*, 32(5), 511-519.
- Oppenheim, A. N. (2000). *Questionnaire design, interviewing and attitude measurement*. USA: Pinter.
- Palmer, I., Dunford, R., & Akin, G. (2009). *Managing organizational change: A multiple perspectives approach* (2nd ed.). Boston McGraw-Hill Irwin
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, Calif: Sage Publications.
- Peterson, M. W. (1999). The role of institutional research: From improvement to redesign. *New Directions for Institutional Research*, 104, 83-103.

- Pettigrew, A. M. (1990). Longitudinal field research on change: Theory and practice. *Organization science*, 1(3), 267-292.
- Pham, H. T. M. (2014). *Institutional staff perceptions on the impact of accreditation: A study in two Vietnamese vocational training colleges*. (Master thesis), Victoria University of Wellington. Retrieved from <http://researcharchive.vuw.ac.nz/handle/10063/3482>
- Philipsen, R. L. C., & Kemp, R. G. M. (2003) Capabilities for growth: An exploratory study on medium-sized firms in Dutch ICT services and life sciences Zoetermeer: EIM.
- Porras, J. I., & Robertson, P. J. (1992). Organizational development: Theory, practice, and research. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (2nd ed., Vol. 3, pp. 719–822). Palo Alto, CA: Consulting Psychologists Press Inc.
- Prieto, A. J. (1992). A Method for Translation of Instruments to Other Languages. *Adult Education Quarterly*, 43(1), 1-14.
- Prince, C. (2003). Corporate education and learning: the accreditation agenda. *Journal of Workplace Learning*, 15(4), 179-185.
- Puplampu, B. B. (2005). Toward a Framework for Understanding the Distressed Organization: Insights From Practitioner-Based Organizational Interventions in an Emerging Economy. *Consulting Psychology Journal: Practice & Research*, 57(4), 246-258. doi: 10.1037/1065-9293.57.4.246
- Rahman, M. N. A., & Tannock, J. D. (2005). TQM best practices: Experiences of Malaysian SMEs. *Total Quality Management*, 16(4), 491-503.
- Rajagopalan, N., & Spreitzer, G. M. (1997). Toward a theory of strategic change: A multi-lens perspective and integrative framework. *Academy of management review*, 22(1), 48-79.
- Roberts, C. (2008). Implementing Educational Technology in Higher Education: A Strategic Approach. *Journal of Educators Online*, 5(1), 1-16.
- Robins, S. (1990). *Organization theory: Structure, design and applications* (3rd ed.). Englewood cliffs, NH: Prentice Hall.
- Robinson, R. (2010). *Employment regulations in the workplace: Basic compliance for managers*. New York, NY: ME Sharpe.
- Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researcher* (2nd ed.). Oxford, UK: Blackwell.
- Romanelli, E., & Tushman, M. L. (1994). Organizational transformation as punctuated equilibrium: An empirical test. *Academy of Management Journal*, 37(5), 1141-1166.

- Rothermel, R., & LaMarsh, J. (2012). Managing change through employee empowerment. *Global Business and Organizational Excellence*, 31(2), 17-23.
- Ryhan, E. (2013). Towards accreditation in higher education: A case study of Jazan Community College *International Interdisciplinary Journal of Education*, 2(1), 89-95.
- SACM. (2008). *Background Educational System in Saudi Arabia*. Retrieved 19 November, 2013, from <http://www.sacm.org/Education.aspx>
- Sangiorgi, D. (2011). Transformative services and transformation design. *International Journal of Design*, 5(2).
- Sanyal, B. C. (2013). Quality assurance of teacher education in Africa: Fundamentals of teacher education development *UNESCO-International Institute for Capacity Building in Africa*, 3, 2015.
- Sanyal, B. C., & Martin, M. (2007). Quality assurance and the role of accreditation: An overview *Higher Education in the World: Accrediting for quality assurance: What is at stake?* (pp. 3-17). New York: Palgrave MacMillan.
- Schein, E. (2010). *Organizational culture and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.
- Sekaran, U. (2003). *Research methods for business: A skill-building approach* (4th ed.). New York, NY: John Wiley & Sons.
- Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*: Broadway Business.
- Senge, P. M., & Kleiner, A. (1999). *The dance of change : the challenges of sustaining momentum in learning organizations*: London : Nicholas Brealey.
- Seo, M., Putnam, L. L., & Bartunek, J. M. (2004). Dualities and tensions of planned organizational change. In M. S. Poole & A. H. V. d. Ven (Eds.), *Handbook of organizational change and innovation* (pp. 73-107). New York, NY: Oxford University Press.
- Seymour, D. T., & Fife, J. D. (1988). *Developing Academic Programs: The Climate for Innovation. ASHE-ERIC Higher Education Report No. 3, 1988*: ERIC.
- Shah, M. (2012). Ten years of external quality audit in Australia: Evaluating its effectiveness and success. *Assessment & Evaluation in Higher Education*, 37(6), 761-772.
- Shah, M. (2013). The effectiveness of external quality audits: a study of Australian universities. *Quality in Higher Education*, 19(3), 358-375.
- Shah, M., Nair, S., & Stanford, S. (2011). Academic staff views on external quality audit: Post audit evaluation in a private higher education college. *Journal of Institutional Research*, 16(1), 91-99.

- Skyttner, L. (1996). *General systems theory: An introduction*. London: Macmillan Press.
- Smith, L., & Abouammoh, A. (2013). Higher Education in Saudi Arabia: Reforms, Challenges and Priorities. In L. Smith & A. Abouammoh (Eds.), *Higher Education in Saudi Arabia: Achievements, Challenges and Opportunities* (pp. 1-12). Netherlands: Springer.
- Smollan, R. K. (2006). Minds, hearts and deeds: Cognitive, affective and behavioural responses to change. *Journal of Change Management*, 6(2), 143-158.
- Spreitzer, G. M. (1995). An empirical test of a comprehensive model of intrapersonal empowerment in the workplace. *American journal of community psychology*, 23(5), 601-629.
- Stake, R. E. (2013). *Multiple case study analysis*. New York, NY: Guilford Press.
- Stensaker, B. (2010). *Innovation, learning and quality assurance-mission impossible*. Paper presented at the European Quality Assurance Forum Creativity and Diversity Challenges for quality assurance beyond 2010.
- Stensaker, B., Langfeldt, L., Harvey, L., Huisman, J., & Westerheijden, D. (2011). An in-depth study on the impact of external quality assurance. *Assessment & Evaluation in Higher Education*, 36(4), 465-478.
- Straub, D., Gefen, D., & Boudreau, M. (2005). Quantitative research. In J. Pries-Heje (Ed.), *Research in information systems: A handbook for research supervisors and their students* (pp. 221-238). Amsterdam, Netherlands: Elsevier.
- Strebel, P. (1996). Why do employees resist change? *Harvard business review*, 74(3), 86-92.
- Sundarasaradula, D., Hasan, H., Walker, D. S., & Tobias, A. M. (2005). Self-organization, evolutionary and revolutionary change in organizations. *Strategic Change*, 14(7), 367-380.
- Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Suskie, L. (2015). *Five dimensions of quality: A common sense guide to accreditation and accountability*. San Francisco, CA: Jossey-Bass.
- Tariq, E., & Michelle, P. (2013). *Critiquing of higher education policy in Saudi Arabia: towards a new neoliberalism*. Paper presented at the Education, Business and Society: Contemporary Middle Eastern Issues, Osaka, Japan.
- Trifts, J. W. (2012). The direct and indirect benefits and costs of AACSB accreditation. *SAM Advanced Management Journal*, 77(1), 20.

- Trowler, P. (2002). *Higher education policy and institutional change: Intentions and outcomes in turbulent environments*. Buckingham, UK: The Society for Research into Higher Education & Open University Press.
- Turner Parish, J., Cadwallader, S., & Busch, P. (2008). Want to, need to, ought to: employee commitment to organizational change. *Journal of Organizational Change Management*, 21(1), 32-52.
- U.S.-Saudi Arabian Business Council. (2015). *Saudi Arabia's 2015 budget maintains strong spending, diversification initiatives*. Retrieved 10 March, 2016, from <https://www.us-sabc.org/custom/news/details.cfm?id=1645>
- UNDP. (2003). *Arab human development report 2003: Building a knowledge society*. Retrieved from <http://www.arab-hdr.org/publications/other/ahdr/ahdr2003e.pdf>.
- UNDP. (2014). *Arab Knowledge Report 2014 - Youth and localisation of knowledge*. Retrieved from <http://www.arabstates.undp.org/content/dam/rbas/report/UNDP-GENERAL-REPORT-ENG.pdf>.
- UNDP. (2015). *Human Development Report 2015 - Work for Human Development*. Retrieved from http://hdr.undp.org/sites/default/files/2015_human_development_report.pdf.
- Van de Ven, A. H., & Poole, M. S. (1995). Explaining development and change in organizations. *Academy of Management Review*, 20(3), 510-540.
- Van de Ven, A. H., Poole, M. S., Dooley, K., & Holmes, M. E. (2000). *Organizational change and innovation processes: theory and methods for research*. New York, NY: Oxford University Press.
- Van de Ven, A. H., & Sun, K. (2011). Breakdowns in implementing models of organization change. *The Academy of Management Perspectives*, 25(3), 58-74.
- van Kemenade, E., & Hardjono, T. W. (2009). Professionals freaking out: the case of accreditation in Dutch higher education. *The TQM Journal*, 21(5), 473-485.
- Van Tonder, C. L. (2004). *Organisational change: Theory and practice*. South Africa, Pretoria: Van Schaik Publishers.
- Vlachos, N., Michail, C., & Sotiropoulou, D. (2002). Is ISO/IEC 17025 accreditation a benefit or hindrance to testing laboratories? The greek experience. *Journal of Food Composition and Analysis*, 15(6), 749-757.
- Wang, T. W. (2004). From general system theory to total quality management. *Journal of American Academy of Business, Cambridge*, 4(1/2), 394-400.

- Washington, M., & Ventresca, M. J. (2004). How organizations change: The role of institutional support mechanisms in the incorporation of higher education visibility strategies, 1874-1995. *Organization science*, 15(1), 82-97.
- Weick, K. E. (1995). *Sensemaking in organizations*. Thousand Oaks: Sage Publications.
- Weick, K. E. (2010). Educational organizations as loosely coupled systems. In M. C. Brown., J. E. Lane., & E. M. Zamani-Gallaher (Eds.), *Organization and governance in higher education* (6th ed., pp. 74-87). Boston: Pearson.
- Weick, K. E., & Quinn, R. E. (1999). Organizational change and development. *Annual review of psychology*, 50(1), 361-386.
- Wolff, R. A. (1995). Using the accreditation process to transform the mission of the library. *New Directions for Higher Education*, 1995(90), 77-91.
- Wooddell, V. (2009). Employee empowerment, action research and organizational change: a case study. *Organization Management Journal*, 6(1), 13-20.
- World Bank. (2002). *Literacy in the Middle East*. Geneva, Switzerland: United Nation
- Yin, R. K. (2003). *Case study research: design and methods* (3rd ed.). Thousand Oaks, Calif: Sage Publications.
- Yin, R. K. (2009). *Case study research: design and methods* (4th ed.). Thousand Oaks, Calif: Sage Publications.
- Young, A. L. (2013). *The regional accreditation process at community colleges: A case study of effectiveness*. (Doctoral thesis), University of Kentucky. Retrieved from http://uknowledge.uky.edu/epe_etds/12/
- Young, C. M., Chambers, C. M., & Kells, H. R. (1983). *Improving institutional performance through self-study*. San Francisco, CA: Jossey-Bass.
- Young, K. E., & Chambers, C. M. (1980). Accrediting agency approaches to academic program evaluation. *New Directions for Institutional Research*, 1980(27), 89-103.
- Yukl, G. (2006). *Leadership in organizations* (6th Ed.). Upper Saddle River, NJ: Pearson Education.
- Zabriskie, R. B., & McCormick, B. P. (2000). Accreditation and academic quality: A comparison with healthcare accreditation. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 15, 31-45.

APPENDIX A: ANZOISE'S QUESTIONNAIRE



**Accreditation Process in the Schools of Engineering
in the Argentine Republic Research - I.R.B. N°: 0504128**

	<i>STRONGLY AGREE</i>				
	<i>AGREE</i>				
	<i>NEUTRAL</i>				
	<i>DISAGREE</i>				
	<i>STRONGLY DISAGREE</i>				
	<i>DON'T KNOW</i>				
Accreditation plays an important role in improving our institution	1	2	3	4	5
Efforts to evaluate the effectiveness of our institution are worthwhile	1	2	3	4	5
Accreditation activities are an important component of my job responsibilities	1	2	3	4	5
Accreditation is not a fad	1	2	3	4	5
Accreditation will continue to have a high priority in our institution	1	2	3	4	5
Accreditation at our institution would be strengthened by more active participation of faculty members	1	2	3	4	5
Resources dedicated to accreditation activities are investments in the long term health of our institution	1	2	3	4	5
Accreditation restricts the academic freedom in our school	1	2	3	4	5
Accreditation budget have a negative impact on other more important activities	1	2	3	4	5
Accreditation demands more attention from senior administrators than other activities	1	2	3	4	5
Accreditation process has increased the cooperation between faculty and senior administrators	1	2	3	4	5
Accreditation process often triggers the interest for other quality initiatives	1	2	3	4	5
Assessment plays an important role in improving our institution	1	2	3	4	5
Other impacts (Please, specify):	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

2. What is the current status of the accreditation process in your department?

	NOT GRANTED
	3 YEAR ACCREDITATION
	6 YEAR ACCREDITATION
	STILL AWAITING FOR THE RESULTS

3. Please, rate the extent of the implementation of planning activities to support the accreditation process.	FULLY IMPLEMENTED				
	ALMOST FULLY IMPLEMENTED				5
	MODERATELY IMPLEMENTED			4	
	ALMOST NOT IMPLEMENTED		3		
	NOT IMPLEMENTED	2			
	DON'T KNOW				
Organizational planning for the accreditation process	1	2	3	4	5
Communication System for accreditation information (E-mail/Document/Website/Formal Meetings / Informal Meetings)	1	2	3	4	5
Steering Committee for the accreditation process	1	2	3	4	5
Dealing with various groups inside and outside the university about accreditation issues	1	2	3	4	5
Open hearings as part of the accreditation process	1	2	3	4	5
Final Evaluation of the planning process for accreditation	1	2	3	4	5
Others actions (Please, specify):					
	1	2	3	4	5
	1	2	3	4	5

4. How effective were the planning activities to support the accreditation process?	VERY EFFECTIVE				
	EFFECTIVE				5
	MODERATELY EFFECTIVE			4	
	LITTLE EFFECTIVE		3		
	NOT EFFECTIVE	2			
	DON'T KNOW				
Organizational planning for the accreditation process	1	2	3	4	5
Communication System for accreditation information (E-mail/Document/Website/Formal Meetings / Informal Meetings)	1	2	3	4	5
Steering Committee for the accreditation process	1	2	3	4	5
Dealing with various groups inside and outside the university about accreditation issues	1	2	3	4	5
Open hearings as part of the accreditation process	1	2	3	4	5
Final Evaluation of the planning process for accreditation	1	2	3	4	5
Others actions (Please, specify):					
	1	2	3	4	5
	1	2	3	4	5

5. To what extent were the following factors present in your school during the Accreditation process?	<i>PRESENT TO EXTENSIVE EXTENT</i>				
	<i>PRESENT IN LARGE EXTENT</i>				
	<i>PRESENT TO AVERAGE EXTENT</i>				
	<i>PRESENT TO SMALL EXTENT</i>				
	<i>NOT PRESENT AT ALL</i>				
	<i>DON'T KNOW</i>				
General trust in university administration by faculty	1	2	3	4	5
Preparing the self study	1	2	3	4	5
The perception of the accreditation process as a threat to your school	1	2	3	4	5
Allocated budget to the accreditation process	1	2	3	4	5
Sustained attention by academic administrators	1	2	3	4	5
Local administrative restrictions on how the accreditation process must be implemented	1	2	3	4	5
Different perceptions and goals between faculty and academic administrators	1	2	3	4	5
Collaborative approaches to engage faculty in the accreditation process	1	2	3	4	5
Faculty concerns about possible uses of the information collected during the accreditation process	1	2	3	4	5
Faculty fears they will loss control over the curriculum	1	2	3	4	5
Governmental pressure for accreditation of your school	1	2	3	4	5
Public perception of dissatisfaction with higher education in engineering	1	2	3	4	5
Publicly stated support to the accreditation process on the part of academic administrators	1	2	3	4	5
Increased interest in quality initiatives in higher education among faculty and administrators	1	2	3	4	5
Knowledge of the accreditation process by faculty and administrators	1	2	3	4	5
Knowledge about quality in engineering schools by faculty and administrators	1	2	3	4	5
Increased understanding of the need of change by faculty and administrators	1	2	3	4	5
Other factors (Please, specify):					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

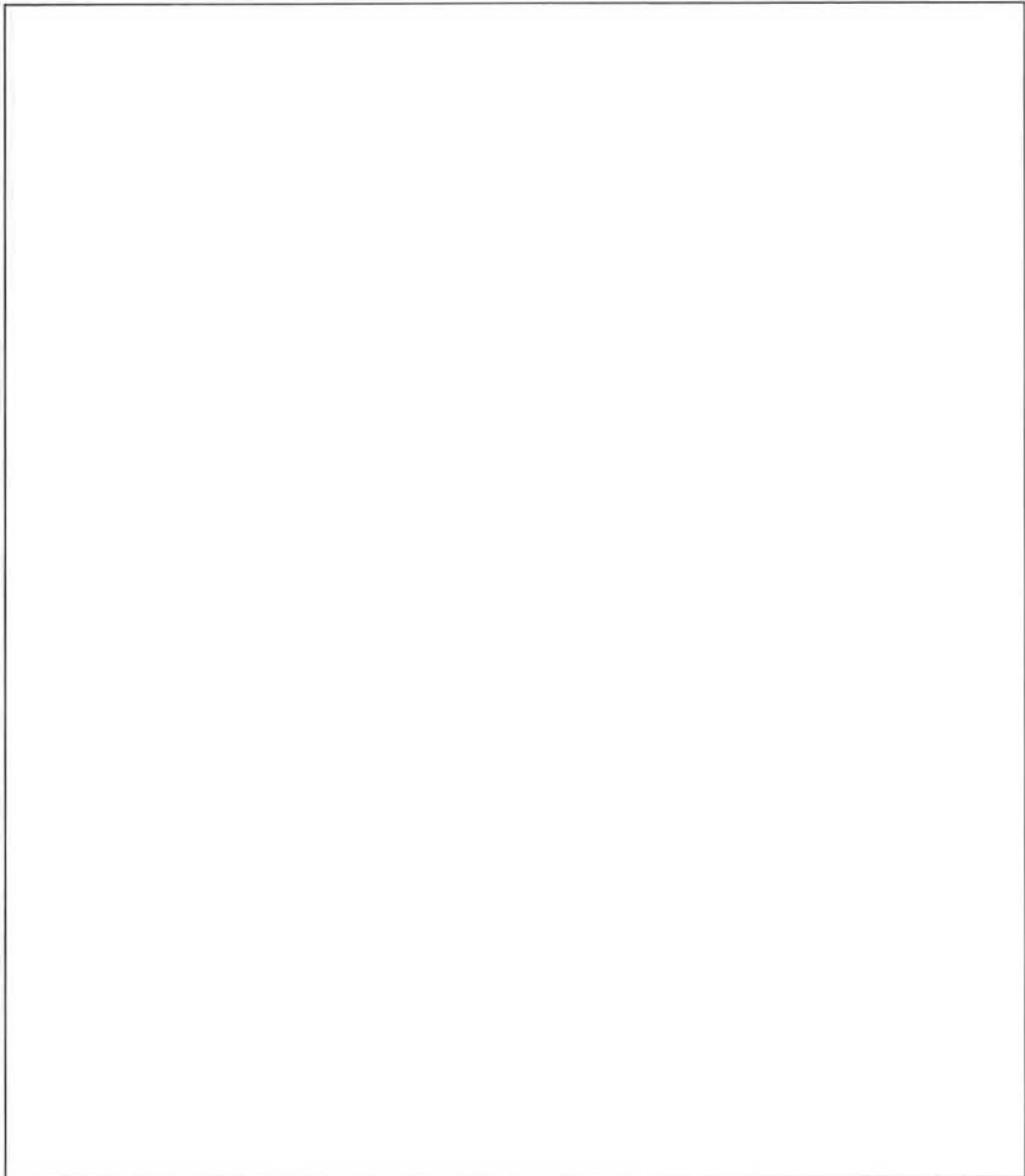
7. To what extent the following factors impacted the Accreditation process in your school?	VERY LARGE IMPACT				
	LARGE IMPACT				
	NEUTRAL				
	SMALL IMPACT				
	NO IMPACT AT ALL				
	DON'T KNOW				
General trust in university administration by faculty	1	2	3	4	5
Preparing the self study	1	2	3	4	5
The perception of the accreditation process as a threat to your school	1	2	3	4	5
Allocated budget to the accreditation process	1	2	3	4	5
Sustained attention by academic administrators	1	2	3	4	5
Local administrative restrictions on how the accreditation process must be implemented	1	2	3	4	5
Different perceptions and goals between faculty and academic administrators	1	2	3	4	5
Collaborative approaches to engage faculty in the accreditation process	1	2	3	4	5
Faculty concerns about possible uses of the information collected during the accreditation process	1	2	3	4	5
Faculty fears they will loss control over the curriculum	1	2	3	4	5
Governmental pressure for accreditation of your school	1	2	3	4	5
Public perception of dissatisfaction with higher education in engineering	1	2	3	4	5
Publicly stated support to the accreditation process on the part of academic administrators	1	2	3	4	5
Increased interest in quality initiatives in higher education among faculty and administrators	1	2	3	4	5
Knowledge of the accreditation process by faculty and administrators	1	2	3	4	5
Knowledge about quality in engineering schools by faculty and administrators	1	2	3	4	5
Increased understanding of the need of change by faculty and administrators	1	2	3	4	5
Other factors (Please, specify):	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

6. How important are the different criteria in the accreditation standards?	ESSENTIAL				
	GREAT IMPORTANCE				5
	AVERAGE IMPORTANCE			4	5
	MINOR IMPORTANCE		3	4	5
	NOT IMPORTANT AT ALL	2	3	4	5
	DON'T KNOW	1	2	3	4
I. Institutional Context	1	2	3	4	5
II. Curricula and Professional Preparation	1	2	3	4	5
III. Faculty	1	2	3	4	5
IV. Students and Alumni	1	2	3	4	5
V. Infrastructure and Laboratories	1	2	3	4	5

8. Were there problems during the Accreditation process? Yes No Don't Know

9. Please describe below one or more important problems that need to be addressed in future accreditation cycles.

10. What changes are needed, if any, to improve the current criteria used in the accreditation process?



11. Please, provide the following related information

11.1. Did you participate actively in the Accreditation process? Yes No

11.2. What is your current position? (Check all that apply)

- Dean
- Vice Dean
- Assistant Dean
- Department Chair
- Faculty

11.3. If you are an Academic Administrator (Dean, Vice Dean, Assistant Dean, Chairman) how long have you been working in your highest current administrative position?

- LESS THAN 1 YEAR
- 1 TO 3 YEARS
- 4 TO 7 YEARS
- 8 TO 11 YEARS
- OVER 11 YEARS

11.4. How long have you been working as faculty in this school?

- LESS THAN 1 YEAR
- 1 TO 3 YEARS
- 4 TO 7 YEARS
- 8 TO 11 YEARS
- OVER 11 YEARS

Thank you for your participation!

Best regards,

Esteban Anzoise
Graduate Researcher
Department of Administrative and Policy Studies
School of Education – University of Pittsburgh

Please Return Survey in the pre-paid envelope to:
Esteban Anzoise
Higher Education Accreditation Research
Institute for International Studies in Education
School of Education – University of Pittsburgh
5706 Wesley W. Posvar Hall
230 S. Bouquet St
Pittsburgh, PA 15260
USA

APPENDIX B: REVISED QUESTIONNAIRE (ENGLISH)



Questionnaire modified from Accreditation Process in the Schools of Engineering in the Argentine Republic Research (Anzoise, 2005)

Section 1: Background Information

1. Please, provide the following related information

1.1 What is your current position? (Check all that apply)

- Dean
- Vice dean
- A head of department
- An academic member

1.2 What is your academic rank?

- Professor
- Associate professor
- Assistant professor
- Lecturer
- Instructor

1.3 How long have you been working as faculty in this faculty?

- Less than one year
- 1 Year to less than 5 years
- 5 to less than 10 years
- 10 years or over

1.4 How many training courses you attended in the field of quality assurance and accreditation?

- None
- Less than 3
- From 3 to 5
- More than 5

1.5 What types of training activities you engaged in quality assurance and accreditation? (Check all that apply)

- Courses
- Workshops
- Conferences
- Other (please identify)

1.6 Briefly describe your role in the accreditation process.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Section 2: The Importance of the Accreditation Process

2. Please rate the following statements in terms of your judgment of the importance of the Accreditation process for your faculty.

Items	Don't Know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Accreditation plays an important role in improving our faculty						
2. Efforts to evaluate the effectiveness of our faculty are worthwhile						
3. Accreditation activities are an important component of my job responsibilities						
4. Accreditation is valuable exercise						
5. Accreditation will continue to have a high priority in our faculty						
6. Accreditation at our institution would be strengthened by more active participation of faculty members						
7. Resources dedicated to accreditation activities are investments to improve the outcomes of our faculty in the long term						
8. Accreditation restricts the academic freedom in our faculty						
9. Accreditation budget have a negative impact on other more important activities						
10. Accreditation demands more attention from senior administrators than other activities						
11. Accreditation process has increased the cooperation between faculty and senior administrators						
12. Accreditation process often triggers the interest for other quality initiatives						
13. Assessment plays an important role in improving our faculty						

Section 3: Planning of the Accreditation Process

3. Please, rate the extent of the implementation of planning activities to support the accreditation process

	Items	Don't Know	Not implemented	Almost not implemented	Moderately implemented	Almost fully implemented	Fully implemented
1.	Organisational planning for the accreditation process						
2.	Communication system for accreditation information (Email/Document/Website/ Formal Meetings / Informal Meetings)						
3.	Steering Committee for the accreditation process (if applicable)						
4.	Dealing with various groups inside and outside the university about accreditation issues						
5.	Final Evaluation of the planning process for accreditation						

4. How effective were the planning activities to support the accreditation process?

	Items	Very Effective	Effective	Moderately Effective	Little Effective	Not Effective	Don't Know
1.	Organisational planning for the accreditation process						
2.	Communication system for accreditation information (Email/Document/Website/ Formal Meetings / Informal Meetings)						
3.	Steering Committee for the accreditation process (if applicable)						
4.	Dealing with various groups inside and outside the university about accreditation issues						
5.	Final Evaluation of the planning process for accreditation						

Section 4: Factors Supporting and Resisting the Implementation of the Accreditation Process

5. To what extent were the following factors present in your faculty during the Accreditation process?

	Items	Present in very large extent	Present in large Extent	Present to some extent	Present to Small Extent	Not Present at All	Don't Know
1.	General trust in university administration by faculty						
2.	The perception of the accreditation process as a threat to your faculty						
3.	Allocated budget to the accreditation process						
4.	Sustained attention by academic administrators						
5.	Local administrative restrictions on how the accreditation process must be implemented						
6.	Different perceptions and goals between academic members and administrators						
7.	Collaborative approaches to engage faculty in the accreditation process						
8.	Faculty concerns about possible uses of the information collected during the accreditation process						
9.	Faculty fears they will loss control over the curriculum						
10.	Governmental pressure for accreditation of your faculty						
11.	Dissatisfaction with the accreditation process in your faculty						
12.	Support to the accreditation process on the part of academic administrators						
13.	Increased interest in quality initiatives in higher education among faculty and administrators						
14.	Knowledge of the accreditation process by faculty and administrators						
15.	Knowledge about quality of the Education Faculty by administrators						
16.	Increased understanding of the need of change by faculty and administrators						

6. To what extent the following factors impacted the Accreditation process in your faculty?

	Items	Very Large Impact	Large Impact	Neutral	Small Impact	No Impact at All	Don't Know
1.	General trust in university administration by faculty						
2.	The perception of the accreditation process as a threat to your faculty						
3.	Allocated budget to the accreditation process						
4.	Sustained attention to accreditation process by academic administrators						
5.	Local administrative restrictions on how the accreditation process must be implemented						
6.	Different perceptions and goals about accreditation process between academic members and administrators						
7.	Collaborative approaches to engage faculty in the accreditation process						
8.	Faculty concerns about possible uses of the information collected during the accreditation process						
9.	Faculty fears they will loss control over the curriculum						
10.	Governmental pressure for accreditation of your faculty						
11.	Dissatisfaction with the accreditation process in your faculty						
12.	Support to the accreditation process on the part of academic administrators						
13.	Increased interest in quality initiatives in higher education among faculty and administrators						
14.	Knowledge of the accreditation process by faculty and administrators						
15.	Knowledge about quality of the Education Faculty by administrators						
16.	Increased understanding of the need of change by faculty and administrators						

APPENDIX C: REVISED QUESTIONNAIRE (ARABIC)



سعادة عضو هيئة التدريس: حفظه الله

والسلام عليكم ورحمة الله وبركاته ويعد

أفيدكم بأنني مبعث حالياً لدراسة الدكتوراه في كلية التربية بجامعة ولونجونج في استراليا. عنوان رسالة الدكتوراه هو "فهم عمليات التغيير الناتجة عن الاعتماد الأكاديمي بجامعة الملك سعود". تهدف هذه الدراسة الى التعرف على أهمية عملية الاعتماد الأكاديمي من وجهة نظر أعضاء هيئة التدريس في كليتي التربية و الآداب بجامعة الملك سعود، كما تهدف أيضاً إلى الكشف عن تأثير عملية الاعتماد الأكاديمي على الممارسات المهنية لإعضاء هيئة التدريس وعلى السياسات والإجراءات في تلك الكليات. تسعى هذه الدراسة أيضاً إلى التعرف على العوائق أو العسبات التي واجهت تنفيذ عملية الاعتماد الأكاديمي.

يأمل الباحث في مساعدتكم في نجاح هذه الدراسة بالإجابة على جميع أسئلة هذا الاستبيان والتي قد تستغرق ٢٠ دقيقة تقريباً علماً بأن مشاركتك في هذه الدراسة طوعية. جميع الإجابات سوف يتم التعامل معها بشكل سري من قبل الباحث وسوف تستخدم لإغراض البحث العلمي فقط لا غير. إن كان لديك أي أسئلة أو استفسارات فلا تتردد بالاتصال بالباحث على الرقم ٠٥٥٧٧٩٩٧٧٧ أو عن طريق البريد الإلكتروني التالي fama637@uowmail.edu.au

وأخيراً تقبلوا مني خالص الشكر والتقدير على مشاركتكم وتعاونكم،،،

الباحث/ فيصل بن علي الغامدي
كلية التربية/ جامعة ولونجونج
استراليا

• المعلومات الديموغرافية

الاسم (اختياري):

١. من فضلك اجب عن الاسئلة التالية:

١.١ الكلية التي تعمل بها:

- كلية التربية
 كلية الآداب

١.٢ العمل الحالي (اختر كل ما يناسبك):

- عميد الكلية
 وكيل الكلية
 رئيس قسم
 عضو هيئة تدريس (مدرس)
 رئيس لاجدى لجان الجودة والاعتماد الاكاديمي في الكلية
 عضو في لاجدى لجان الجودة والاعتماد الاكاديمي في الكلية

١.٣ الدرجة العلمية:

- أستاذ
 أستاذ مشارك
 أستاذ مساعد
 أخرى

١.٤ سنوات العمل بالكلية:

- أقل من سنة
 من سنة الى أقل من خمس سنوات
 من خمس سنوات الى أقل من عشر سنوات
 من عشر سنوات فأكثر

١.٥ صف باختصار أي دور لك في عملية الاعتماد الاكاديمي في الكلية.

.....
.....
.....
.....
.....
.....
.....
.....

• أهمية الاعتماد الأكاديمي

٢. الرجاء وضع علامة (√) أمام الخيار الأكثر ملاءمة في اعتقادك لوصف أهمية عملية الاعتماد الأكاديمي لكل بند.

م	العبارة	لا أعرف	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
١	الاعتماد الأكاديمي له دور مهم في تطوير الكلية						
٢	الجهود المبذولة لتنظيم فعالية الكلية جديرة بالاهتمام						
٣	أنشطة الاعتماد الأكاديمي هي أحد أهم مسؤولياتي الوظيفية						
٤	الاعتماد الأكاديمي هو ممارسة ذات قيمة						
٥	الاعتماد الأكاديمي يجب أن يكون له أولوية عالية في الكلية						
٦	الاعتماد الأكاديمي في الكلية يُدعم بواسطة المشاركة الفعالة من أعضاء هيئة التدريس						
٧	الواردات المخصصة لأنشطة الاعتماد الأكاديمي هي استثمارات لتحسين مخرجات الكلية على المدى الطويل						
٨	الاعتماد الأكاديمي يُفيد الحرية الأكاديمية في الكلية						
٩	البيزانية المخصصة للاعتماد الأكاديمي لها تأثير سلبي على أنشطة أخرى مهمة في الكلية						
١٠	الاعتماد الأكاديمي يتطلب المزيد من الاهتمام من الإدارة العليا في الكلية بدلاً من الأنشطة الأخرى						
١١	عملية الاعتماد الأكاديمي زادت من التعاون بين أعضاء هيئة التدريس والإدارة العليا في الكلية						
١٢	عملية الاعتماد الأكاديمي غالباً ما تثير الاهتمام بمبادرات أخرى جيدة						
١٣	التقييم يلعب دور مهم في تطوير الكلية						

• التخطيط لعملية الاعتماد الأكاديمي

٢. الرجاء وضع علامة (√) أمام الخيار الأكثر ملاءمة في اعتقادك لوصف مدى تنفيذ أنشطة التخطيط التالية التي تدعم عملية الاعتماد الأكاديمي في كليتك

م	العبارة	لا أعرف	لم يُنفذ	تقريباً لم يُنفذ	تُنفذ بشكل معتدل	تقريباً تُنفذ بشكل كامل	تُنفذ بشكل كامل تماماً
١	التخطيط التطبيقي لعملية الاعتماد الأكاديمي						
٢	نظام الاتصال لتوفير معلومات عن الاعتماد الأكاديمي (البريد الإلكتروني، الوثائق، الاجتماعات الرسمية وغير رسمية)						
٣	لجان منسقة لتنظيم وإدارة عملية الاعتماد الأكاديمي						
٤	التعاون مع مجموعات مختلفة داخل وخارج الجامعة حول قضايا الاعتماد الأكاديمي.						
٥	التقييم النهائي لعملية التخطيط للاعتماد الأكاديمي						

٤. الرجاء وضع علامة (√) امام الخيار الأكثر ملائمة في اعتقادك لوصف مدى فعالية أنشطة التخطيط التالية التي تدعم عملية الاعتماد الأكاديمي في كليتك

م	العبارة	لا أعرف	ليس فعال	فعال قليلاً	فعال بشكل معتدل	فعال بشكل كبير
١	التخطيط التطبيقي لعملية الاعتماد الأكاديمي					
٢	نظام الاتصال لتوفير معلومات عن الاعتماد الأكاديمي (البريد الإلكتروني/ الوثائق/ الاجتماعات الرسمية والتبليغات)					
٣	لجان مختلفة للتطبيق وإدارة عملية الاعتماد الأكاديمي					
٤	التعاون مع مجموعات مختلفة داخل وخارج الجامعة حول قضايا الاعتماد الأكاديمي.					
٥	التقييم النهائي لعملية التخطيط للاعتماد الأكاديمي					

• العوامل التي تدعم أو تعيق تنفيذ عملية الاعتماد الأكاديمي

٥. الرجاء وضع علامة (√) امام الخيار الأكثر ملائمة في اعتقادك لوصف مدى توافر مجموعة من العوامل المحيطة أو الداعمة لتنفيذ عملية الاعتماد الأكاديمي في كليتك.

م	العبارة	لا أعرف	ليس موجود على الإطلاق	موجود بشكل قليل	موجود بشكل معتدل	موجود إلى حد كبير	موجود بشكل كبير جداً
١	الثقة بشكل عام في إدارة الجامعة من قبل أعضاء هيئة التدريس بالكلية						
٢	تصور عملية الاعتماد الأكاديمي باعتبارها تهديد للكلية						
٣	تخصيص ميزانية لعملية الاعتماد الأكاديمي						
٤	الاهتمام المستمر من قبل المسؤولين في الكلية						
٥	البيروقراطية الإدارية المحلية على كفاية تنفيذ عملية الاعتماد الأكاديمي						
٦	أهداف ووجهات نظر مختلفة بين أعضاء هيئة التدريس والمسؤولين في الكلية						
٧	أساليب مختلفة لإشراك أعضاء هيئة التدريس في عملية الاعتماد الأكاديمي						
٨	مخاوف أعضاء هيئة التدريس من الاستخدامات الممكنة للمعلومات التي تم جمعها أثناء عملية الاعتماد الأكاديمي						
٩	مخاوف أعضاء هيئة التدريس من فقدان السيطرة على المناهج الدراسية						
١٠	الضغط الحكومي لحصول الكلية على الاعتماد الأكاديمي						
١١	عدم الرضا عن عملية الاعتماد الأكاديمي في الكلية						
١٢	دعم المسؤولين في الكلية لعملية الاعتماد الأكاديمي						

٤	العبارة	لا أعرف	ليس موجود على الإطلاق	موجود بشكل قليل	موجود بشكل معتدل	موجود إلى حد كبير	موجود بشكل كبير جداً
١٣	الاهتمام المتزايد بمبادرات الجودة في التعليم العالي بين أعضاء هيئة التدريس و المسؤولين في الكلية						
١٤	معرفة أعضاء هيئة التدريس و المسؤولين في الكلية بعملية الاعتماد الأكاديمي						
١٥	الادراك المتزايد من قبل أعضاء هيئة التدريس و المسؤولين في الكلية للحاجة إلى التغيير						

٦. الرجاء وضع علامة (√) أمام الخيار الأكثر ملاءمة في اعتقادك لوصف مدى تأثير العوامل على عملية الاعتماد الأكاديمي في كليتك.

٤	العبارة	لا أعرف	ليس له تأثير على الإطلاق	تأثير قليل	محايد	تأثير كبير	تأثير كبير جداً
١	الثقة بشكل عام في إدارة الجامعة من قبل أعضاء هيئة التدريس بالكلية						
٢	تصور عملية الاعتماد الأكاديمي باعتبارها تهديد للكلية						
٣	تخصيص ميزانية لعملية الاعتماد الأكاديمي						
٤	الاهتمام المستمر من قبل المسؤولين في الكلية						
٥	القيود الإدارية المحلية على كفاية تنفيذ عملية الاعتماد الأكاديمي						
٦	أهداف ووجهات نظر مختلفة بين أعضاء هيئة التدريس والمسؤولين في الكلية						
٧	أساليب مختلفة لإشراك أعضاء هيئة التدريس في عملية الاعتماد الأكاديمي						
٨	مخاوف أعضاء هيئة التدريس من الاستخدامات الممكنة للمعلومات التي تم جمعها أثناء عملية الاعتماد الأكاديمي						
٩	مخاوف أعضاء هيئة التدريس من فقدان السيطرة على المناهج الدراسية						
١٠	الضغط الحكومي لحصول الكلية على الاعتماد الأكاديمي						
١١	عدم الرضا عن عملية الاعتماد الأكاديمي في الكلية						
١٢	دعم المسؤولين في الكلية لعملية الاعتماد الأكاديمي						
١٣	الاهتمام المتزايد بمبادرات الجودة في التعليم العالي بين أعضاء هيئة التدريس و المسؤولين في الكلية						
١٤	معرفة أعضاء هيئة التدريس و المسؤولين في الكلية بعملية الاعتماد الأكاديمي						
١٦	الادراك المتزايد من قبل أعضاء هيئة التدريس و المسؤولين في الكلية للحاجة إلى التغيير						

APPENDIX D: INTERVIEW QUESTIONS (ENGLISH)

Interview Questions

1. Could you tell me in your own words what accreditation is?
 2. Can you outline the accreditation process that your faculty undertook?
 3. What is your role in the accreditation process?
 4. Can you give my one example of how the accreditation process has affected your practice?
 5. Did you feel any problems in implementing the accreditation process? Please explain.
 6. Can you identify where your faculty has changed as a result of implementing the accreditation process? Please explain.
 7. What are the factors that may have affected the implementation of the accreditation process? How?
 8. What were the main issues raised while conducting the accreditation process?
 9. How did your faculty overcome any barriers and obstacles of implementing the accreditation process?
 10. What are the benefits that your faculty gained as a result of the implementation of the accreditation process?
- Is there anything else you would like to mention about the accreditation process?
 - Thank you again for your participation.

APPENDIX E: INTERVIEW QUESTIONS (ARABIC)

أسئلة المقابلة الشخصية

من فضلك اجب عن الاسئلة التالية:

١. ماذا يعني لك الاعتماد الاكاديمي؟
٢. وضح خطوات عملية الاعتماد الاكاديمي التي قامت بها كليتك.
٣. ما هو دورك في تلك عملية؟
٤. أعطني مثال واحد لتوضيح كيف أثرت عملية الاعتماد الاكاديمي على ممارساتك المهنية (الاكاديمية).
٥. هل واجهت كليتك أية مشاكل في تنفيذ عملية الاعتماد الاكاديمي؟ يرجى التوضيح
٦. وضح كيف تأثرت السياسات والإجراءات في الكلية بعملية الاعتماد الاكاديمي.
٧. ما هي العوامل التي أثرت على تنفيذ عملية الاعتماد الاكاديمي في كليتك؟ كيف؟
٨. ما هي التضاييا الرئيسية التي نشأت في الكلية أثناء تنفيذ عملية الاعتماد الاكاديمي؟
٩. كيف استطعتم في الكلية التغلب على أية عوائق و عقبات واجهت تنفيذ عملية الاعتماد الاكاديمي؟
١٠. ما هي الفوائد التي جنتها الكلية في اعتقادك نتيجة تنفيذ عملية الاعتماد الاكاديمي؟
١١. هل هناك أي شيء آخر تود التحدث عنه حول عملية الاعتماد الاكاديمي؟

أشكركم مرة أخرى على مشاركتكم وتفاعلكم

APPENDIX F: THE EXECUTIVE SUMMARY OF THE COE'S CONCEPTUAL FRAMEWORK

The Unit's vision is to achieve educational distinction and leadership and become a pioneer in contributing to the establishment of a knowledge society. Its goal is to be a “Center of Expertise” at the regional and national levels, attaining a position among top international colleges of education. The mission of the Unit is to prepare professional educators who contribute to building a knowledge society and who are able to compete globally. This will be achieved through improving the Unit’s programs and units and by establishing a high-functioning learning community. Moreover, the Unit seeks to respond to the diverse needs of the society, the problems of the educational field, and the challenges to comprehensive development through presenting initiatives for educational reform. It employs knowledge, research, and development in the best way possible in light of the values and needs of the Kingdom of Saudi Arabia society and according to the academic accreditation criteria.

The Unit seeks to accomplish three general objectives which are (1) To prepare distinctive professional educators who are socially involved and professionally capable, and who engage in their continuous professional growth according to the values and needs of the society and the standards of academic accreditation, (2) To conduct distinguished research that will contribute to the accumulation of knowledge, advance professional practices, support educational reform efforts, and meet the needs of the educational field and the challenges to social and economic development, (3) To develop the society through contributing to educational initiatives, research, training, and consultation programs within the framework of a strategic partnership with other local and global institutions.

The Unit philosophy is centered on the fact that learning is a form of worship that draws one closer to Allah. Moreover, this conviction is centered on a well-established Islamic principle that emphasizes that seeking education is an obligation of every Muslim, which implies that all individuals are able to learn and are obliged to continue learning. In the framework of active authentic learning, the learner’s role is activated, and each party seeks to improve his/her experiences and his/her practices positively.

According to the above described conviction, the Unit derives its core values from the Islamic education principles that emphasize the educator's integrity and that highlights the ethics of the teaching and learning process and the importance of making use of what has been achieved by the best educational experiences and practices. These core values are: Life-long learning, Fairness and integrity, Perfection, Professionalism and Freedom.

The Unit aims to accomplish its vision, mission, and goals by undertaking the following functions: Preparing Professional Educators, Educational Research, and Professional Development. The Unit seeks to achieve these functions through effective partnership with the Faculties of Education and other governmental institutions and non-governmental organizations non-governmental organizations (NGOs), partnership between them and the institutions of global flagship, Functioning through Effective Partnership.

The vision and mission of the Unit are based on a set of knowledge pillars that seeks to achieve the levels of learning community within the unit and in the field of education. These pillars are as the following:

The knowledge society: The Colleges aims to provide its candidates with a quality education that prepares them to face the challenges and requirements of the society, thus enabling the society to produce knowledge rather than 'just' consume knowledge and contribute to building an economy based on knowledge. Among the College's community, the concept is characterized by openness in collecting, renewing, and exchanging information and in making decisions, as well as in the pursuit of producing professional education knowledge, rather than only consuming it. Among the University's community, the professional circles, and partnering schools and organizations, the concept is reflected in initiatives, research and development projects that are built on databases, results of scientific research, and generation of new knowledge.

Learning Community: It is defined as the group of individuals who are connected together by common values and beliefs. They are actively involved in learning from one another (Goodyear et al., 2006) according to four factors: membership with the group, mutual influence, satisfying individual needs, and sharing historical and emotional bonds. Therefore, participants in the learning community should feel some sort of loyalty that goes beyond their group membership that makes them desire to

continue the work and help others. The Unit believes that this can be realized within the professional learning community at partnering schools and educational organizations through five dimensions (Hord, 1997) –shared supportive leadership, common values and visions, group learning and its application or what is called "collective creativity", suitable conditions, and in sharing experiences and individual practices—such that a balance would be established between the organizational structure on one end and the independent functions that produced it on the other (Morrissey, 2000).

Real Active Authentic Learning: Authentic Learning is the teaching context that links the knowledge and skills that are taught with real-life situations and problems. It also refers to the assignments and activities that this approach requires. Active Authentic Learning is achieved within the Unit's learning community in the programs and the designed practices according to learning outcomes that relate strongly to the expected professional practices in the field. The concept is also achieved within the professional community at schools and educational organizations through professional partnership activities which bring together faculty members, their assistants, and their colleagues in the field.

Performance Based Assessment: The Unit seeks to adopt assessment methods that are diverse and authentic, and that help to monitor and ensure the quality of the preparation programs, the performance of the faculty members, and the performance of the Unit in general. Performance - Based Assessment refers to the use of authentic assessment methods in which assignments are clearly defined, with clearly described steps. The concept also represents an approach to the preparation process of professional educators according to criteria. The Unit's learning community is working on using authentic assessment methods that can monitor and ensure the quality of the preparation programs. At the level of the field learning community, the results of the true assessment of the whole Unit's performance and the performance of the Unit's staff members and its candidates, is considered the basis upon which educational organizations can develop for they are learning organizations.

Diversity: Contemporary education trends suggest the importance of schools responding to students' cultural, linguistic, and ethnical diversity. The Unit responds to this change in student population by preparing educators able to meet all students' needs through modifying its professional preparation programs so that its

professional educators can use the attitudes, knowledge, and skills that make them able to positively interact in this environment. In the community of learners outside the Unit, the concept is reflected in the Unit's support and partnership with institutions that serve the gifted and talented, and those with special needs and in the practices of its alumni working in those institutions which reflect their belief in this concept.

Reflective Practice: This concept goes back to John Dewey's writings that argued for the possibility that educators' professional growth and skills take place through the conversations that they have with one another about their practices. This concept is realized at the level of the learning community of the Unit through the faculty's preparation of their academic courses according to the course description, their self-reflection, preparation of reports, and periodical revision of teaching folders and candidates' achievement folders. In addition, the concept is realized among the learning community in the field through the self-evaluation process that professional educators at schools and other educational organizations perform to identify what is needed for professional growth and the plans made to meet that need.

Integrating Technology: Technology integration at the Unit is necessity; faculty's approval of the vision and mission, and the concept of learning communities calls for the increased use of technology. Planning the instructional design of Unit's programs and its activities requires high levels of integration between adopted learning theories, teaching strategies, evaluation methods, and the implications of the relationship between learning; knowledge, skills, and character; and the elements and resources of the educational environment. Technology integration is evident within the learning community at the Unit in the teaching and learning activities that are based on educational research, in program management, and in professional development and skill improvement activities. Among the learning community outside the Unit, the concept is reflected in the practices of the candidates during field training and in forming a network of professionals that includes professors of education and practitioners. It is also reflected in renovation initiatives and consultations that the Unit provides to the national projects that aim to develop education in the Kingdom of Saudi Arabia.

The Unit seeks to adopt a system of diverse and honest evaluation methods that take into account the methods of true evaluation both in the evaluation of institutional

performance of the Unit, or the assessment of its programs, the assessment of the performance of faculty members and leaders, university professionals, as well as the assessment of the performance of candidates enrolled in its programs. The systems and methods of evaluation are highlighted by a number of characteristics: continuity and feedback, inclusiveness and integrity, accuracy and partnership. The candidates in undergraduate degree programs go through five successive evaluation stages to ensure the quality of learning and achieve the target output level evaluation.

In light of the Unit's vision, mission, philosophy and values, professional educators who are graduates of the Unit should have the following specifications:

First, they abide by Islamic values including work ethics.

Second, they possess skills and deep understanding of content knowledge, structure, basic concepts, and inquiry methods in their specialization, and contribute to make relevant experiences available and meaningful to the students.

Third, they possess research skills and understand the content of research and recent studies on the growth of all students, and understanding its role in the development and learning. They also contribute to making available suitable experiences that will lead to students' mental, social, physical, and emotional growth.

Fourth, they plan and use different methods of teaching and learning in their specialization, that lead to their ability to help students develop critical thinking skills and problem solving skills.

Fifth, they possess verbal and non-verbal communication skills, and use several forms of media to communicate with their students, colleagues, administration, parents, and the local community.

Sixth, they understand motives, and individual and group behavior, and apply this understanding while creating a learning/ work environment that encourages personal growth, intrinsic motivation, and positive social interaction, that will lead to students' engagement in active learning.

Seventh, they use strategies for formal and informal assessment to evaluate every aspect of students' growth and achievement, and are able to analyze data for different purposes.

Eighth, They look forward to opportunities of self and professional improvement and to have flexibility in changing professional inclinations, reflecting what is expected from the graduate as an educator.

Ninth, they use technology and integrate it in their professional practices.

Tenth, they understand individual differences among students in all physical, mental, and emotional aspects, and appreciate their socioeconomic and cultural diversity.

APPENDIX G: COA STUDENTS' QUALIFICATIONS AND OUTCOMES FRAMEWORK

Introduction

A College in any Higher Education Institution in the Kingdom of Saudi Arabia has the responsibility towards society to produce graduates who meets the National Qualification Framework to be assiduous citizens and in meeting the expectations of societal and market needs. In meeting this basic requirement, the College of Arts of King Saud University has defined in the KSU – COA Strategic Plan (2010 – 2020), the nature of the graduates of the COA in its mission and its characteristics of its students and graduates as follows:

i. The Mission Statement of the College of Arts

The mission of the college of arts is to provide high-quality learning experiences, and outstanding research in humanities and social sciences underpinning Islamic and Arabic values. It actively fosters students' knowledge, personal growth, creativity, effective communication, critical thinking, analysis, responsibility, and the ability to apply them in real life situation. Furthermore, it encourages partnerships, creative activities and services to better serve the society.

ii. KSU – COA students and graduates competency and character outcomes

With the defined set of KSU – COA values as enumerated in the KSU – COA Strategic Plan 2010 - 2020, KSU – COA seeks for a desired set of Characteristics and Capabilities that defines its commitment to ensuring that its students and graduates acquire the habits of mind and character, skills and knowledge necessary to function as educated and moral individuals, life-long learners, and responsible citizens. To these ends, KSU – COA fosters the development of the following characteristics and capabilities of its students and graduates:

- **Communication Capability and Capacity:** KSU – COA students and graduates have the enduring and transferable ability to write, speak, and listen effectively by organizing, understanding, interpreting and expressing ideas clearly and appropriately; mastering standard use of written and oral communication; appreciating alternative forms of expression; distinguishing

between the medium and the message; listen, observe, interpret, and understand others for harmonious and peaceful resolutions.

- **Analytical and Critical Thinking:** KSU – COA students and graduates have the capability and capacity for independent and disciplined thinking and creative discovery by using independent, objective, and rigorous reasoning; identifying and integrating the elements of a task or problem; seeking, organizing, assimilating, synthesizing, and using information; maintaining a healthy and constructive skepticism; recognizing the value of creativity, the limits of reason and the legitimacy of intuition to arrive at a sound and rational solution that contributes to development and benefits to all.
- **Problem Framing and Solving:** KSU – COA students and graduates have the ability to analyze and solve problems individually and collaboratively by appreciating the complexity of problems; going beyond conventional assumptions; understanding parts of systems as well as the whole; recognizing patterns and generalizing; searching and testing solutions using analytical and intuitive skills; evaluating and monitoring outcomes; working effectively and creatively in diverse and multifarious groups.
- **Knowledge:** KSU – COA students and graduates has the ability in mastering basic facts, concepts, and literature of the humanities, arts and sciences; acquiring knowledge of diverse ethical traditions and contemporary issues; developing competence in the use of technology, instrumentation, and research methods; developing expertise in a major; understanding the evolution and trends of that major; acquiring knowledge of developmental opportunities within and outside of the major through inter-disciplinary discourse.

- **Integration and Application of Knowledge:** KSU – COA students and graduates have the ability in recognizing and valuing the interconnectedness of knowledge; learning creatively from practice and experience; applying knowledge in innovative ways; appreciating, using, and promoting interdisciplinary, multidisciplinary and culturally diverse perspectives; fostering connections wherein knowledge serves as a bridge to new levels of understanding and insight that benefits others as a whole.
- **Self-Development:** KSU – COA students and graduates have a personal philosophy of life reflecting high ethical standards, spiritual values, and a commitment to service; the ability in assessing personal strengths, weaknesses, and potential; developing individual goals and persevering to achieve them; building self confidence and motivation; identifying and respecting diverse backgrounds and viewpoints; dealing effectively with change; recognizing and tolerating ambiguity; developing a well-considered personal ethic that includes responsibility for actions; assuming responsibility for decisions and their results that affects others positively.
- **Citizenship:** KSU – COA students and graduates have the capacity for citizenship and leadership in all domains that contribute creatively to human well-being as an exemplary citizen and leader by participating in the local, national, and global, and Arabic and its diverse community; being sensitive to the welfare of others; appreciating Islamic values; acquiring a sense of personal and collective responsibility for the social and natural environment.
- **Life-long Learning:** KSU – COA students and graduates have the ability of maintaining a sense of love of knowledge and of curiosity; appreciating and mastering the process of learning; recognizing that learning is a means of

fulfillment and success in one's personal and professional life; familiarity with and appreciation of diverse cultures; and striving for the development of oneself and the whole community.

**APPENDIX H: TRANSITION POINT ASSESSMENTS INITIAL
PROGRAMS AND ADVANCED PROGRAMS**

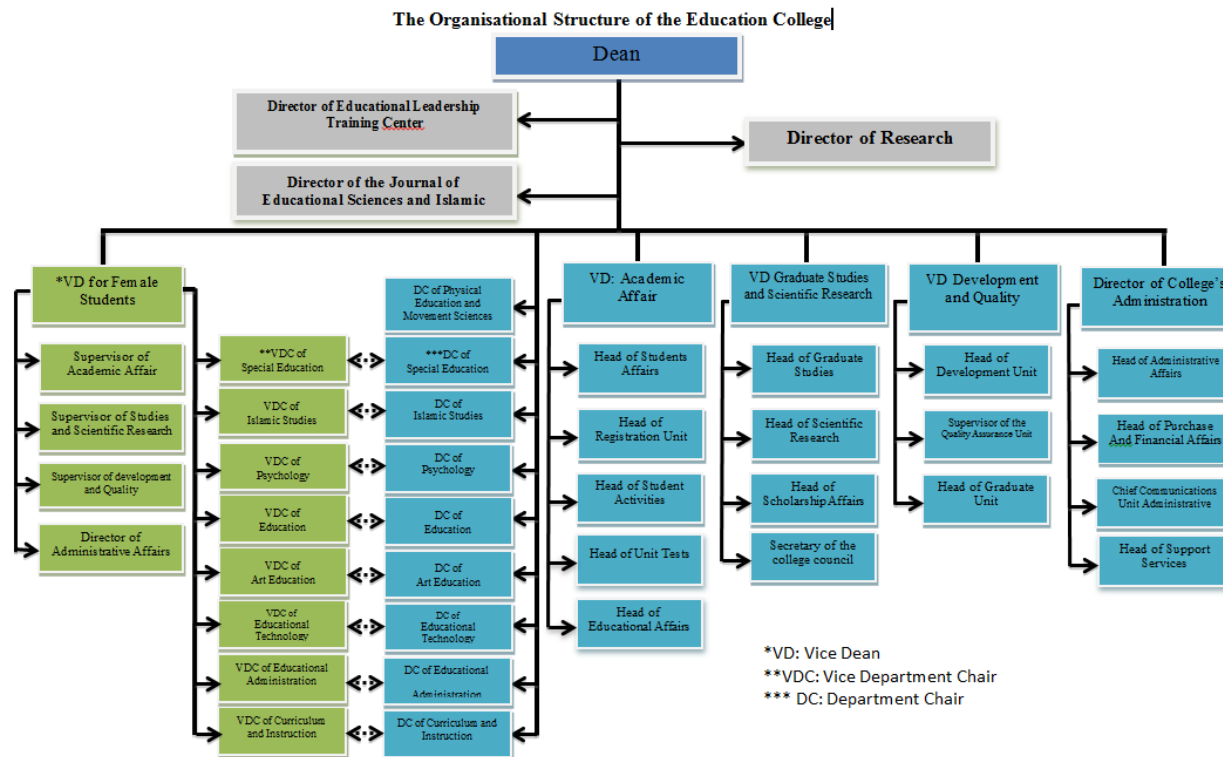
Appendix H unavailable due to copyright

[

**APPENDIX I: FIELD EXPERIENCES AND CLINICAL PRACTICE
REQUIRED FOR INITIAL PROGRAMS AND ADVANCED PROGRAMS**

Appendix I unavailable due to copyright

APPENDIX J: THE ORGANISATIONAL STRUCTURE OF THE COE



APPENDIX K: THE ORGANISATIONAL STRUCTURE OF COA

