Stakeholders Engagement in the Environmental Analysis to Develop SFAS: Case of the FIBH

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المستخلص:

التخطيط الاستراتيجى هو الجسر الذى ينقل المؤسسات من الحاضر للمستقبل. يعد التحليل البيئى أساسا لعملية التخطيط الاستراتيجيى. تعد مشاركة أصحاب المصالح فى التخطيط الاستراتيجى للجامعات ضرورة من أجل نجاح و استدامة الجامعات. مشاركة أصحاب المصالح بتتوعهم يرفع من جودة عملية التحليل الاستراتيجي و يؤدى الى تواصل أفضل مع أصحاب المصالح، كما يعمل على تحسين الاتجاه. تهدف هذه الدراسة الى إشراك أصحاب المصالح فى التحليل البيئى الاستراتيجى لكلية الأعمال الدولية و الانسانيات (الحالة موضع الدراسة) من أجل إعداد مصفوفة العوامل الاستراتيجية الموقفية من خلال منهج شبه تجريبي. أهداف الدراسة: (1) مراجعة أدبيات الادارة لتحديد أصحاب المصالح و دورهم فى التخطيط الاستراتيجى و فى التعليم العالى. (2) تحديد أصحاب المصالح للحالة موضع الدراسة. (3) تنفيذ التجربة من خلال (3.1) تصميم و تنفيذ ورشة عمل عن التحليل البيئى. (3.2) تقييم معامل التأثير للعوامل الاستراتيجية فى كلا من مصفوفة العوامل الداخلية والخارجية بواسطة مجموعات تركيز من أصحاب المصالح للحالة موضع الدراسة. (4) إعداد مصفوفة العوامل الاستراتيجية الموقفية للحالة موضع الدراسة. شارك فى الدراسة 19 من اصحاب المصالح للحالة موضع الدراسة فى ثلاث مجموعات تركيز . جاء إجمالى الاوزان النسبية للمصفوفات الثلاثة أعلى من حد القياس مما يدل على حسن أداء الكلية موضع الدراسة مع الحاجة لبذل المزيد من الجهد من أجل تحسين كفاءة و فعالية الكلية موضع الدراسة. يؤكد البحث على ضرورة اتباع الكلية استرايجيات النمو. تساعد هذه الدراسة على تحسين التواصل بشكل تبادلى بين الكلية و أصحاب المصالح. كما تمكن الكلية من اكتساب مكانة متميزة فى السوق و المجتمع. توصى الدراسة بعمل دراسات مستقبلية بعدد أكبر من أصحاب المصالح.

الكلمات المفتاحية: مشاركة أصحاب المصالح؛ التخطيط الاستراتيجى؛ التعليم العالى؛ التحليل الرباعى ؛ التحليل البيئى ؛ مصفوفة العوامل الموقفية.

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Abstract

Strategic planning is the art of bridging the present to the future. Environmental analysis is the base of the strategic planning process. Stakeholders' engagement in the strategic planning of universities is crucial for their success and business sustainability. The stakeholders' engagement with their diversity would ensure a higher quality of the analysis exercise, better communication, and improved direction. This study aims to engage the stakeholders in the environmental analysis of the faculty of International Business and Humanities (case study) to develop the situational factors analysis summary (SFAS) matrix in a quasi-experimental design. The study objectives are to (1) review the literature to identify the stakeholders' engagement and its importance in strategic planning and higher education. (2) identify the stakeholders of higher education and the case study. (3) conduct a quasi-experiment consisting of (3.1) design and delivery of a workshop on environmental analysis. (3.2) assign the impact factors to EFAS and IFAS using focus groups of stakeholders. (4) conclude the SFAS for the FIBH. 19 FIBH stakeholders in three focus groups participated in the workshop. The total weighted impact score of the strategic factors in FIBH's EFAS, IFAS, and SFAS exceeds the benchmark. This indicates that FIBH is performing well. There is more work to do to improve its efficiency and effectiveness. It is highly recommended that FIBH pursue growth strategies. This study improves the mutual communication process with the stakeholders. It supports the case study in positioning itself differently. Conducting future studies with a larger number of stakeholders is highly recommended.

Keywords: Stakeholder engagement; strategic planning; higher education; SFAS; SWOT; Environmental Analysis.

Introduction

Higher education (HE) is one of the highly significant drivers in the national economy. Higher education provides the development basis for every country economically, socially, culturally, and scientifically. Therefore, planning to transform higher education to address universities' internal and external challenges is one of the most important issues (Shirani et al., 2019). Strategic planning is the art of bridging the present to the future. It starts with the identification of the current situation of an entity internally and externally, which is known as environmental analysis. Then the development of the future vision, objectives, and strategies in the strategy formulation phase. Till the detailed action plans for implementing strategies and the predefined objectives. It ends with the evaluation and control phase where the actual performance is compared to the predefined objectives and corrective actions are taken to overcome gaps. The information collected from the environmental analysis is the foundation for effective strategic planning to enable the organization to achieve its objectives and sustain its success. The accuracy, timing, and comprehensiveness of this information are the key drivers for the success of the successive strategic actions. The engagement of all stakeholders in the analysis phase is needed to ensure the diverse perspectives of various stakeholders. Their engagement in data collection and analysis is crucial. The SWOT matrix is a widely used technique for environmental analysis. Internal environment analysis for all resources, culture, and structure within the organization into weaknesses and strengths. External

environment analysis of all the forces outside the organizational context, all variables in the general environment, and all the actors in the industry environment into opportunities and threats. The external factors analysis summary (EFAS), internal factors analysis summary (IFAS), and situational factors analysis summary (SFAS) are tools to prioritize the identified environmental factors according to their weighted score. These top prioritized items are summarized internally from IFAS and externally from EFAS into SFAS. SFAS gives the decision maker an actual view of the internal and external situation of the organization in one window. This will facilitate the selection of the appropriate strategies to move into the future and achieve the predefined objectives. Organizations that lack a strategic approach will not be able to formulate a vision, create their goals, and define the purpose of their existence (Paraggua, et al., 2022). The objectives of this study are to (1) review the literature to identify the stakeholders' engagement and its importance in strategic planning in general and higher education in particular. (2) identify the stakeholders in higher education and for the case study. (3) conduct a quasi-experiment consisting of (3.1) design and delivery of a workshop on environmental analysis as part of the strategic management process. (3.2) assign the impact factors to EFAS and IFAS using focus groups of stakeholders. (4) conclude the SFAS for the FIBH. This study is organized into an introduction, literature review, method, case study, discussion: analysis and results, conclusion, and recommendations.

Literature Review
Higher Education Stakeholders: Identification and Engagement
University stakeholders are defined as "individuals who are interested in the activities of an organization because of their stake in the institution and because they want the development of the institution" (Ogunode et al., 2023, p.46). Stakeholders are defined as "any person or group that can affect or be affected by an organization's activities" (Chan, 2021, p. 14). Stakeholders for Nigerian universities are alumni, students, parents, non-academic staff, governing council, ministry, agencies, national university commission, NGOs, private organizations, community and academic staff (Ogunode et al., 2023). Universities in Kenya focus on developing targeted strategies to actively engage alumni, industry partners, and parents through social media platforms (Kwamboka, 2024). The human actors of universities and colleges are university leaders and administrators, professors, local government officials, local students, local parents, and local teachers (Xu, 2024). It is confirmed that alumni and industry partners show some level of involvement in social media engagements (Kwamboka, 2024). It is highlighted that students and faculty staff are considered the primary stakeholders engaged through social media platforms in universities (Kwamboka, 2024). Also, faculty and students were identified as the most salient and ultimate stakeholders who could provide credible information (Cho, 2017). Three categories of stakeholders were identified based on power, legitimacy, and urgency (Agyeman et al., 2020): latent stakeholders, expectant stakeholders, and definitive stakeholders. The assessment of stakeholders' impact on universities resulted in four classifications of stakeholders: supportive, marginal, non-supportive, and mixed blessing (Chan, 2021). The identification of university

stakeholders has not been empirically researched, therefore the process of identifying them needs to be well structured (Agyeman et al., 2020). Continuous competition for excellence drives higher education institutions to present their outcomes with higher credibility and integrate more non-financial items to increase stakeholder engagement (Saraite-Sarine et al., 2020). Stakeholder engagement is an imperative pillar of universities in the 21st century from the point of view of both researchers and practitioners (Kwamboka, 2024). The imperative for effective communication arises from the realization that stakeholders vary widely in their expertise, responsibilities, and perspectives (Oladeinde et al., 2023). Universities must obtain stakeholder support to ensure the successful implementation of most strategic initiatives (Chan, 2021). The changes in the higher education ecosystem require the active participation of the teachers in implementing changes and improving the university's activities (Khamzina et al., 2024). It is highly recommended that university leaders always involve the stakeholders in the subjects influencing universities (Ogunode et al., 2023). Top institutional leaders of South Korean universities express to stakeholders that they appreciate relationships with the community (Cho, 2017). Strengthening the linkages between universities and community development actors including industrial ones will enhance curriculum orientation toward problem-solving and entrepreneurial capacity building for young graduates, increase alignment and relevance to society's needs, and improve the employability of university graduates (Paul, et al., 2024). Community engagement is imperative for tertiary education, as it enables universities to communicate with external stakeholders, realize social impact, and improve the development of strategies for public engagement (Spânu et al., 2024). Development strategies to enhance public engagement in tertiary education through the academic third mission is highly emphasized (Spânu et al., 2024). Community engagement is fundamentally built on reciprocal partnerships and collaboration between universities, colleges, and the communities within which they exist (Martin & Steel, 2022). Traditional authority plays a imperartive role in the administration of universities to ensure the success and continuous relevance of such universities to society (Agyeman et al., 2020). The potential expansion of stakeholder participation in university management has been explored (Bisani et al., 2021). The level of engagement of the university faculty is influenced by awareness of the processes taking place at the university, the ability to convey their opinions to the university management, the fairness of management's actions in resolving problems, the possibility of taking initiative and freedom of action, as well as respectful attitude towards staff (Khamzina et al., 2024). Low engagement of stakeholders, limited implementation of university policy on the engagement of stakeholders, low agitation level from stakeholders, and fear of opposition from stakeholders are recognized as obstacles to effective stakeholder participation in administrating effectively universities in Nigeria (Ogunode et al., 2023). A framework for open collaboration with stakeholders to facilitate their online engagement in strategic planning exercises of e-government research has been proposed (Bicking & Wimmer, 2011). The implementation of the actor-network model highlights how institutions have moved from implementers to collaborators, initiating a flexible network that improves stakeholders' engagement synergy, attracts more participants, and promotes sustained dynamic involvement (Xu, 2024). To realize a

social license to work and grow in transnational higher education, universities must comprehend their local environment, exchange benefits with local communities, and have fruitful community engagement exercises (Chen & Vanclay, 2022). Universities are responsible for interactive communication and collaboration with the local community and other involved parties to expedite the development of high-quality design projects to add value to the daily lives of communities (Treija et al., 2022).

Strategic Planning and Stakeholders' Engagement in Higher Education (HE)
Higher education institutions have an imperative role in developing competent future generations in today's digital transformation of the fourth industrial revolution (Kurniawan et al., 2022). Universities have a substantial role in producing skilled human resources and contributing to community development (Irawati et al., 2024). Competent human resources have been a critical issue in most parts of the world. Only effective education can address significantly the future demand for human resources (Kurniawan et al., 2022). Education is considered a dynamic driver in human and societal development, evolving to meet changing demands and needs (Sormin, 2024). Higher education not only teaches students to comprehend complicated topics but also assists them in excelling in analytical thinking, communicating ideas, and other business-related skills and competencies to be top-notch (Paraggua, et al., 2022). Strategic planning is a vastly implemented and structured process in higher education. Strategic planning is defined as "a process wherein leaders of the organization find out and establish their vision for the future and determine their organizational goals and objectives" (Paraggua, et al., 2022, p. 632). It is used as an effective methodology for making decisions and prioritizing activities that influence universities' performance in the long term (Shirani et al., 2019). Higher education institutions perform strategic planning exercises to realize their objectives, improve their operations processes, and enhance their institutional efficiency. Higher education strategic planning supports an institution to focus on its excellence and success sustainability in the ever-changing world (Paraggua, et al., 2022). Higher education promotes sustainable development plans by empowering teams to adjust their thinking and fight for a secure future (Fahim et al., 2021). Environmental analysis is a continuous and interactive process. It has to include stakeholders' consultation and timely assessment to evaluate and guarantee constant improvement of corporate sustainability management (Garcia et al., 2012). Stakeholder engagement involves political, social, and societal contribution and participation. Stakeholder engagement in strategic planning is crucial for good governance (Bicking & Wimmer, 2011). The influence of stakeholder engagement on the decision-making process is imperative (Betta, et al., 2022). The involvement and cooperation of the whole campus; internal and external stakeholders have been highly emphasized; Internals including faculty, students, administration, staff, and alumni, and externals including community members and employers. (Paraggua, et al., 2022). Stakeholder engagement in the strategic plan 2023-2028 of the medical training college in Kenya was highly pointed out. Indicating that the strategic planning process is key in any institution of learning (Chelimo, et al., 2023). The significance of strategic planning, stakeholder engagement, and capacity development was highlighted to

reinforce innovation and improve educational outcomes (Kunwar et al., 2024). Effective communication ensures that all stakeholders are targeting the same goals. These stakeholders include parents, teachers, administrators, board members, and the community. (Paraggua, et al., 2022). The stakeholders' participation with diverse perspectives and expertise in the SWOT analysis has been considered essential to enhance accountability, transparency, and efficiency in university governance, the quality of decision-making, innovation, and trust among stakeholders. Inequality in stakeholders' representation and communication complexity are among the top remarks (Irawati et al., 2024). A well-informed approach was highly recommended to consider the diverse needs and concerns of students, teachers, and the wider educational community (Denecke et al., 2023). The student's opinion is highlighted as an essential component in quality assurance and assessment in higher education. Education assurance and assessment are integral pillars of the increasing competitiveness within the higher education system (Darjan et al., 2015). The student evaluators are participating significantly in developing the strategic initiatives and vision of the related institutions.

SWOT and Stakeholders in Higher Education

Environmental scanning has been defined as "the monitoring, evaluating, and disseminating of information from the external and internal environments to key people within the corporation" (Wheelen & Hunger, 2012, p. 98). The easiest form to perform environmental scanning is through a SWOT matrix. SWOT is an acronym that describes certain Strengths, Weaknesses, Opportunities, and Threats. They are considered strategic factors for a specific entity. It is "a process for recognizing and examining internal strengths and weaknesses and external opportunities and threats that help develop strategic objectives and affect existing and future operations" (Paraggua, et al., 2022, p. 633). The main objective of the SWOT matrix is to support organizations to be more knowledgeable of the factors affecting their decisions by scanning the internal and external factors that would influence the practicality of their decisions (Paraggua, et al., 2022). The strategic approach of SWOT analysis enables the field of nursing education to enhance the advantages resulting from using ChatGPT while developing firewalls against any potential risks in addition to providing a well-rounded assessment that assists stakeholders make effective decisions (Abujaber et al., 2023). In the field of education, the SWOT analysis matrix can support schools to comprehend their internal strengths and weaknesses, as well as their external opportunities and threats (Zhang & Ramli, 2024). Through SWOT analysis, schools can develop more scientific and reasonable development plans, thus better satisfying the needs of students and enhancing the quality of education (Zhang & Ramli, 2024). A SWOT analysis is one of the fundamental tools used by organizations to examine their market position. It is commonly employed to scan internal and external organizational environments when facing uncertainty (Adebesin et al., 2024). The Philippine Merchant Marine Academy (PMMA) developed a SWOT matrix to support the development of an outstanding strategic plan and promote the practice of SWOT analysis in other higher education sectors (Paraggua, et al., 2022). A SWOT analysis of the governance of Nahdatul Ulama University, South Kalimantan (UNUKASE) has been conducted by a mix of stakeholders includes students, lecturers, staff, alumni, government, and

industrial partners (Irawati et al., 2024). Stakeholders' perceptions of campus autonomy, associated opportunities, challenges, benefits, and drawbacks have been examined at Tribhuvan University (Kunwar, 2024 et al., 2024). Another SWOT analysis was conducted for ChatGPT's strategic management and technology enablement in the education sector. It resulted in various subjects influencing various stakeholders of ChatGPT in education (Alabool, 2023). An assessment of the possible effect of integrating ChatGPT into nursing education through an inclusive SWOT analysis with insights from various stakeholders (Abujaber et al., 2023). A study was run to recognize the strengths, weaknesses, opportunities, and threats of the distance learning system in higher education in Pakistan. It presents a foundation for the stakeholders to develop outstanding strategies to enhance the distance learning system in Pakistan. These stakeholders include policymakers, the administration, and the higher education department of Pakistan. (Nasreen & Afzal, 2020). The application of SWOT analysis in Christian Religious Education (CRE) has been explored, acknowledging its pivotal role in shaping individual character, values, and spiritual beliefs (Sormin, 2024). The strengths, weaknesses, opportunities, and threats (SWOT) of using AI-based tools (ABTs) have been identified in higher education settings. It used a survey instrument to collect the viewpoints of lecturers and students (Denecke et al., 2023). SWOT analysis of the acceptance of Massive Open Online Courses (MOOC) by learners in Malaysian universities has been conducted using a quantitative research method (Albelbisi et al., 2022). SWOT analysis of the E-learning application effectiveness in higher education during COVID-19 indicated the need for a proper analysis of the distance learning system from the perspectives of students and teachers (Safonov et al., 2021). In engineering education in Africa, SWOT analysis recommended intensified efforts to optimize the strengths and opportunities while overcoming the threats and weaknesses (Fomunyam, 2020). The feasibility of vocational music education distance education was examined with a SWOT analysis using stakeholder views through the semi-structured interview. The study included undergraduate students, graduate students, and lecturers at two different state universities in Konya, Turkey (Aksoy, 2022). The development status and strategy of elderly art education in China were analyzed using SWOT to formulate adequate strategies to boost the development of elderly art education (Zhang & Ramli, 2024). Mapping the knowledge environment of artificial intelligence (AI) in Higher Education using a SWOT analysis out of bibliometric and visualization analysis (Adebesin et al., 2024). Improving the strategic planning application in identifying the priorities of the governmental subsystem of higher education in Isfahan province, using a mix of SWOT and exploratory factor analyses (Shirani et al., 2019). Analyzing the quality of the higher education system in Morocco through reforming the sustainability of higher education can be realized using a mix of SWOT and decision-making analyses with the integration of the analytic hierarchy process (AHP) and entropy technique. The questionnaires were completed by diverse stakeholders in higher education to obtain the essential key factors for the SWOT analysis. These stakeholders included experts, staff, and students. It recommended using the calculated priorities of SWOT as a management approach for essential decision-making (Fahim et al., 2021). An analysis of the internal and external circumstances of STAI (Sekolah Tinggi Agama Islam/Islamic Higher Education) in tabulating a strategy for

changing the form of a higher education institution using TOWS and SPACE matrices was conducted using a descriptive qualitative method (Solihin et al., 2019). It suggested strengthening academic culture and developing academic programs by improving the quality of lecturers, employees, education personnel, students, and stakeholders. A SWOT analysis of distant services and electronic information resources of libraries of higher education institutions in Ukraine was undertaken (Rzheuskyi & Kunanets, 2023). The application of blended learning in higher education institutions in Ukraine was analyzed using SWOT. The analysis indicated that it is sufficiently substantiated (Ivashchenko & Bykova, 2018). The quality assurance process in the Universities of Agricultural Sciences and Veterinary Medicine (UASVM) in Romania was assessed using SWOT with insights from students and evaluators. The analysis identified the most imperative strategic options at the university level (Darjan et al., 2015). It emphasized the functionality of the quality system. The evaluators were a combination of experts from the Romanian Agency for Quality Assurance in Higher Education (ARACIS), student experts, and a foreign evaluator. The assessment of the competitiveness and selection decision of private universities and the implications for the decision to attend a private university in Indonesia was examined through the opinions of 300 students. The SWOT analysis findings indicated that the private universities in Indonesia are plotted in the defense quadrant. They have big market chances. Yet there are obstacles within the private universities themselves (Waluyo et al., 2023).

Methodology

This study adopts a qualitative approach through a quasi-experimental design and case study method. The case study is adopted to provide a deep exploration of environmental analysis and stakeholders' engagement in the faculty of International Business and Humanities (FIBH). The quasi-experimental design is used to develop and conduct the environmental analysis workshop. The road map of the quasi-experiment: (1) Identification of FIBH stakeholders (2) Targeting stakeholders through structured invitations by email and phone calls. (3) Development of three focus groups of stakeholders (Alfa, Beta, and Sigma). Each group is a mix of stakeholders to facilitate discussion and extract valuable insights (4) Development of the workshop materials; insights about strategic management process, strategic management in higher education, the current status of FIBH strategic planning process, and methodology adopted to reach the identified opportunities, threats, weaknesses, and strengths of FIBH. In addition to an illustration of the scoring used in assigning the weight per each factor and the impact scoring that will be used in three rounds. (5) Workshop delivery (knowledge part) (4) Execution of the three rounds of environmental analyses: internal, external, and situational on the same day of the workshop. In the first and second rounds, the stakeholders review the given factors and assign impact scores individually, group-based, and intergroup (application part). Each round is 45 minutes: 15 minutes for each participant to read, review, and write his/her comments in the dedicated space. Another 15 minutes for group discussion to reach a consensus. The last 15 minutes are for discussion intergroup to reach a final consensus (scoring and adjustments). (5) The workshop facilitator concludes the IFAS and EFAS via structured Excel sheets. (6) The workshop facilitator and the

stakeholders identify the factors with the highest weighted impact of IFAS (0.04 and above) and EFAS (0.03 and above) to be transferred to SFAS. (7) Development and endorsement of SFAS in the third round.

FIBH stakeholders have been identified using the literature review into management, academic staff, support staff, administrative staff, Borg Elarab citizens representing the public community, employers representing the business community, non-governmental organizations (NGOs), undergraduate students, graduates, postgraduate students, and professional programs students. 30 invitations have been sent. Some people represent more than one role: professional student and employee at the same time. The targeted stakeholders include 2 undergraduate students, 1 graduate student, 2 MBA students, 4 postgraduate students (3 master's degree students and 1 PhD student); all of them are teaching assistants (support staff), 3 EJUST administrative staff (1 of them is FIBH employee),13 academic staff of FIBH, 1 member representing NGO, 3 Management representatives (Dean, quality assurance unit manager, and deputy manager), 2 citizens and 6 employers representatives, 5 members of the strategic planning committee and 3 academic staff representing the Japanese partner who recently returned from a research fellowship in Japan. The participants were 19 representing all the targeted stakeholders except the NGO representative.

The SWOT factors were identified in advance in another exercise using extensive search, brainstorming, interviews, and a focus group of strategic management experts and professionals. The strengths and weaknesses were identified using a structured list of factors in an internal analysis exercise. This list has been developed based on the resources-based theory (resources, culture, and structure) and best practices in higher education. The opportunities and threats were identified in an external analysis exercise using a structured list of factors adopted from the PESTEL analysis and industry analysis and adjusted by the best practices in higher education. The identification of the SWOT factors was an iterative process. This process consists of various rounds, searching for the best practices in higher education, developing a structured list of factors, data collection, sentence synthesizing formulation, reviewing, fine-tuning, and validity checks. The collected data was analyzed and categorized based on its impact (positive or negative) and its source (external or internal) to develop SWOT factors in IFAS and EFAS matrices.

The weight for each factor reflects the importance of each factor of IFAS, EFAS, and SFAS. The same focus group of strategic management professors assigned the weight of each factor. The weight has been assigned based on the required resources to deal with each factor: time, effort, manpower, and budget. The total weight of factors is 1.00. The scoring of the impact of each factor: (1) very poor, (2) poor, (3) average, (4) high, (5) very high. It reflects how the management deals with each factor using the effect of each factor on FIBH's reputation, enrollment rate, and performance, financially and legally if any. This effect indicates how well the management deals with the factor. The rule for the final score for each item if the three groups did not have the same score or did not agree after discussion on one score: (1) if two groups out of the three have the same score, then their score will be the final one. (2) if all three groups have different scores, then the median score will be the final score for the factor. The impact score multiplied by the weight score has resulted in a weighted impact score. The weighted impact score has been used to

prioritize the factors and to focus on the most important ones. The EFAS and IFAS Excel sheets were prepared with the factors, pre-defined weights, and the equation. Once the impact is added, the weighted impact score is to be calculated, and the highest factors are identified and endorsed by the stakeholders' focus groups and moved to the SFAS. A coffee break was served in between the first and second rounds. In the third round, the SFAS was ready to be shared and endorsed by the focus groups: factors, weights, and rates.

FIBH Case

FIBH is the Faculty of International Business and Humanities (FIBH) at Egypt-Japan University of Science and Technology (E-JUST). It is located in Borg Elarab city, Alexandria, Egypt. E-JUST is a research university with an ambition to cultivate an academic environment and become a benchmark for education in Egyptian and African countries. It was established as a bilateral agreement project between the Egyptian and Japanese governments in May 2009. FIBH consists of two schools which are the School of International Business (SIB) and the School of Social and Human Sciences (SHS). At SIB, there are 5 tracks at the undergraduate level and also 5 tracks at the postgraduate level in addition to different tracks of the Master of Business Administration (MBA) program and professional diplomas in multiple areas. Their undergraduate and postgraduate programs are based on the Japanese zemi style of teaching which makes them unique and uncompetitive. FIBH's targeted customers are high school graduates, business school graduates, professionals, business entities, and research entities. Government entities for FIBH include the Ministry of Higher Education, Ministry of Finance, Tax Authority, Social Insurance Authority, Labor Office, and Borg Elarab Community Development Office. FIBH has many competitors, governmental universities, private universities, and national universities. The manpower of FIBH consists of academic staff, support staff (teaching assistants), and administrative staff. FIBH has a new vision statement" FIBH aspires to become a distinct world-class center of excellence for sustainable business and humanities education, research and serving the community in the globe region". and a new mission statement "FIBH provides excellent education and research sustainable eco-system for business and humanities students, academics, professionals and entities in Africa and MENA Region. This eco-system is based on unique Japanese partnership, innovative & creative culture, state-of-the-art technology, and competent diversified human resources in a multidisciplinary teamwork environment." The core values of FIBH are (1) excellence, (2) engagement & teamwork, (3) innovation & creativity, (4) sustainability, and (5) diversity & inclusion. It shapes its future around strategic themes: education excellence, research sustainability, partnership & networking, and continuous development of capabilities.

Discussion: Results and Analysis

All the participants were very enthusiastic to participate in the workshop. They enjoyed the group and inter-group discussions and recognized the composition of each group as a mix of stakeholders. The students of FIBH have shown a high level of knowledge and understanding of the exercise as each of them passed the strategic management course either in their undergraduate study, graduate study, or MBA. The selected EJUST employees are MBA students as well. They passed the strategic management course. The business representatives admired the experience and interaction between academia and business. They emphasized the importance of this interaction to develop a competent caliber for the job market. The support employees (teaching assistants) enjoyed this practical application and appreciated their participation in such a valuable event; that will shape the future of their faculty and its strategic plan. The academic professors admired the organization of the event and the adopted scientific methodology. Most of FIBH's academic staff recognized the industry, student, and community engagement in such an exercise. They emphasized the impact of their engagement in the strategic planning of their faculty on increasing their commitment and loyalty. They pointed out the value of engaging different perspectives of FIBH stakeholders. The quality assurance department emphasized the unique experience of such a mix of stakeholders and their valuable participation, its impact on the quality of the learning and research services of the faculty, and its role in adopting the quality standards in the strategic planning process and community engagement and development. Suggested areas for improvement are (1) to dedicate more time for application and exercise. (2) to be engaged in the early stages of each exercise; for example, they wished to be engaged since the identification of the SWOT. (3) to invite more business stakeholders.

The Sigma team raised a weakness point "Separation between HQ campus and main campus" but the group concluded that it is not a weakness since almost all FIBH lectures are on the HQ campus, there are buses connecting the two campuses, and next year FIBH will be transferred to the main campus. They raised a weakness related to the number of full-time academic staff and the need to hire more. The management representative replied that there is no need currently as the ratio of the number of students to an instructor is adequate. The beta team clarified the meaning of some factors. They highlighted the importance of artificial intelligence (AI) technological trends and their integration into the FIBH learning process and it will be added to the development strategy of FIBH. All students agreed that the students' database was not effectively updated therefore, it was transferred to the weaknesses section. The dean and Alfa team reported a new agreement with JICA; it has been adjusted from "JICA withdrawal" to "JICA renewal" and moved to the opportunities section. The Alfa group proposed to delete some points from the analysis due to their very low impact, but the three groups agreed to keep them and assign them low scores and they did not have a high weighted impact score to be transferred to the SFAS. The total weighted score of the external factors in FIBH's EFAS is 3.9 which exceeds the benchmark (3.5). It highlights lots of opportunities for FIBH to capture and some threats to plan carefully to avoid. The total weighted score of the internal factors in FIBH's IFAS is 3.82. It exceeds the benchmark (3.5), which emphasizes to FIBH management the importance of focusing on best utilizing the available

strengths in an efficient & effective manner. In addition to plan effectively to overcome the weaknesses through continuous development. FIBH strategic factors are summarized in the following Strategic Factors Analysis Summary (SFAS) matrix. The SFAS had been defined as "summarizes an organization's strategic factors by combining the external factors from the EFAS Table with the internal factors from the IFAS Table" (Wheelen & Hunger, 2012, p. 176).

Table 1: FIBH SFAS Matrix

Environmental Factors	Weight (W)	Impact (I:1-5)	WI
(1) External Factors			
O1: Increasing demand for education services with international standards	0.010	4	0.04
O3: Increasing demand for specialized graduate programs	0.015	4	0.06
O4: Increasing demand for qualified and competent graduates	0.015	4	0.06
O7: Availability of teaching participation from Japanese professors	0.010	4	0.04
O8: Availability of adjunct & visiting professors (Egyptians and foreigners)	0.005	4	0.02
O09: Availability of international accreditation bodies	0.010	4	0.04
O11: High competitor tuition fees (private universities)	0.010	4	0.04
O21: Need for qualifying Borg El-Arab citizens for the job market	0.010	3	0.03
O22: Need for community services: libraries	0.010	3	0.03
O23: Need for special developmental and professional training for citizens	0.015	3	0.05
O29: Tax exemption availability	0.010	3	0.03
O33: Increasing birth rate	0.020	3	0.06
O34: Increase demand for private universities *(because public universities will no longer be able to accommodate the number)*	0.005	4	0.02
O35: Increasing demand for international education in Africa	0.010	4	0.04
O36: Increasing value for education among Egyptians	0.010	4	0.04
O38: Availability of advanced research technology tools in the market	0.015	3	0.05
O41: Growing industrial zone of Borg Alarab	0.015	3	0.05
O43: JICA agreement renewal with EJUST	0.100	5	0.50
T3: Underestimated value of research by some business entities	0.010	3	0.03
T4: Low switching cost of customers (students)	0.010	3	0.03
T6: Lack of international PhD holders in Egypt	0.020	4	0.08
T7: High capabilities of customized programs by competitors (AAST and AUC)	0.030	4	0.12
T8: Strong international competition through dual degrees in some universities	0.030	4	0.12
T09: Increasing competition in North of Egypt	0.100	4	0.40
T12: Increasing recognition for international accreditation	0.010	3	0.03
T14: Threat of limiting the financial fund of the Ministry of Finance (EJUST self-fund).	0.050	4	0.20
T16: Availability of licensed software providers	0.010	3	0.03
T19: High unemployment rate	0.010	4	0.04

T20: Low education fundraising in Egypt	0.010	4	0.04
T22: Low-income level in Egypt	0.005	4	0.02
T23: Decreasing value of Egyptian savings	0.010	4	0.04
T24: Increasing inflation rate	0.010	4	0.04
T26: Cheating applications (ChatGPT...)	0.010	4	0.04
T27: Difficult mobility of students from outside of Alexandria	0.005	3	0.02
(2) Internal Factors			0.00
S3: Well-designed facilities and infrastructure of EJUST	0.01	4	0.04
S4: Friendly-environment campus of EJUST	0.01	4	0.04
S5: Qualified academic staff	0.01	5	0.05
S6: International PhD academic members	0.01	4	0.04
S7: International experienced academic members	0.01	4	0.04
S8: Availability of professional academic members	0.01	4	0.04
S9: Competitive salary packages of EJUST staff (academic, support, and administrative)	0.03	4	0.12
S20: Updated design of curriculums	0.01	4	0.04
S22: Competitive undergraduate tuition fees	0.01	4	0.04
S23: Available undergraduate scholarships; education, accommodation, transportation…etc.	0.01	4	0.04
S27: Available graduate scholarships	0.005	4	0.02
S28: Outstanding MBA program with 5 tracks: finance, accounting, HR, marketing, and general.	0.01	4	0.04
S29: Availability of some professional diplomas: fintech and general management diploma	0.005	4	0.02
S32: Average number of international publications for graduates	0.01	4	0.04
W2: Lack of promotion plan for FIBH and its programs (currently centralized as part of the university marketing plan).	0.01	4	0.04
W12: Lack of updated skills (research skills, research software, teaching methodology …etc.)	0.02	4	0.08
W13: Lack of staff development plan	0.02	4	0.08
W15: Lack of subscribed research software	0.01	4	0.04
W16: Limited number of subscriptions of some licensed software (copies).	0.03	4	0.12
W18: Inconsistent educational system (SIS)	0.01	4	0.04
W19: Lack of integrated Moodle: registration, learning, examination, materials, meetings...etc. (currently SIS in addition to Microsoft Teams and Google Classroom)	0.03	4	0.12
W23: Lack of faculty accreditation locally and internationally for undergraduate & graduate programs	0.04	4	0.16
W24: Lack of some professional specialization for graduate programs: supply chain, entrepreneurship	0.015	4	0.06
W28: Lack of accredited professional programs locally and internationally	0.01	4	0.04
W29: Limited number of international publications of postdoctoral	0.03	4	0.12
	1.000		3.97

The SFAS indicates that FIBH is currently performing well (3.97) in its overall situation environment internally and externally, which exceeds the benchmark (3.5). There is more work to do to improve its efficiency and effectiveness, and to optimize its internal capabilities and strengths to capture more of the external environment opportunities.

Conclusion

Stakeholders' engagement in the strategic planning of universities is crucial for their success and business sustainability. The start of the strategic planning exercise is the environmental analysis phase. This phase is the base of the whole exercise. Therefore, the stakeholders' engagement with their diversity would ensure higher quality of the analysis exercise, better communication, and improved direction for future actions. The workshop was designed to build awareness among FIBH stakeholders about the strategic planning process in higher education and FIBH. The workshop highlighted the status of the FIBH strategic plan, the adopted process to develop the strategic factors (SWOT), and the scoring of the weight and the impact of the strategic factors. 19 FIBH stakeholders participated in the workshop representing a diverse mix of FIBH stakeholders. The participants were organized into three focus groups to facilitate the discussion. The discussion was conducted in three rounds. The first two rounds were to review opportunities and threats in EFAS, strengths and weaknesses in IFAS, and to assign the impact score individually, group-based, and intergroup. All the participants were very enthusiastic to participate in the workshop. They enjoyed the group and inter-group discussions. The stakeholders' engagement in this exercise was highly recognized. The total weighted impact score of the external factors in FIBH's EFAS is 3.9 which exceeds the benchmark (3.5). The total weighted impact score of the internal factors in FIBH's IFAS is 3.82. It exceeds the benchmark (3.5). The SFAS indicates that FIBH is currently performing well (3.97) in its overall situation environment internally and externally, which exceeds the benchmark (3.5). There is more work to do to improve its efficiency and effectiveness, and to optimize its internal capabilities and strengths to capture more of the external environment opportunities. It is highly recommended that FIBH work on growth strategies to improve its market existence and market share. Despite the limited number of participants and inequality in the representation of stakeholders, this study shed light on the importance of stakeholder engagement in the strategic planning of universities. It added value to the body of knowledge, especially with limited studies. It paved the avenue for improving the quality of learning and research processes of the case study using the insights of its stakeholders. It Improves the mutual communication process between the faculty and the stakeholders. It supports the case study in positioning itself differently in the market and community. The highest weighted impact factors in the SFAS will be the base for the TOWS analysis. It is highly recommended to conduct future studies with a larger number of stakeholders.

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