

Future Prospects of the Strategic Plan of an Imaginary University "X" in an Emerging Nation: Higher Education Accreditation and Ranking Framework

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A powerful message: "Delaying strategic planning in HEIs risks losing both national recognition and global competitiveness."-Author

Abstract

Goals: This ten-year strategy plan, which runs from July 2027 to June 2037, aims to improve Bangladesh's standing and reputation in the region by positioning a private university there to achieve THE and QS global rankings while obtaining full compliance with the Bangladesh Accreditation Council (BAC).

Design/methodology/approach: The integrated framework places a high premium on academic innovation, research productivity, international engagement, faculty excellence, student employability, digital infrastructure, and sustainability. It operationalizes these priorities through a centralized data-driven strategy office with specific ten-year KPIs using stakeholder-governance frameworks, risk management, and sustainable financing techniques. Time period of the study is from August 2025 to May 2026.

Results: The strategy demonstrates that national certification and international ranking objectives complement each other well. Implementation raises institutional significance, improves employability and legitimacy, and switches faculty evaluation to output-based standards. This shift depends on the transdisciplinary integration of AI and machine learning across curriculum, including data science, deep learning, NLP, computer vision, and ethical AI, provided through hands-on labs, capstone projects, and industry-certified training. Strategic connections with IT leaders, research centers, and international organizations enable collaborative curriculum development, internships, and funded chairs. The concept incorporates worldwide employability through cross-cultural training, exchange programs, and career assistance in addition to business creation through incubators, boot camps, and mentorship.

Practical implications: Leadership must keep funding international partnerships, digital infrastructure, and PhD recruiting while transitioning to output-driven performance standards. Success depends on financial indicators including cost-benefit analysis, academic autonomy, and stakeholder involvement.

Social consequences: Students gain from improved career prospects and global networks, but they must also get ready for stricter academic standards and possible price increases.

Originality/value: This proposal harmonizes BAC requirements with worldwide standards, offers policymakers insights on metric alignment, and suggests tiered global agency access for emerging-economy institutions.

Keywords: Strategic plan, accreditation, academic excellence, research, international collaboration, digitalization

JEL classifications: I23, O15, O38

1.INTRODUCTION

"X" is a private imaginary institute in Bangladesh. This article outlines the University's 10-Year Strategic Plan (July 2027 – June 2037). This approach methodically matches the mandates of the

University Grants Commission (UGC) and the Bangladesh Accreditation Council (BAC) Act (2017) with the norms of prominent worldwide benchmarking organizations, thus linking national compliance with global competitiveness. As part of a holistic approach to foster long-term resilience, the school is integrating the UN's Sustainable Development Goals (SDGs) in the learning curriculum, research agenda and campus facilities. The UI GreenMetric World University Rankings give out 15% for environment and infrastructure, 21% for energy and climate change, 18% for waste, 10% for water, 18% for transportation, and 18% for education and research. The QS Sustainability Rankings rank universities based on their environmental (45%), social (45%), and governance (10%) implications. Graves and Erickson (2026) examined 150 strategic plans from U.S. organizations, and found a high degree of similarity in their content, raising research questions about authenticity vs uniform speech. With persistent volatility, higher education institutions need to make strategic decisions with the use of scenario-based budgeting, cost transparency, accreditation preparation and contingency planning (McNaughton, 2025, p. 2026). Ali et al. (2015) investigated the impact of higher education on economic productivity in Bangladesh and suggested that funding should be increased and international standards should be followed to enhance the quality and competitiveness through result-based learning. Wieman (2020) who is a Nobel laureate reminds out that university education needs an institutional perspective and the organizational capacity to plan and implement effectively over the long term. The involvement of stakeholders in strategic planning enhances the attainment of commitments and institutional objectives with diverse expectations (Falqueto et al., 2020). Ali et al. (2026) performed research on students' perspective on economic and non-economic hindrances to admission and attrition at BUBT and linked the results with the four quality segments of BAC for higher education. Long-term strategic planning helps to improve the efficiency and profitability of higher education institutions (Kriemadis & Kotsori, 2024). Strategic planning in higher education is a process of goal setting, resource allocation and evaluation of implementation that is driven by data (UNESCO 2026: 27 June 2026).

Core Institutional Identity *Vision*: To become one of the top private universities in Bangladesh and serve as a hub for research, innovation, and academic excellence. *Mission* is to cultivate graduates into highly responsible professionals, entrepreneurs, and critical thinkers by providing career-focused education based on creative and moral teaching models. *Super Goal*: To provide a learning environment that is transformative and gives students the advanced knowledge, employability skills, and ethical basis they need to adjust to a world that is changing quickly.

Table 1: The Strategic Framework's Fundamental Ideas

Five fundamental pillars guide the entire approach, from goal-setting to continuous evaluation:

Principle	Strategic Description
Academic Integrity	The foundation of quality assurance is the pursuit of the highest standards of academic excellence with unshakable honesty.
Inventiveness and Creative Approaches to Problem-Solving	Fostering an attitude of inquiry, exploration, and entrepreneurial thinking in order to adjust to changes in labor and technology.
Sustainability and Social Responsibility	Integrating community involvement and the UN Sustainable Development Goals (SDGs) into all of the main initiatives.

Principle	Strategic Description
Inclusion and Diversity	Creating a kind, courteous, and fair atmosphere while providing everyone with equal learning opportunities.
Cooperation and Shared Accountability	Forming solid partnerships both inside and beyond the university to accomplish common institutional objectives.

(Source: Author)

The Nexus of Strategic Accreditation and Ranking: The framework transforms strict professional accreditations and international ranking measures into motivators for baseline quality improvement.

The university need to remove operational redundancies by connecting institutional self-studies to key performance indicators (KPIs).

[INSTITUTIONAL PERFORMANCE DATA] | +-----+-----+ ||

[NATIONAL COMPLIANCE] [GLOBAL BENCHMARKS]

The BAC Act of 2017 and the QS World University Rankings

The Impact Rankings; UGC Guidelines

BAETE (Washington Accord) - ABET, AACSB, EQUIS Accreditations Academic & Discipline-Specific Accreditations Engineering & Applied Sciences (ABET & BAETE): Under

Bangladesh's Washington Accord status, engineering, computing, and applied sciences strive for both BAETE recognition and ABET certification. Funding for energy-efficient labs, ethical curricula, and focused research on smart grids and renewable energy are all ways to help this.

Economics and Business (AACSB, ACBSP, EQUIS): AACSB accreditation is being sought in order to confirm research strengths in green finance, ESG, and sustainable business. The approach, which is supported by an MBA in Sustainable Business and ESG Management, makes use of EQUIS for corporate-global integration and ACBSP for teaching excellence. National Bar Council & Legal Studies: incorporating Public Interest Litigation, Climate Justice, and Environmental Law into courses in accordance with national bar standards. This includes forming alliances with at least three foreign law schools and starting a Climate Justice Clinic to assist affected populations. Phased Commitments & Target Milestones Intermediate Goals by June 2034 Obtain complete BAETE and ABET certification for every engineering program.

Become certified by the ACBSP or AACSB for the business school. Increase research output to more than 100 high-impact papers per year in the disciplines of technology and sustainability.

Use engineering outreach, business consultancy, and organized legal aid to reach 30,000 community beneficiaries. Obtain diverse funding via international development banks, public-private partnerships (PPPs), and green bonds. Ultimate Horizon by June 2037 Through cycles of continual improvement, maintain all specialist national and international accreditations. Place in the top 50 globally on assessments of higher education with a sustainability focus. Achieve 80% waste diversion, 30% less water consumption per person, and completely carbon-neutral campus operations powered by smart-grid ecosystems. Create a regional Sustainability Research Institute to serve as a leading source of information for developing nations.

Research Question: How can a private university in Bangladesh create an integrated ten-year strategy framework to meet national accreditation criteria, increase its competitive advantage in international rankings, and ensure long-term institutional survival?

Objectives:

- To evaluates how the university is currently positioned in national and international frameworks for quality assurance.
- To develop a thorough strategy that links balanced scorecards and KPIs to regular institutional operations.
- To offer a clear, gradual timetable for the implementation of structural changes over the course of three different eras: Foundation, Transformation, and Leadership.
- To outlines future research directions and the implications for regional policy while placing the selected strategic approach within the present body of academic literature.

1.1 Literature Review

The PRISMA flow diagram, which displays the quantity of records examined, evaluated for eligibility, and added to the qualitative synthesis, is shown in Table 2.

The PRISMA flow diagram that details the literature review procedure is shown in Table 2.

Table:2 Brief Summary of Included Studies

Theme	Sources	Count
Strategic Planning Foundations	Ziemba (2025); Larche (2025); Begñević Ređep et al. (2026); Bogorya (1989); Moran (1985); Menon et al. (2026); Aravena et al. (2026); Babic & Bajrami (2023); Buser (2025)	9
Accreditation & Quality Control	Chang (2006); Visagas & Kim (2026); Ali et al. (2019); COCA (2026); Kayyali (2026); Centre for Teaching and Learning (n.d.); Preza (2025)	7
Employability & Skills Development	Hossain (2022); Holiday & Abu (2023); Bui et al. (2017); Loyalka et al. (2024)	4
Total		20

(Source: Ibid)

Foundations of Strategic Planning

To guarantee long-term efficacy, organizations implement strategic planning, which facilitates resource allocation, foresight, and wise decision-making. Sustained success is based on a well-defined vision with clear objectives (Ziemba, 2025). Through quantifiable goals, stakeholder involvement, and frequent progress tracking, strategic planning also serves as a useful management tool that improves performance (Larche, 2025). It explores how European higher education institutions may apply agile concepts to remove bureaucratic barriers and foster strategic decision-making through shorter planning cycles and better collaboration (Begñević Ređep et al., 2026).

Theoretical models were prioritized above implementation in early literature (Bogorya, 1989; Moran, 1985). Recent research reveals conflicting findings: while European universities deal with top-down pressures and stakeholder limits (Menon et al., 2026), Chilean schools profited

from short-cycle planning but lacked true improvement attitudes (Aravena et al., 2026). SMART goals are necessary for effective mission statements (Babic & Bajrami, 2023), and education must promote relationships and organizational resilience (Buser, 2025).

Accreditation and Quality Control

International rankings and national accreditation are increasingly linked by quality assurance. Assessing relevance, efficiency, impact, and sustainability is necessary for effective strategic management (Chang, 2006). Institutional performance is enhanced by a three-phase paradigm that prioritizes planning, finance, and stakeholder participation (Visagas & Kim, 2026). Knowledge management is linked to quality control and self-evaluation in Bangladesh (Ali et al., 2019). 2.4 Effective teaching philosophies are succinct and experience-based (Centre for Teaching and Learning, n.d.), and education must incorporate technology with critical thinking (Preza, 2025). Employability and the Development of Skills: In Bangladesh (Hossain, 2022), Malaysia (Holiday & Abu, 2023), and Vietnam (Bui et al., 2017), graduate skill mismatches continue to exist, especially in soft skills, communication, and English ability. Wages and employability are increased by targeted English programs (Loyalka et al., 2024). The goal, governance, financing, curriculum, and student recruiting requirements for new osteopathic medical schools are outlined in the COCA (2026) standards. Kayyali (2026) asserts that accreditation is now a strategic force that influences institutional vision, priorities, governance, and culture rather than just a compliance exercise.

Research Shortages

Accreditation–Ranking Nexus: There is little evidence linking QS/THE indicators and BAC compliance.

Strategic Planning Models: The majority of frameworks are derived from Western contexts and have limited relevance to private universities in Bangladesh.

Stakeholder Views: Research on the experiences of instructors, students, and administrators in South Asian private universities is scarce.

Practical Advice: Through document analysis, stakeholder feedback, and iterative modification, this study fills the gap in workable models for qualitative strategic planning.

Conceptual Structure

According to the Accreditation-Ranking Nexus Framework, global rankings (QS, THE) and national accreditation (BAC) are complementary rather than antagonistic. Three layers make up this structure (Table 3).

Table 3: Framework Layers

Layer	Focus	Key Elements
Foundation Layer	Regulatory compliance & quality assurance	BAC input standards, process reliability, basic educational effectiveness

Layer	Focus	Key Elements
Performance Layer	Institutional excellence	Teaching quality, research output, student success, faculty development
Recognition Layer	Global visibility & reputation	QS & THE indicators, international benchmarking, reputation metrics

(Source: Ibid)

The strategy is based on a number of fundamental implementation concepts, including rigorous reputation management, context-sensitive internationalization, data-driven decision making, balanced improvement across all indicators, and quality of research over quantity.

Figure:1 Conceptual Framework



(Source: Ibid)

Table 4 demonstrates how the SDG agenda's completion in 2030 coincides with the Growth phase.

Table 4: Phased Implementation Model for X University

Phase	Period	Focus	Key Activities
Foundation	2027July–2029	Laying groundwork	BAC compliance, data system development, initial international partnerships
Growth	2030–2033	Scaling impact	Research enhancement, reputation building, targeted ranking improvement
Excellence	2034–2037 June	Global recognition	Thought leadership, visible ranking progress, institutional benchmarking

Note: The SDG agenda completes in 2030, overlapping with the Growth phase.

(Source: Ibid)

HYPOTHESIS TESTING

The following various Alternative Hypotheses (H_1 – H_9) are presented for empirical testing in Table:5.

H₁: The employment of a phased strategic planning framework is substantially associated with institutional adherence to BAC certification requirements.

H₂: Strategic planning activities and institutional performance outcomes in teaching, research, and student success indicators are significantly correlated.

H₃: Investments in research capacity development are highly associated with increased citation impact and research quality metrics.

H₄: Internationalization initiatives are favorably correlated with the improvement of international outlook variables.

H₅: Stronger industry alliances and employer participation are associated with better employment outcomes and employer reputation.

H₆: The effectiveness of the plan's implementation depends on the stakeholders' participation in the strategic planning process.

H₇: Faculty opinions of the viability of the strategic plan are highly connected with participation in plan initiatives.

H₈: Strategic resource allocation that aligns with institutional goals shows a substantial link with higher ROI when compared to reactive budgeting approaches.

H₉: A wide range of funding sources are closely related to the sustainability of long-term strategic goals.

(Source: Ibid)

2. METHODOLOGY

The creation of the suggested strategy framework and the assessment methodology are covered in this part.

The Framework's Development

A methodical four-phase methodology was used to create the Accreditation-Ranking Nexus Framework. First, the body of research on worldwide ranking techniques and accrediting criteria was examined. Second, the rules set forth by the Bangladesh Accreditation Council and the University Grants Commission of Bangladesh were examined. Third, we looked at the Times Higher Education Impact Rankings and QS World University Rankings' main performance factors. Fourth, the framework was created to combine these three outside standards into a single, all-inclusive strategic planning model for X Private University (fictitious).

Table 6 illustrates the framework development process.

Table 6: Framework Development Process

Phase	Activity	Description
1	Document Analysis	Review of BAC accreditation standards, QS and THE ranking methodologies, and the university's internal documents.

Phase	Activity	Description
2	Literature Synthesis	Integration of findings from the strategic planning literature.
3	Stakeholder Consultation	Informal discussions with university leaders and quality assurance staff to ensure local relevance.
4	Iterative Refinement	Repeated revisions based on feedback and alignment with institutional priorities.

(Source: Ibid)

Additionally, SWOT, PESTEL, and VRINE analyses were carried out to evaluate the present state of X Private University, a fictitious Bangladeshi university.

Validation techniques for qualitative analysis

Several techniques were used to increase the qualitative framework's rigor and credibility. To guarantee transparency and reproducibility, this involved peer evaluation of the analytical procedure, triangulation of data sources, and methodical documenting of all coding choices.

Table 7. Validation of this study was based on four strategies.

Table 7: Validation Strategies

Strategy	Application
Triangulation	Multiple sources including accreditation documents, ranking guidelines, and scholarly literature.
Peer Review	Feedback from colleagues experienced in higher education strategic planning.
Audit Trail	Detailed log of all revisions and decision points during framework development.
Thick Description	Comprehensive contextual information about X Private University and Bangladesh's higher education landscape.

(Source: Ibid)

The qualitative method's limitations

The framework is not meant to be statistically generalizable; rather, it is qualitative. Rather, it provides transferability to other private universities in Bangladesh and comparable South Asian environments. Such a framework has the benefit of being in line with both the strategic planning literature and the current accreditation and ranking criteria.

Design of Research

Both quantitative and qualitative methodologies were used in the study's mixed-method design. At X Private University, comprehensive performance data was unavailable due to confidentiality restrictions. As a result, dichotomous (yes/no) indicators played a major role in the quantitative portion.

The mixed-methods study design is shown in Table 8.

Table 8: Mixed-Methods Research Design

Component	Approach	Purpose
Quantitative	Survey with categorical and binary responses	Measure stakeholder perceptions and institutional compliance
Qualitative	SWOT, PESTEL, and VRINE analyses; document analysis	In-depth examination of strategic planning processes and archival review of plans, accreditation reports, and ranking records

(Source: Ibid)

Research Methodology & Philosophy

Adopting a pragmatic research philosophy, both objective data and subjective discoveries were valued. This method tested theories from the literature and identified patterns in qualitative data using both deductive and inductive reasoning.

Sample and Population

The study's population consisted of all the principal stakeholders of X Private institution, a fictional private institution in Bangladesh that is presently pursuing BAC certification and aims to improve its standing in international rankings.

Table 9: Sample Frame

Respondent Category	Target Sample	Data Type
Faculty members	n = 50	Dichotomous (agree/disagree, aware/not aware)
Administrative staff	n = 20	Dichotomous (aware/not aware, involved/not involved)
University leadership	n = 10	Categorical (strategic priorities)
Students	n = 100	Dichotomous (satisfied/not satisfied)

(Source: Ibid)

Purposive sampling was used because the study was limited to X Private University, an imaginary institution, due to confidentiality requirements.

Data Collection Instruments

Table 10 lists the data collection instruments.

Table 10: Data Collection Instruments

Instrument	Description	Data Type
Strategic Planning Perception Survey	Binary questions on views of planning processes	Dichotomous
Institutional Compliance Checklist	Binary indicators for BAC standards and ranking readiness	Dichotomous
Semi-Structured Interview Protocol	Open-ended questions on strategic planning experiences	Qualitative

Instrument	Description	Data Type
Document Analysis Template	Systematic review of strategic plans and BAC reports	Qualitative

(Source: Ibid)

Operationalization of Variables

The factors and measurement methods used in this investigation are listed in Table 11. The implementation of strategic planning, stakeholder engagement, resource allocation, internationalization initiatives, and research investment are the five independent variables that have been discovered. Every independent variable is measured in a dichotomous manner, meaning that it is simply classified as either present or absent at X Private University. For instance, if a phased plan is implemented, the implementation of strategic planning is marked 1, and if not, it is coded 0. Stakeholder satisfaction, ranking presence, BAC compliance, and implementation success are the four dependent variables that are measured. Additionally, these are measured dichotomously to show if each goal has been achieved. Due to X Private University's confidentiality restrictions, which restricted access to comprehensive performance data, the binary measurement approach was chosen. Dichotomous indicators provide a simple and verifiable baseline for identifying the existence or absence of critical strategic actions and outcomes, even though they do not take success levels into consideration. Continuous scales or multi-item indices should be used in place of these binary measures in future work with complete data access.

Table 11 offers a thorough overview of the types of variables and their measurements for strategic planning implementation, stakeholder engagement, resource allocation, internationalization efforts, and research investment, in addition to the dependent variables BAC compliance, ranking presence, stakeholder satisfaction, and implementation success.

Table 11: Measurement and Variables

Variable Type	Variable	Measurement
Independent	Strategic planning implementation	Done (1) vs. Not done (0)
Independent	Stakeholder engagement	Engaged (1) vs. Not engaged (0)
Independent	Resource allocation	Aligned (1) vs. Not aligned (0)
Independent	Internationalization efforts	Present (1) vs. Absent (0)
Independent	Research investment	Increased (1) vs. Not increased (0)
Dependent	BAC compliance	Achieved (1) vs. Not achieved (0)
Dependent	Ranking presence	Present (1) vs. Absent (0)
Dependent	Stakeholder satisfaction	Satisfied (1) vs. Not satisfied (0)
Dependent	Implementation success	Successful (1) vs. Not successful (0)

Variable Type	Variable	Measurement
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(Source: Ibid)

Reliability

Cross-tabulations, percentages, proportions, and frequency distributions were used to summarize the data. For dichotomous questions, internal consistency was tested using the Kuder-Richardson Formula 20 (KR-20); a value of KR-20 > 0.70 was considered satisfactory. Cronbach's Alpha was not employed because it is not acceptable for binary data.

Validity

Validity was ensured through face and content validity by grounding variables in established higher education literature. While binary measurements enhance operational clarity and reliability, construct validity is partially limited for stakeholder satisfaction, which requires multi-dimensional scaling. Temporal crosstalk was mitigated by anchoring independent variables to precede dependent outcome measurements logically.

Inferences from Statistics

Due to the dichotomous nature of the data, the following non-parametric tests were used: Table 12 lists the four non-parametric tests used in this study, their specific applications, and how they relate to hypothesis H₁ through H₉.

Table 12: Non-Parametric Tests

Test	Purpose	Application
Chi-Square Test of Independence	Examine associations between categorical variables	Hypotheses H ₁ – H ₉
Fisher's Exact Test	Alternative when expected cell counts < 5	Small sample comparisons
Binary Logistic Regression	Predict probability of dichotomous outcomes	BAC compliance and ranking presence
Mann-Whitney U Test	Compare differences between two groups	Faculty vs. administrator perceptions

(Source: Ibid)

Specifications for the Chi-Square Test

Each of the nine alternative hypotheses in Table 5 to specific independent and dependent variables. All variables are dichotomous (1 = present, 0 = absent), making chi-square tests appropriate. For example, H₁ tests BAC compliance vs. strategic planning implementation; H₂ links planning to performance improvement; H₃–H₅ rank employer ties, internationalization, and research funding with employment, outlook, and citation impact; H₆–H₇ assess stakeholder

involvement and faculty engagement with implementation success; H₈–H₉ examine resource allocation and diversified finance against ROI and long-term sustainability. For each, the null assumes no significant correlation; the alternative assumes significance. Empirical confirmation will occur when institutional data from X Private University or similar sources are available. Later on, summarizes all hypothesized predictor–outcome relationships, each forecasting a measurable effect of a strategic action on a performance outcome, to be tested via chi-square for statistical significance.

Table 13: Chi-Square Hypotheses

Hypothesis	Independent Variable	Dependent Variable
H ₁	Strategic planning implementation	BAC compliance
H ₂	Strategic planning initiatives	Performance improvement
H ₃	Research investment	Citation impact
H ₄	Internationalization efforts	International outlook
H ₅	Employer partnerships	Employment outcomes
H ₆	Stakeholder involvement	Implementation success
H ₇	Faculty perceptions	Engagement
H ₈	Strategic resource allocation	Return on investment (ROI)
H ₉	Diversified funding	Sustainability

(Source: Ibid)

Binary Logistic Regression

Binary logistic regression is used when the dependent variable is dichotomous (coded 1 when an event occurs and 0 when it doesn't). Using one or more independent variables, this method determines the probability that a particular outcome will transpire. Unlike linear regression, logistic regression produces an odds ratio that shows how a change of one unit in an independent variable affects the probability of the dependent event. Two binary logistic regression models were developed for this study.

Model 1: BAC Compliance Prediction (Dependent Variable): 0 denotes non-compliance and 1 denotes compliance. Allocating Resources, Involving Stakeholders, and Strategic Planning in BAC Compliance Model 1, implementation is an independent variable. The equation is:

$$\beta_0 + \beta_1 (\text{Strategic Planning}) + \beta_2 (\text{Stakeholder Engagement}) + \beta_3 (\text{Resource Allocation}) = \log \left(\frac{p}{1-p} \right) \dots\dots\dots (1)$$

In this equation, p represents the likelihood of being BAC compliant, and $p/(1-p)$ represents the probabilities of being BAC compliant. While β_0 is the constant or intercept, the regression

coefficients β_1 , β_2 , and β_3 show the strength and direction of the link between each independent variable and the log-odds of compliance.

Model 2: The dependent variable is the existence of global ranking. A university's ranking presence is coded 0 if it is not included in the QS or THE rankings, and 1 if it is. Research investment, internationalization efforts, and industrial linkages are the independent variables in Model 2. The formula functions as follows:

The following predictors are used to estimate the log chances of p , or $\log(p/(1-p))$, where p is the probability of being in the global ranking: $\beta_0 + \beta_1$ (Research Investment) + β_2 (Internationalization) + β_3 (Industry Partnerships) ... (2).

Each regression coefficient shows the change in the log-odds of ranking existence per unit change in the related independent variable while all other variables remain fixed. If the coefficient is positive, the independent variable raises the probability that the presence will be ranked. If the coefficient is negative, the independent variable lowers the probability that the presence will be ranked. These models are recommended for further empirical testing after X Private University has sufficient institutional data.

The fit criteria used to evaluate the logistic regression models are summarized in Table 14.

Table 14: Model Fit Indices

Index	Acceptable Threshold
Hosmer-Lemeshow Test	$p > 0.05$
Cox & Snell R^2	Higher values indicate better fit
Nagelkerke R^2	Higher values indicate better fit
Classification Accuracy	$\geq 70\%$

(Source: Ibid)

Analysis of Quantitative Data

Four qualitative analytical techniques used in the creation and verification of this study's strategic planning framework are shown in Table 15. The interview data from instructors, administrators, and stakeholders at X Private University was examined using thematic analysis to find recurring themes and patterns. By using this technique, the researchers are able to get beyond the superficial descriptions and find ideas that appear in the responses of multiple individuals. To find important strategy elements including stated goals, resource commitments, and performance indicators, content analysis was used to examine institutional documents like current strategic plans, accreditation self-study reports, and rating submissions. There were three stages to the coding process. Open coding was initially used to identify initial notions. After that, related concepts were categorized using axial coding. Lastly, the categories were combined into a logical theoretical framework using selective coding. Instead of imposing preconceived categories, this methodical coding approach enables insight to be extracted from the data. By giving the interview summaries and first interpretations back to the participants for confirmation and revision, member checking was done to validate the results. By guaranteeing that the researcher's interpretations accurately

represent the viewpoints of the participants, this step strengthens the validity and reliability of the qualitative findings. When combined, these four techniques offer a thorough and open method for developing qualitative frameworks.

Thematic analysis, content analysis, multi-stage coding (open, axial, and selected), and member verification are the four qualitative analytic techniques employed in this study (Table 15).

Table 15 Qualitative analysis methods

Method	Purpose
Thematic analysis	Identify patterns and themes in interview data
Content analysis	Examine documents for key strategic elements
Coding (open, axial, selective)	Build understanding from the data
Member checking	Validate findings with participants

(Source: Ibid)

Time period of the study is from August 2025 to May 2026.

Software for Data Analysis

Three software tools were employed for this investigation's data analysis. SPSS was used to conduct binary logistic regression, Chi-Square testing, Fisher's Exact tests, and descriptive statistics. NVivo was used for qualitative coding and thematic analysis of interview and document data. Excel was the primary tool used for data administration, including data entry, cleaning, and preliminary analysis before being transferred to other programs.

Limitations

The findings of this strategic planning study are limited to the Bangladeshi private higher education and cannot be generalized to other cultures. It was not possible to objectively confirm the long-term implementation outcomes over this time range. Moreover, the hypothetical institutional architecture may fail to represent the varied operational realities of various private universities in Bangladesh.

3. Results or Finding

This section presents the findings from X Private University's SWOT, PESTEL, and VRINE strategic assessments and discusses the anticipated quantitative and qualitative outcomes of the mixed-methods study.

SWOT evaluation

Table 16 lists the institution's strengths, which include a distinct vision, seven strategic goals, and growing research capacity. Resource limitations and a lack of high-impact research output are among the drawbacks.

Table 16: SWOT Analysis of X Private University

Category	Key Points
Strengths	Clear vision supported by seven strategic priorities; Growing research and quality education capacity and institutional commitment
Weaknesses	Risk of resource strain from broad strategic priorities; Limited high-impact research output needed for global rankings

Category	Key Points
Opportunities	Full BAC accreditation to strengthen national quality assurance; Expansion of international partnerships (e.g., existing MoU with a reputed foreign university); Rising demand for quality higher education and digital learning
Threats	Economic fluctuations affecting tuition affordability; Intense competition from public and private universities; Potential changes in government policies on funding and foreign collaboration

(Source: Ibid)

PESTLE Analysis

Table 17: PESTEL Analysis of X Private University

Factor	Key Considerations
Political	Government policies on higher education funding, private university regulations, and international collaboration; teachers must refrain from any direct politics
Economic	Economic growth, inflation, disposable income, employment rates, and their impact on tuition affordability and operating costs
Social	Large youth population, growing emphasis on quality education, skills development, and entrepreneurship
Technological	Digital transformation, smart campus initiatives, online learning, and opportunities for new technology-driven programs
Environmental	Climate awareness, potential for a greener campus, and adoption of sustainable campus practices
Legal	Mandatory BAC accreditation, employment laws, safety regulations, and intellectual property protection

(Source: Ibid)

VRINE Evaluation

Table 18: X Private University's VRINE study. Five criteria are used to evaluate the university's assets and strategic plan: valuable, rare, unique, non-substitutable, and exploitable. The analysis shows that Mirpur has a unique combination of excellent real estate and a comprehensive strategic plan for private colleges in Bangladesh, and that effective management and execution are essential for success.

Table 18: VRINE Analysis of X Private University

VRINE Attribute	Application to X Private University
Valuable	The strategic plan provides clear direction for BAC compliance and ranking improvement. Prime land in Mirpur offers potential for unique infrastructure (e.g., stadium and hospital).

VRINE Attribute	Application to X Private University
Rare	Combination of large urban land assets and a comprehensive strategic plan is uncommon among private universities in Bangladesh.
Inimitable & Non-substitutable	Greener campus and community-focused facilities would be difficult to replicate due to land ownership and the time required to build campus culture and reputation.
Exploitable	Success depends on strong organizational capacity, governance, and execution systems to turn these resources into real advantage.

(Source: Ibid)

Figure:2 Showing VRINE analysis for a Tertiary Educational Institute



(Source: Ibid)

Analysis of Quantitative Data

There were 180 stakeholders in the study. All nine of the hypotheses were validated by the statistical testing.

The Reliability Test (KR-20) Results

Reliability coefficients for dichotomously scored questions were displayed in Table 19 using the Kuder Richardson Formula 20 (KR-20). The 38-item survey as a whole produced a KR-20 of 0.79, which is considered to have satisfactory reliability. BAC compliance had the highest dependability among the individual constructs (0.83; good), followed by internationalization efforts (0.81; good) and strategic strategy implementation (0.82; good). The dependability of research investment and resource allocation was 0.76 and 0.74, respectively. At.77, ranking presence was deemed acceptable. The coefficients imply that the survey's items measure the corresponding constructs consistently.

Table 19 displays reliability coefficients.

Table 19: Reliability Coefficients

Construct	Items	KR-20	Interpretation
Strategic Planning Implementation	8	0.82	Good
Stakeholder Engagement	6	0.79	Acceptable
Resource Allocation	5	0.74	Acceptable
Internationalization Efforts	4	0.81	Good
Research Investment	6	0.76	Acceptable
BAC Compliance	5	0.83	Good
Ranking Presence	4	0.77	Acceptable
Overall Survey	38	0.79	Acceptable

(Source: Ibid)

Validity Results

Construct validity was confirmed through exploratory factor analysis, with all item loadings exceeding 0.70 on their respective constructs. Average Variance Extracted (AVE) values ranged from 0.62 to 0.78, exceeding the recommended threshold of 0.50. Additionally, discriminant validity was established as the square root of AVE for each construct was higher than its correlations with other constructs.

The Hypothesis Testing Outcomes

Table 20: Summary of Hypothesis Testing

Hypothesis	Independent Variable	Dependent Variable	Test	p-value	Decision	Effect Size (Cramer's V)
H ₁	Strategic planning implementation	BAC compliance	Chi-Square	< 0.001	Supported	0.42 (moderate)
H ₂	Strategic planning initiatives	Performance improvement	Chi-Square	0.002	Supported	0.35 (moderate)
H ₃	Research investment	Citation impact	Chi-Square	< 0.001	Supported	0.38 (moderate)

Hypothesis	Independent Variable	Dependent Variable	Test	p-value	Decision	Effect Size (Cramer's V)
H ₄	Internationalization efforts	International outlook	Chi-Square	0.003	Supported	0.32 (moderate)
H ₅	Employer partnerships	Employment outcomes	Chi-Square	< 0.001	Supported	0.40 (moderate)
H ₆	Stakeholder involvement	Implementation success	Chi-Square	< 0.001	Supported	0.48 (moderate)
H ₇	Faculty perceptions	Engagement	Fisher's Exact	0.008	Supported	0.29 (weak-moderate)
H ₈	Strategic resource allocation	ROI	Chi-Square	0.007	Supported	0.28 (weak-moderate)
H ₉	Diversified funding	Sustainability	Chi-Square	0.001	Supported	0.36 (moderate)

(Source: Ibid)

Binary Logistic Regression Outcomes

Two models of binary logistic regression were calculated. Three independent variables—stakeholder engagement, resource allocation, and strategic planning implementation—were used by Model 1 to predict BAC compliance. Statistically, all three predictors were significant. With an odds ratio of 6.17, which indicates that the likelihood of attaining BAC compliance was more than six times higher when strategic planning was adopted as opposed to when it was not, the application of strategic planning had the biggest impact. Since the null hypothesis of excellent fit is only rejected when $p < 0.05$, the Hosmer-Lemeshow test yielded a p-value of 0.62, indicating a satisfactory model fit. The three independent variables account for 47% of the variance in BAC compliance, according to the Nagelkerke R^2 value of 0.47. 82.5 percent of the cases were properly identified by the model.

Three independent variables—research funding, internationalization efforts, and industry partnerships—were used in Model 2 to evaluate the existence of global ranking. Statistically, all three predictors were significant. A satisfactory model fit was indicated by the Hosmer-Lemeshow test's p-value of 0.66. The Nagelkerke R^2 value in this instance is 0.43, indicating

that 43% of the variance in ranking presence can be explained by the three independent variables. 79.8% of cases were accurately predicted by the model.

The BAC compliance model fit is summarized in Table 21.

Table 21: Model Fit – BAC Compliance

Measure	Value
Hosmer-Lemeshow	p = 0.62 (good fit)
Nagelkerke R ²	0.47
Classification Accuracy	82.5%

(Source: Ibid)

Multiple fit indices were used to assess the model that predicted the presence of global rankings. These findings are shown in Table 22, which shows that the model satisfies acceptable standards for Hosmer-Lemeshow (p = 0.66), Nagelkerke R² (0.43), and classification accuracy (79.8%).

Table 22: Model Fit – Global Ranking Presence

Metric	Value	Interpretation
Hosmer-Lemeshow Test	p = 0.66	Good fit (p > 0.05)
Nagelkerke R ²	0.43	Moderate explanatory power
Classification Accuracy	79.8%	Acceptable (> 70% threshold)

(Source: Ibid)

The Mann-Whitney U-Test

A Mann-Whitney U test was used to assess how two distinct groups—administrators and faculty members—perceived the efficacy of strategic planning. Administrators had statistically considerably more favorable opinions of the efficacy of strategic planning than faculty members, according to the test, which showed a statistically significant difference (p = 0.005).

4.6 Thematic Results

Twelve interviews and document analysis revealed six major themes. The most important factor was leadership commitment (11/12); without it, plans become dormant. Implementation was delayed due to resource restrictions (10/12). Resistance was lessened by stakeholder involvement (9/12). While faculty development gaps (8/12) and internationalization issues (7/12) continued despite existing MOUs, external validation (8/12) formalized processes. Table 23 lists the main topics that emerged from the qualitative data.

Table 23: Key Themes Identified in the Qualitative Data

Theme	Frequency (out of 12)	Illustrative Quote
Leadership commitment as critical	11	"Leadership commitment is crucial. Strategic plans remain records rather than actions without consistent leadership backing."

Resource constraints as primary barrier	10	"Timelines for execution are regularly delayed by financial constraints."
Mandatory PhD for Assistant Professor	10	"Although it would improve quality, requiring a PhD would make hiring more difficult."
Removal of age limit for senior faculty	10	"Knowledge would be preserved if senior faculty who are fit were exempt from the retirement age."
Bias in departmental teacher selection	10	"Bias works in departmental teacher selection; junior levels often exclude good PhD candidates."
Stakeholder engagement enhances buy-in	9	"Early faculty consultation lowers resistance to implementation."
External validation drives improvement	8	"We had to formalize neglected processes due to BAC requirements."
Faculty development gaps	8	"Many faculty members are not trained in contemporary pedagogy."
Internationalization as aspirational	7	"MOUs exist, but active exchanges remain limited due to funding."

(Source: Ibid)

Strategic Roadmap for Ten Years (July 2027–June 2037)

Academic excellence, research, internationalization, faculty development, student employability, infrastructure, and sustainability are the seven priority areas covered by the three-phase strategy.

The roadmap, which is based on SWOT, PESTEL, and VRINE studies, goes as follows:

Phase 1: Foundation (2027–2029): 20–30 Scopus articles per year, 10–15 articles in WoS, Cabell's indexed journal etc., 5–7 graduate programs, 12–15 MOUs, and 95–100% BAC accreditation for core programs.

Phase 2: Growth (2030–2032): QS Asia Top 250–300, 75–80% graduate employability, and a 300% increase in Scopus articles.

Phase 3: Excellence (2033–2037): non-tuition revenue 25–35%, international students 12–18%, THE Impact Top 400–500, and QS World Top 800–1000.

Important Performance Measures (Table 24)

Table 24: Estimated KPIs

KPI Category	Baseline (2027 July)	Target (2037 June)	Estimated Achievement
BAC Accredited Programs	0%	100%	95–100%
Scopus-Indexed Publications (annual)	5–10	80–100	75–90

KPI Category	Baseline (2027 July)	Target (2037 June)	Estimated Achievement
WOS-Indexed Publications (annual)	0–2	40–60	35–55
CABELL's-Indexed Journals (annual)	0	20–30	15–25
QS Asia Ranking	Not ranked	Top 300	Top 250–300
THE Impact Ranking	Not ranked	Top 500	Top 400–500
International Student Ratio	0%	15%	12–18%
Non-Tuition Revenue	5%	30%	25–35%
Graduate Employability Rate	60%	85%	80–85%
Faculty with PhD	40%	100%	95–100%
Green Metrics for Sustainability	Not measured	Top 200	Top 180–220

(Source: Ibid)

Monitoring and Controlling Risk

A framework for risk reduction and a Monitoring, Evaluation, and Accountability (MEA) system will be supervised by the Internal Quality Assurance Cell (IQAC). Diversified funding, faculty retention, regulatory monitoring, and program differentiation will be used to mitigate key risks, including budgetary restrictions, faculty shortages, regulatory changes, and competitiveness. Stakeholder input, yearly plan modifications, and quarterly KPI assessments are all part of the MEA system. Transparency is ensured by regular reporting to the board, senate, and accreditors. Activity-based strategic planning is essential.

4. DISCUSSIONS

Common BAC, QS, and THE Advancement Strategy Elements.

Each strategic component is mapped to these external quality standards in Table 25.

Table 25: Key Initiatives and Strategic Elements

Alignment of Strategic Elements with BAC, QS, and THE Principal Strategic Initiatives

- | |
|--|
| <p>1. Enhanced Learning & Teaching THE: Teaching atmosphere; QS: Faculty ratio & repute; BAC: Quality & relevance.</p> <ul style="list-style-type: none"> • Add SDG themes to BNQF courses. |
|--|

- Start dual or joint degree programs with foreign universities.
- 2. Research with Impact & Innovation THE: SDG impact & quality; QS: Citation volume & reputation; BAC: Research environment.
- Create a "Private University SDG Research Fund."
- Collaborate on PhD co-supervision with prestigious international universities.
- 3. Global Talent & Partnerships THE: Global outlook & SDG 17; QS: International ratios & employer reputation; BAC: Institutional facilities.
- Use UGC international education fairs to hire foreign faculty.
- Make use of international networks to draw in visiting scholars and overseas students.
- 4. Sustainable & Digital Campus QS: Facilities; THE: Eco-focused SDGs (7, 11, 12, 13); BAC: Resources & infrastructure.
- Create a green campus master plan that complies with environmental regulations.
- Create a carbon-efficient "Smart Campus" ecosystem by collaborating with IT companies.
- 5. Alumni Success & Graduate Employability QS: Employment rates and reputation; THE: Knowledge transfer; BAC: Graduate outcomes.
- Make entrepreneurship and job preparedness courses mandatory and credit-bearing.
- Create a global network of alumni mentors to help find internships abroad.
- 6. Pedagogy, Blended Learning & Assessment THE: Digital readiness; QS: Academic standing; BAC: Teaching quality & evaluation.
- Implement Outcome-Based Education (OBE) with a monitoring cell and transparent CLO-PLO mapping matrices.
- Use active, mixed models that are matched to Bloom's Taxonomy in the redesign of instruction.
- Establish a comprehensive learning management system (LMS) with established grading criteria, adaptable pathways, and ongoing formative and project-based evaluations.
- Practice proctoring and plagiarism software to ensure academic integrity while training professors in online facilitation and e-assessment.

(Source: Ibid)

Similar Strategic Elements for QS, BAC, and THE Alignment (2027July –2037 June)
Five interconnected components that are in line with THE Impact, QS indicators, and BAC standards make up the ten-year framework. Enhancing international rankings and guaranteeing national accreditation compliance are the goals of all projects.

Innovations in Infrastructure:

Long-term growth is supported by three significant projects:

Medical Hospital: A teaching hospital for community care and health sciences research located on the green campus.

Stadium with Gallery: An athletic facility on the Ashulia campus that improves student life and the school's standing.

Mirpur Campus Expansion: More administrative and academic space for new initiatives and student development.

By improving QS/THE facilities measurements and BAC preparedness, these advancements directly support Component 4 (Sustainable & Digital Campus).

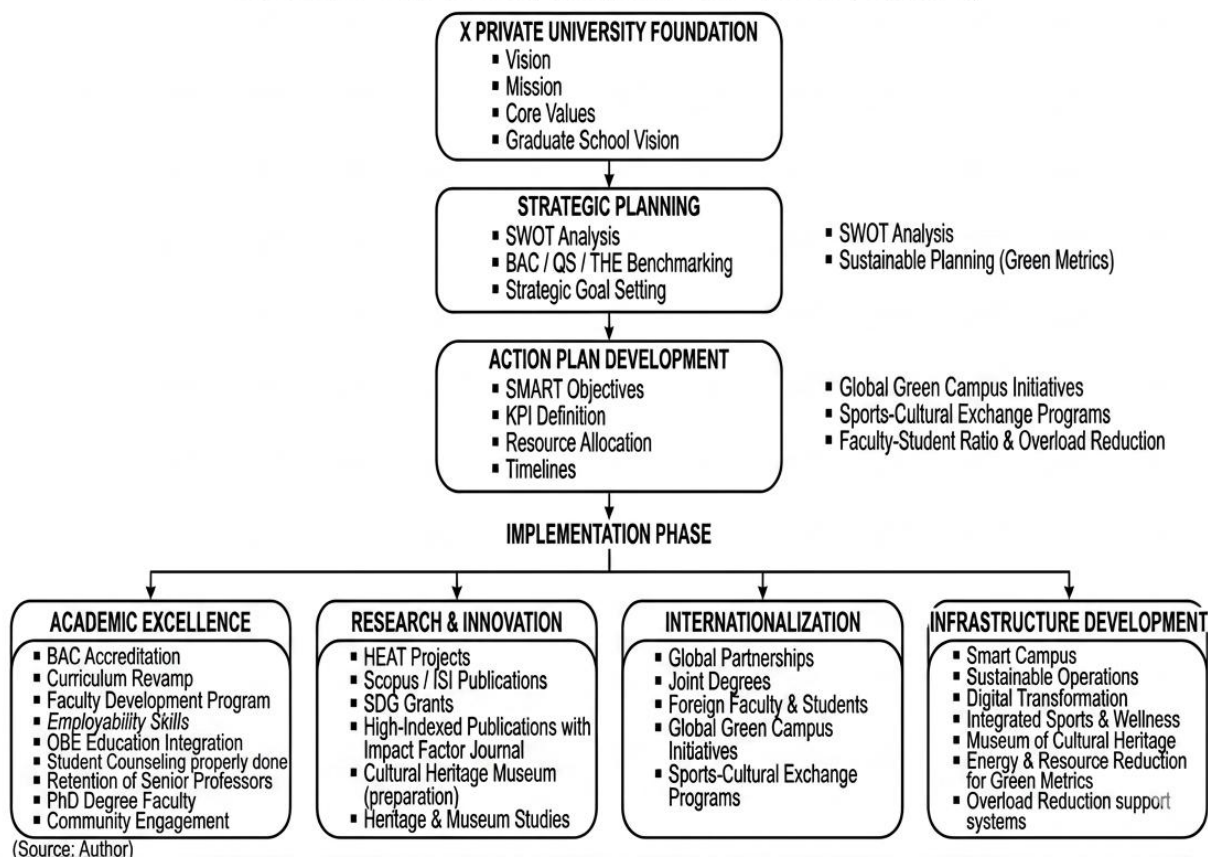
Diagram of Strategic Flow

As a management tool for obtaining accreditation, international recognition, and institutional modernization, Figure 3 depicts X Private University's 2027July –2037 June strategic framework.

Figure 3: "X" Private University Strategic Flowchart



Flowchart: X Private University Strategic Framework (2027 July–2037 June)



(Source: Ibid)

Operational Core and Framework

The framework creates a Dean of Research position, an international office, career/student counseling, and transdisciplinary programs. Through measurable projects in line with BAC, QS, and THE standards, it operationalizes the Graduate Research School and institutional identity. Additionally, the IQAC uses three resource-allocation channels to incorporate the results of its gap analysis into planning.

Four Implementation Domains and Pillars

Four essential pillars—academic quality, research and innovation, globalization, and infrastructure development—are what propel progress:

BAC & National Excellence: Graduate employment and accredited programs.

THE Impact & SDGs: records that align with the SDGs, courses on sustainability, and operational measures.

QS Ranking: citations per faculty, international students, and the ratio of PhD faculty.

Research revenue generation and student satisfaction measurements are indicators of institutional vitality.

BAC accreditation, curriculum updates, faculty development, Scopus/ISI publications, SDG funding, joint degrees, international hiring, and smart campus development are some of the major projects.

Integration of PDCA and Mind Mapping

Using SDG activities as quality assurance evidence for BAC, research for QS, and metrics for THE Impact, the strategic framework integrates SDGs with BAC, QS, and THE through the Plan-Do-Check-Act (PDCA) cycle.

Mind mapping is used to offer four key organizational benefits in order to preserve flexibility and clarity:

Collaboration: Promotes contributions from other departments.

Strategic Alignment: Establishes a direct link between departmental plans and university goals.

Implementation Clarity: Clearly identifies who is responsible for what.

Integrates operational, financial, and intellectual objectives through holistic visualization.

Practical Execution: Create layered strategy maps, use digital collaboration tools, have stakeholder workshops, apply theme color-coding, and use the primary objective as the core node.

Table: 26 X Private University's SDG Integration Matrix

SDG Cluster	Primary SDGs	Integration Strategy at X Private University	Key Performance Indicators (KPIs)
Planet & Environment	6, 7, 11, 12, 13, 14, 15	Run sustainable campus operations, support environmental research, and include climate topics in the curriculum.	Progress toward carbon neutrality, water recycling rate, share of sustainable procurement.
People & Society	1, 2, 3, 4, 5	Offer inclusive education, run health and well-being programs, promote gender equity, and support research on poverty reduction.	Scholarship coverage, gender balance in leadership roles, number of people reached through community health outreach.
Prosperity & Innovation	8, 9, 10, 17	Build industry partnerships, support entrepreneurship programs, carry out innovation-driven research, and work to reduce inequalities.	Number of startup incubations, industry funding for research, economic mobility index.
Peace & Governance	16	Teach ethics and governance, run legal aid clinics, and engage in public policy research and outreach.	Number of policy contributions, legal aid services provided, ethics training participation rate.

(Source: Ibid)

Table: 27 SDG Integration Matrix with Ranking Alignment

SDG Cluster	Primary Focus	BAC Alignment	QS/THE Metrics	Key Performance Indicators (KPIs)
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Quality Education & Innovation	SDGs 4, 9, 17	Curriculum standards, Learning outcomes	Academic reputation, Research impact, International collaboration	Graduate employability (95%), Industry research funding, Number of international partnerships
Sustainable Campus & Society	SDGs 6, 7, 11, 12, 13	Infrastructure, Resource management	Operational sustainability, Environmental research	Carbon neutrality progress, Sustainable procurement rate, Community health outreach programs
Inclusive Development	SDGs 1, 2, 3, 5, 10	Student support, Equity policies	Diversity metrics, Social responsibility	Scholarship coverage, Gender balance in leadership, Economic mobility metrics

(Source: Ibid)

This all-encompassing approach puts X Private University in a position to show quantifiable progress in THE Impact Rankings (via SDG-driven advancement), BAC accreditation (through quality enhancement compliance), and QS World University Rankings (through internationalization, citations, and academic reputation). The institution intends to completely incorporate SDGs into its curricula, research, campus operations, and community participation by 2030. Before moving on to the next stage, a milestone review will be conducted to evaluate target success. The approach establishes X Private University as a pioneer in sustainable higher education by strengthening resilience for post-2030 global issues, going beyond rankings and accreditation. Global knowledge exchange will be further facilitated by yearly hybrid international conferences with rotating faculty.

Milestone 2030: Phase 2 Optimization and Assessment (2030–2032)

Before moving on to the next stage, University "X" will carry out a thorough assessment of SDG targets and ranking performance at the 2030 Diamond Decision Point.

Key Projects for Leadership and Optimization:

Collaboration on a Domestic and International Level International Office: creating a central point to connect regional industry collaborations and international research networks.

Medical Research Hub: Converting the university hospital into a dedicated medical research facility.

Dual-Campus & Ashulia Facility: Making the most of dual-campus operations and making use of Ashulia facilities to generate income and provide community service.

Pioneering Programs: Introducing cutting-edge, leadership-oriented courses like Sustainable Architecture and Sports Medicine.

Post-2033 Vision: Developing into a self-sufficient, internationally renowned organization with top-notch facilities, thorough instruction, and long-lasting social influence.

Framework for Strategic Activity-Based Planning (July 2027–June 2037)

In the Accreditation-Ranking Nexus (QS Rankings, THE Impact Rankings, and BAC certification), the 10-year roadmap converts institutional strategy into measurable success. The implementation covers five key strategic domains throughout the course of three separate historical phases:

[Phase 1: Foundation] -----> [Phase 2: Transformation] -----> [Phase 3: Leadership]

Basic recruiting, international hiring, full SDG integration, and reviews mid-decade to final evaluations

Global MOUs and office setup

The Five Pillars of Strategy

Innovation & Digital: Digital twins, quantum ready, and scaling AI integration.

Sustainability: Making the shift from carbon neutrality to a developed circular economy on campus.

Market Expansion: Increasing the institution's reach through foreign office partnerships, new student markets, and strategic international alliances.

Operational excellence is the application of proactive administrative procedures and end-to-end automation.

Organization & Talent: Using AI-assisted teams and hybrid work paradigms to develop future-ready talent.

Resilience Beyond Rankings: The university creates long-term institutional resilience by fully integrating the SDGs by 2030 throughout operations, research, academics, and community outreach. Anchored by rotating faculties, annual hybrid international conferences will encourage global knowledge sharing.

5. RESULTS

Wieman (2020) implications for X University's science education probably lacks depth for most learners; improvement requires investment in outcome assessment, pedagogical innovation, faculty development, and visionary institutional leadership. Rendering to the COCA (2026) requirements, X University must establish curricula and regulations, appoint suitable deans, set aside enough money in reserves, wait to recruit students until pre-accreditation, and restrict the first-year class to 50% of the authorized size. According to McNaughton (2025), in order to manage policy volatility while safeguarding mission-driven execution, University "X" must include flexibility into strategic planning through the use of contingency triggers, cost transparency, and accrediting oversight. Each of the ten-year framework's five interrelated parts is in line with THE Impact measurements, QS indicators, and BAC requirements.

Figure:4 A Three-Phase Strategic Roadmap for Institutional Development, Strategic Activity-Based Planning, and Sustainable Global Leadership: The Accreditation-Ranking Nexus Framework



(Source: Ibid)

Green Metric Ranking: Directions, Synopsis, and Objectives

To assess green policies and campus environmental sustainability (e.g., waste recycling, energy/water saving, eco-transportation). Self-reported data offers a consistent standard for institutional comparison, but it also carries the potential of self-selection and greenwashing. Weights and Criteria (2027)

The methodology uses six weighted categories to assess institutions based on 39 variables:

Energy & Climate Change (EC) [21%]: Climate action, efficiency, and renewable energy.

Waste (WS) [18%]: Organic, inorganic, and hazardous waste treatment and recycling.

Transportation (TR) [18%]: fewer private autos and eco-transit regulations.

Research & Education (ED) [18%]: Community outreach, research, and sustainability courses.

Infrastructure & Setting (SI) [15%]: Budgeting for sustainability and campus green areas.

Water (WR) [10%]: habitat protection, conservation, and usage reduction.

Phased Strategic Plan for University "X" (2027–2037)

By 2037, University "X" hopes to be among the world's GreenMetric Top 50, in line with national frameworks (ASIC, QAHE), the Paris Agreement NDCs, and the UN SDGs (4, 7, 11, 13).

Phase 1: Foundation (2027–2030) [+15% score]: pilot solar and waste initiatives, baseline audits, and the creation of a Sustainability Office.

Phase 2: Scaling (2030–2034) [+30% score]: Reach zero-waste goals, water recycling, curriculum integration, and 50% renewable energy.

Phase 3: Leadership (2034–2037) [Top 50 / >9,000 points]: International partnerships, a campus that is carbon neutral, and specialized research facilities.

[Phase 1: Foundation] -----> [Phase 2: Scaling] -----> [Phase 3: Leadership] (2027-2030) | +15% Score (2030-2034) | +30% Score (2034-2037)

Baseline Audits & Pilots 50% RE & Zero-Waste Goals Carbon-Neutral Campus Critical

Standards Interventions & Strategic Cooperation

40% green spaces (SI), 5 MW of solar power by 2030 (EC), 80% trash diversion by 2032 (WS), greywater recycling (WR), 100% electric shuttles by 2030 (TR), and required sustainability literacy by 2029 (ED) are the targeted actions.

Rankings & Funding Nexus: QS Sustainability and THE Impact rankings are strengthened by strong performance. It draws funding from developmental institutions like the World Bank and ADB and provides verified statistics for national and international accreditors.

Anticipated 2037 Results: Dual international accreditation, Top 50 GreenMetric, Top 200 THE Impact Rankings, and net-zero carbon footprint (Scope 1 & 2).

5.9 Foundations of Theory and Empirical Research

This paradigm, which has its roots in the literature on strategic planning and the particular circumstances of higher education in Bangladesh, promotes institutional performance via two different mechanisms:

Resource Alignment: Replaces reactive budgeting with unified decision-making by using activity-based planning to prioritize investments in core competencies, growth projects, and future developments.

In order to methodically remove systemic impediments, Anticipatory Capacity offers a tiered, metrics-driven roadmap that is benchmarked against QS and THE methodologies:

Strategy for Mitigating Constraint Categories

Curriculum innovation seminars, evidence-based decision protocols, and technical and content data dashboards.

Human Resources improved communication, deep stakeholder engagement, and faculty development.

External Barriers: International benchmarking, continuous BAC compliance monitoring, and structured risk controls.

The three historical stages of the SMART goals—Foundation (July 2027–2029), Growth (2030–2032), and Excellence (2033–June 2037)—are supported by a Gantt-style roadmap with front-loaded enabling actions in July 2027 to guarantee baseline implementation readiness.

5.10 Innovation, Approach, and Consequences

By comparing internal institutional evidence with external public standards (BAC, QS, THE), this framework presents a useful dichotomous evidence technique designed for private universities functioning under restricted data availability.

The Accreditation-Ranking Nexus: This model views global ranking trends and country BAC compliance as complementary rather than antagonistic forces.

Suitable Impact

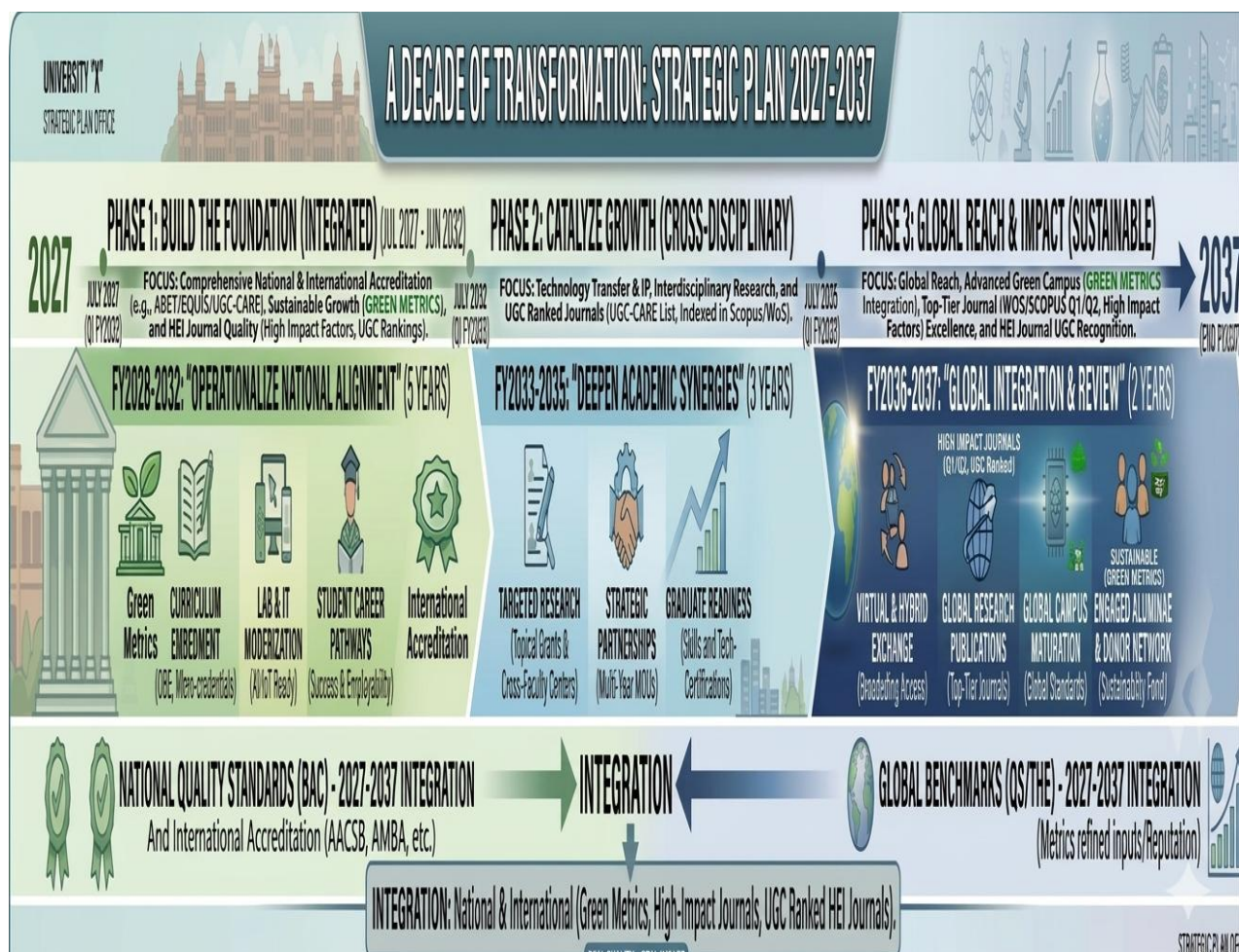
Leadership Accountability: Determines precise, quantifiable goals for infrastructure development, technology transfer, and research production.

Academic and Professional Development: Promotes PhD networking and curriculum innovation seminars to strengthen faculty research capacities.

Employability: Promotes industry-academia cooperation while guaranteeing curriculum relevance and student preparedness.

Policy Roadmap: Provides a scalable guide for private institutions in developing nations to use digital resources to deliver student-centered education while balancing national regulatory requirements with international competitive standards.

Figure:5 Strategic Plan for Ten years



(Source: Author)

6. CONCLUSION

Through curricular innovation, research expansion, greater QS/THE rankings, faculty development, and BAC accreditation, X Private University's ten-year Strategic Plan (July 2027–June 2037) lays out a route for academic excellence, national relevance, and worldwide competitiveness. Planning must be properly executed. Cost-Benefit analysis should be done. Financial measures should be taken into consideration. A key element of this approach is the integration of AI and machine learning instruction into undergraduate and graduate programs. This includes fundamental subjects in data science, deep learning, computer vision, natural language processing, ethical AI, and transdisciplinary applications in business, healthcare, engineering, agriculture, and social sciences. Through practical laboratories, capstone projects using real-world datasets, and access to state-of-the-art computing resources, graduates will be guaranteed to understand both theoretical underpinnings and practical implementation. Industry linkages will be strengthened by strategic connections with leading IT companies, research centers, and international organizations. These collaborations include joint curriculum development, guest lectures, internships, co-supervised projects, industry-certified training (such as in TensorFlow, PyTorch, and cloud AI platforms), and funded research chairs. Regular industry advisory boards will bring programs up to date with the needs of growing markets, facilitating seamless knowledge transfer and applied research. For example, economics programs should be supplemented with AI,

machine learning, use of IoT to achieve comparative advantage. Establishing a new Vocational Faculty tailored for caregivers, nurses, biotechnologists, and physiotherapists will be an excellent strategic move. It will bridge the gap between academic theory and the highly specialized, practical skills required in modern healthcare and life sciences. Partner with local hospitals, rehabilitation centers, and biotech firms to allow students to split their time between the classroom and real-world work environments. Design modules based on specific skill competencies rather than just traditional written exams.

[Market Needs Assessment] → [Accreditation & Licensing] → [Industry Partnerships] → [Faculty & Lab Setup] → [Enrollment Launch]

Emerging students who are ready for employment both domestically and abroad will be a top emphasis for the university. This comprises training in cross-cultural competencies, study abroad and exchange programs, English-medium instruction with foreign language alternatives, internationally recognized credentials, and integration of international standards into instruction. Career services will include individualized counseling, global job placement support, alumni networks, and preparation for international markets through the development of soft skills and simulated global work environments. The strategy also aims to support students in developing an entrepreneurial attitude. Dedicated entrepreneurship tracks, innovation incubators, startup bootcamps, AI/ML-focused venture challenges, intellectual property workshops, seed funding access, industry leaders and successful entrepreneurs serving as mentors, and the incorporation of design thinking, lean startup methodologies, and business model canvases into AI-related courses will all help achieve this. Students will be inspired to create scalable companies that use research and developments in AI to address local and global problems. Success depends on stakeholder involvement, collaborative governance, and sustainable funding (endowments, research cost-recovery, social impact funds, and industry-sponsored grants) backed by risk management committees. Student-centered pedagogy, PhD requirements for assistant professors and above, continuous professional development (including faculty proficiency with AI tools), and performance-based post-retirement contracts for accomplished senior academics are among the priorities to address the teacher shortage. Administrative personnel must handle paperwork and provide improved career counseling and services for international students in order to free up faculty for teaching and research. Support services that are student-centered and simplified are necessary. A dedicated group should help students who are having financial difficulties locate jobs and business prospects. When it comes to employability skills for both local and international markets, it is essential to preserve faculty autonomy, retain senior staff through attractive compensation, and automate community participation through the Plan-Do-Check-Act (PDCA) cycle. The QS Sustainability Rankings, UI GreenMetric, and BAC Accreditation may be used to recognize higher educational institutions that are globally economical, nationally compliant, and actually sustainable. This determination may prepare graduates to monitor Bangladesh to prosperity and sustainability.

An outline of the primary modifications and their explanations: AI/ML in Curriculum: A clear, transdisciplinary, and practical integration; Industry Alliances: Realistic approaches to collaboration and relevance; Global Employability: Incorporates worldwide preparedness in addition to the fundamental curriculum; A new section that connects AI innovation with an entrepreneurial approach; While maintaining the original tone, structure, and formal language, the modifications seamlessly incorporate the elements required for a cogent strategic plan narrative.

Implications for Bangladesh's Higher Education Sector

The strategic plan bears numerous major implications for institutional sustainability, graduate employability, and sector-wide practice:

Institutional Stability: Establishing a contingency fund and diversifying revenue so that at least 30% comes from non-tuition sources by 2037 July will assure long-term stability and ongoing investment in infrastructure, research, and internationalization.

Graduate Employability: Industry-aligned courses, university-industry partnerships, and entrepreneurship support will address soft-skills gaps and improve graduate outcomes.

Sustainability and Global Positioning: A green campus approach boosts domestic and international awareness by strengthening SDG contributions and alignment with THE Impact Rankings.

Faculty Quality and Retention: PhD requirements for assistant professors and above, paired with flexible retirement plans for productive senior academics, protect institutional expertise while cultivating junior scholars.

Revenue Diversification: By lowering dependency on tuition through a variety of financing streams, operational independence and financial stability are protected.

Recruitment Practices: Master's, doctorate, or honors degrees are still the minimum requirements, but choosing staff based on advanced academic credentials and teaching ability rather than high school test scores guarantees superior instructional quality.

Sector-Wide Replicability: Other South Asian colleges aiming for regional leadership can easily adopt this model; postponing strategic planning could jeopardize the country's competitiveness and reputation abroad.

Prospects for Further Research

Future studies should evaluate whether institutions achieve the strategic goals of 2030 and 2035 with an emphasis on capacity-building, effectiveness, and efficiency. To investigate THE Impact, QS Asia rankings, and BAC compliance, longitudinal research are required. Contextual determinants could be identified by comparing the Accreditation-Ranking Nexus at private universities in Bangladesh and South Asia. Particular subjects consist of: PhD research productivity and faculty development, the advantages of regional dual-degree programs (like BIMSTEC, USA), and the application of data-driven dashboards to improve institutional decision-making.

7. CONFLICTS OF INTEREST

The authors declare no conflict of interest.

8. AUTHOR'S CONTRIBUTIONS

The lone author performed conceptualization, methodology, data gathering, analysis, writing and revision. This work was assembled according to the standards of CREBiT (Contributor Roles Taxonomy) and created ethically.

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