

RESEARCH

Prospects of strategic plan of imaginary university “X” of emerging nation: organizational behavior framework of higher education accreditation and ranking

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

The purpose of the current research is the methodical creation of the organizational behavior of the imaginary institution “X” in the system of grading and certifying higher education in the rising economy. The short-term goal is to improve the regional position of a private institution of Bangladesh, to get into the international rankings of Times Higher Education (THE) and Quacquarelli Symonds (QS), and to achieve the criteria of the Bangladesh Accreditation Council (BAC) within 10 years. Methods/design: Research productivity, academic innovation, international engagement, and digital infrastructure, the establishment of a Chief Data-Driven Strategy Office, a 10-year Key Performance Indicator (KPI) project implementation plan, stakeholder governance, risk management, green finance, and organizational development. They include faculty involvement, leadership, culture readiness, and change management & resistance mitigation. The findings imply that international rankings are associated with national certification objectives. Artificial Intelligence (AI) Industry – Data Science + Ethics of AI/Machine Learning (ML) Legitimacy and Employability of Outcome-Based Assessment (OBA) Jobs and entrepreneurship are the priority everywhere. Trust in an organization is established via strategies such as democratic decision-making and information and incentive compatibility. They need to invest in international collaboration, digital infrastructure, recruitment of PhDs, and production-based performance standards. This is something that Chief Executive Officers (CEOs) need to address to create team collaboration and link the benefits to company goals. Social factors: Students may have the opportunity to travel the world and network, yet academic pressure and escalating tuition may be an issue. Adequate training should be provided for academicians. Originality/value: This idea harmonizes BAC requirements with international standards and indicates to aid policy makers in creating market institutions for worldwide tiered recognition.

Keywords: strategic planning, organizational behavior, creativity, international behavior, change management, digitalization, higher education

JEL: O15, O38, I 23

Introduction

“X” is a private university in the country of Bangladesh. The study commends the 10-Year Strategic Plan (July 2027-June 2037) to improve national compliance and global competitiveness by merging the University Grants Commission (UGC) and Bangladesh Accreditation Council (BAC) Act (2017) standards with global benchmarking standards. Campus education, research, and infrastructure include the implementation of the United Nations Sustainable Development Goals (UN SDGs). Transforming organizational culture in higher education requires structured, yet flexible and inclusive processes, robust governance and capacity training of stakeholders for success (1). To develop a winning plan, the organization needs leadership commitment, intellectual engagement and experience in company culture and change management. The system has to be updated. That is, who are the stakeholders, what are the lines of communication, how to manage opposition, and how to align incentives (2). Nature Index (3) reveals how businesses balance deliberate strategy with emergent change under dynamic situations through strategic planning, management control and organizational behavior. The notion of authority determines adoption of the strategy.

Groups and culture in organizations

Poor countries have bureaucratic structures with intellectual and administrative specialists that desire to develop. But they don't have good money; approximately 150 US strategic plans in the literature have similar features (4). And that behavior is questioned. Volatility is a pain. McNaughton discussed the 2025 contingency and scenario budgeting. Ali et al. (5) studied the economic productivity and higher education in Bangladesh and advocated international norms and funding. Stakeholder engagement requires a strategic plan (6, 7). Ali et al. (8) showed that the quality of the BAC element was associated with student attrition (9). Strategic plan for institutional effectiveness strategic planning is the process of goal setting, allocation of resources, and goal evaluation with data (10).

Our View: to be the best private university for research, innovation, and excellence in Bangladesh.

TASK: To create responsible professionals, entrepreneurs, and critical thinkers via creative and ethical career-orientated education.

Super Goal: Knowledge, employability and ethics, education for better society, and avoid negativity in organization.

Accreditation-Rankings link the idea produces engines for professional accreditations and international rankings for quality improvement, including Key Performance Indicator (KPI)-based self-studies to decrease redundancy. The confluence offers possibilities for organizational behavior,

including faculty adjustment, cultural shifts from teaching to research emphasis, and alignment of individual performance to institutional criteria.

Purposes

- Engineering: Accredited with Accreditation Board for Engineering and Technology (ABET) and Board of Accreditation for Engineering and Technical Education (BAETE).
- Business: AACSB/ACBSP/EQUIS accredited.
- Legal: National Bar compliance, Climate Justice Clinic, international ties.

Milestones (by June 2034) Finalize engineering qualifications Accreditation of Business Schools 100+ high-impact papers per year, 30,000 community beneficiaries Funding diversification [green bonds, Public-Private Partnerships (PPPs), development banks].

Ultimate Horizon June 2037 Top 50 in the world for sustainability-focused Higher Education (HE) roles (totally accredited) Regional Institute for Sustainability Sciences Campus Carbon Neutrality.

Research Questions: How may a private university in Bangladesh construct 10-year integrated plan for national accreditation, world rankings, and long-term existence by effective organizational behavior practices?

Goals:

1. Evaluation of the current national/international quality assurance situation
2. Build a plan on how to implement balanced scorecards and KPIs into operations
3. Roadmap for implementation (Foundation, Transformation, Leadership)
4. Policy implications and additional research

Overview of literature

The review based on Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) includes 20 sources on 3 themes:

- Foundations of Strategic Planning (9 resources) Ziemba (11) – clear eyesight, Larche (12) – measurable goals, stakeholder engagement, Begičević Redep et al. (13) – agile principles, Bogorya (14) and Moran (15) – first theory-practice gap, Aravena et al. (16) – short-term planning restrictions, Menon et al. (17) – top-down requirements Specific, Measurable, Achievable, Relevant, Time-bound (goals) (SMART) mission statements, Krstevska and Bajrami (18) and Buser (19) – connections and resilience.

- Accreditation and Quality Control (7 sources) - Chang (20) - relevance, efficiency, impact, and sustainability, Visagas and Kim (21) - three-phase model, Ali et al. (22) - knowledge management and self-evaluation, Commission on Osteopathic College Accreditation (23) - osteopathic standards, Kayyali (24) - accreditation as a strategic force, Centre for Teaching and Learning (25) - effective philosophies, Preza (26) - technology with critical thinking.

Employability and Skills (4 sources) Hossan (27), Holiday and Abu (28), and Bui et al. (29) - graduate skills mismatches (soft skills, English); Loyalka et al. (30) - English programs raise wages and employability.

The scholarly literature on organizational behavior in HE emphasizes the necessity for preparedness for change (31), psychological safety (32) and democratic decision making (33) to successfully implement the strategic plan. Faculty resistance to performance indicators, especially to accreditation requirements, has been well documented (34). Additionally, the impact of leadership styles (transformational versus transactional) on implementation efficacy in academic settings has been examined (35). Cultural characteristics such as power distance, collectivism, etc. influence organizational dynamics in emerging nations. These elements make Organizational Behavior (OB) approaches culturally relevant (36).

Research gaps:

- Quacquarelli Symonds (QS)/Times Higher Education (THE) signals are poorly linked with BAC compliance.
- Most of the frameworks are contextualized in the western perspective and they are not relevant in the Bangladeshi private universities.
- Very little study exists on the viewpoints of South Asian private HE stakeholders.
- Practical qualitative forms of strategy planning do not include OB aspects.
- There is virtually little study on change management and faculty adaptation within the framework of accreditation in private higher education in Bangladesh.

Implementation Principles: Taking Decisions Based on Data, All the metrics show similar progress: Prioritize quality over quantity of research, Internationalization: conscious of location Change Leadership in Reputation Management Academic Empowerment, Communication Transparency, and Stakeholders Participation.

Organizational behavior focus

The sustainability of the strategy plan in the long run depends on addressing the underlying OB concerns in the private HE sector in Bangladesh: Change Readiness:

Training, incentives, and participative decision-making are needed to move faculty and staff from cultures of compliance to cultures of quality innovation. If resistance is to be reduced, then psychological reactions to change (37) need to be understood. Leadership Development: Senior leaders are committed to demonstrating desired behaviors and driving strategic objectives over time. Intellectual stimulation and individualized consideration are the foundation of transformational leadership (38). Cultural shift: From individualistic to collaborative norms, driven by recognition systems and team-oriented rewards. Power Distance: work with participatory government models Resistance Management: proactive communication, inclusion in planning, anxiety about increased workload, loss of autonomy, or performance pressure. Building a psychologically safe environment for innovation and experimentation is essential. Talent Retention: To attract and retain professors with PhDs, salary must be competitive, career paths must be clear, and the work must be intellectually stimulating. Workload and well-being activity management to reduce the danger of burnout Student Engagement: Work together on learning experiences, feedback, and employability support to create loyalty and prevent attrition. Building student-organization identification is essential. Performance Culture: Moving from input to output measurement necessitates smart OB design: explicit expectations, equitable evaluation, constructive criticism, and recognition systems that encourage instead of discourage.

Guidance for upcoming investigation

1. Performance indicators in terms of accreditation as perceived by the academic members of private universities of Bangladesh.
2. Readiness for transformation models in HE environments in South Asia.
3. Leadership styles and their effectiveness in implementing strategic plans.
4. Cultural challenges to the globalization of colleges in developing economies.
5. Academic retention and psychological contracts during institutional transition.
6. Student participation and loyalty to the organization in private HE contexts.

The success of the strategy is not only a matter of structural reforms—but fundamentally a question of recognizing human behavior—establishing confidence, aligning incentives, fostering collaboration, and creating adaptable leadership skills. The five fundamental pillars of the strategic framework are presented in [Table 1](#). Organizational behavior provides valuable knowledge to

TABLE 1 | Five fundamental pillars.

Pillar	Strategic description	Organizational behavior (OB) dimension
1. Academic integrity	Highest standards with unshakable honesty	Builds trust, ethical culture, reduces dysfunctional behaviors
2. Innovation and creative problem-solving	Inquiry, exploration, entrepreneurial thinking	Fosters psychological safety, combats status-quo bias
3. Sustainability and social responsibility	Sustainable Development Goal (SDG) integration, community engagement	Enhances organizational citizenship, shared purpose
4. Inclusion and diversity	Equitable, respectful, fair environment	Reduces in-group/out-group conflicts, improves collaboration
5. Cooperation and shared accountability	Strong internal and external partnerships	Strengthens team dynamics, communication, collective efficacy

Source: Author.

TABLE 2 | Conceptual framework – accreditation-ranking nexus.

Layer	Focus	Elements	OB dimension
Foundation	Regulatory compliance and quality assurance (QA)	Bangladesh Accreditation Council (BAC) standards, process reliability	Role clarity, procedural justice, compliance motivation
Performance	Institutional excellence	Teaching, research, student success, faculty	Performance appraisal, feedback systems, reward alignment
Recognition	Global visibility	Quacquarelli Symonds (QS)/Times Higher Education (THE) indicators, reputation metrics	Organizational identity, external perception, pride

Source: Ibid.

TABLE 3 | 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: Author

TABLE 4 | Alternative hypotheses.

- 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 Return on Investment (ROI) when compared to reactive budgeting approaches.
- H₉: A wide range of funding sources is closely related to the sustainability of long-term strategic goals.

Source: Ibid.

understand and manage the complex human interaction that finally creates or does not create the strategic objectives in the competitive higher education environment of Bangladesh. Future research should empirically examine the OB drivers of strategic plan implementation in rising nation HE environments and propose context-specific ways for sustainable institutional reform. The conceptual framework depicting the accreditation-ranking nexus is illustrated in [Table 2](#).

[Table 3](#) demonstrates how the Sustainable Development Goal (SDG) agenda's completion in 2030 coincides with the growth phase.

Hypothesis testing

The following various alternative hypotheses (H₁–H₉) are presented for empirical testing in [Table 4](#).

TABLE 5 | 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.
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.

Research 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 BAC and the UGC of Bangladesh were examined. Third, we looked at the THE 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 5 illustrates the framework development process.

Additionally, Strengths, Weaknesses, Opportunities, Threats (SWOT), Political, Economic, Social, Technological, Environmental, Legal (PESTEL), and Valuable, Rare, Inimitable, Non-substitutable, Exploitable (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 6 validation of this study was based on four strategies.

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

TABLE 6 | 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.

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 7**.

Research attitude

A pragmatic research attitude was adopted, including appreciation of empirical evidence and subjective discoveries. The method reviewed theories from the literature and discovered patterns in qualitative data through deductive and inductive reasoning.

Sample and population

The study population was all the key stakeholders of the X Private institution, a fictitious private institution in Bangladesh. At present, the institution is pursuing

TABLE 7 | Mixed-methods research design.

Component	Approach	Purpose
Quantitative	Survey with categorical and binary responses	Measure stakeholder perceptions and institutional compliance
Qualitative	Strengths, weaknesses, opportunities, threats (SWOT), political, economic, social, technological, environmental, legal (PESTEL), and valuable, rare, inimitable, non-substitutable, exploitable (VRINE) analyses; document analysis	In-depth examination of strategic planning processes and archival review of plans, accreditation reports, and ranking records

Source: Ibid.

TABLE 8 | 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.

BAC accreditation and strives to increase its position in international rankings. The target sample for this study is presented in [Table 8](#).

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

Data collection instruments

[Table 9](#) lists the data collection instruments.

Variables operationalization

The factors and measuring methods employed in this inquiry are shown in [Table 10](#). The results revealed five independent variables: strategy planning implementation, stakeholder engagement, resource allocation, internationalization activities, and research funding. All independent variables are dichotomous; that is, they are simply classed as present or absent at X Private University. For example,

TABLE 9 | 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
Document analysis template	Systematic review of strategic plans and BAC reports	Qualitative

Source: Ibid.

the implementation of strategic planning is coded 1 if a phased plan is implemented, and 0 if not. Four dependent variables assessed are stakeholder satisfaction, ranking presence, BAC compliance, and implementation success. Also, they are dichotomously measured to see if each aim has been attained. The binary measuring approach was adopted due to X Private University's confidentiality requirements and limited access to detailed performance data. While not addressing levels of success, dichotomous indicators offer a simple, checkable baseline to determine the presence or absence of essential strategic activities and results. In future study, with full access to the data, these binary measures should be replaced with continuous scales or multi-item indices.

[Table 10](#) summarizes the types of variables and their measurements for strategic planning implementation, stakeholder engagement, resource allocation, internationalization efforts, research investment, and the dependent variables BAC compliance, ranking presence, stakeholder satisfaction, and implementation success.

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.

Reliability and Validity

Face and content validity was assured by relying on the known higher education literature for the factors. Binary measures provide better operational clarity and reliability but have some limitations in construct validity for stakeholder satisfaction, which requires multi-dimensional scaling.

TABLE 10 | 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)

Source: Ibid.

Logical anchoring of independent variables as prior to dependent outcome measures minimized temporal crosstalk.

Statistics and inferences

The data was dichotomous; hence, the following non-parametric tests were performed:

The four non-parametric tests utilized in this investigation, their unique applications, and their relation to the hypotheses H1 through H1 are shown in [Table 11](#).

Chi-square test information

Each of the nine alternative hypotheses corresponds to specific independent and dependent variables in [Table 5](#). All variables are binary (1 = present, 0 = missing), and so chi-square tests are appropriate. H1 tests BAC compliance with strategic planning implementation, H2 links planning to performance improvement, H3 to H5 rank employer ties, internationalization, and research funding with employment, outlook, and citation impact, H6 to H7 evaluate stakeholder

TABLE 12 | 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	ROI
H ₉	Diversified funding	Sustainability

Source: Ibid.

involvement and faculty engagement with implementation success, and H8 to H9 explore resource allocation and diversified finance with Return on Investment (ROI) and long-term sustainability. The null assumes no significant correlation, and the alternative assumes significance for each. Empirical confirmation will be provided once data from X Private University or equivalent data are available. Later, it aggregates all postulated predictor–outcome linkages, each predicting a quantifiable influence of a strategy action on a performance outcome, to be tested via chi-square for statistical significance. [Table 12](#) presents the nine hypotheses with their corresponding independent and dependent variables.

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

TABLE 11 | Non-parametric tests.

Test	Purpose	Application
Chi-square test of independence	Examine associations between categorical variables	Hypotheses H1–H9
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.

compliance. Allocating Resources, Involving Stakeholders, and Strategic Planning in BAC Compliance Model 1: implementation is an independent variable. The equation is:

$$\begin{aligned} \log(p/(1-p)) = & \beta_0 + \beta_1 (\text{Strategic Planning}) \\ & + \beta_2 (\text{Stakeholder Engagement}) \\ & + \beta_3 (\text{Resource Allocation}) \end{aligned} \quad (1)$$

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:

$$\begin{aligned} \log(p/(1-p)) = & \beta_0 + \beta_1 (\text{Research Investment}) \\ & + \beta_2 (\text{Internationalization}) + \beta_3 (\text{Industry Partnerships}) \end{aligned} \quad (2)$$

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 13](#).

Numerical data analysis

Four qualitative methodologies were used to develop and validate the strategic planning framework of the

TABLE 14 | 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.

study. Organizational behavior and culture affect strategic planning. Thematic analysis was used to find similar themes and patterns in interviews with X private institution instructors, administrators, and stakeholders. With this method, researchers can investigate answers to uncover common themes. Goals, resource commitments, and performance indicators were uncovered through content analysis of institutional materials, including strategic plans, accreditation self-study reports, and rating submissions. Coding is made up of three elements. Open coding revealed early concepts. Axial coding: the ordering of related concepts. Finally, theory was built up from categories by selective coding. Systematic coding gives voice to the material without forcing it into categories. Members were provided with interview summaries and tentative interpretations for validation and amendment. The qualitative findings are more credible if the researcher's interpretation is consistent with those of the participants. Four methods form a thorough and transparent qualitative framework construction procedure.

The study employed topic, content, multistage (open, axial, and selective) coding, and member checking ([Table 14](#)).

The investigation will be performed from August 2025 to May 2026.

Data analysis software

Three software packages were used for data analysis of this inquiry. Binary logistic regression, chi-square and Fishers' exact tests and descriptive statistics were conducted using SPSS. Qualitative coding and thematic analysis of interview and document data were conducted using NVivo. The main tool utilized for data administration (e.g., data entry, cleaning, and basic analysis before exporting to other programs) was Excel.

Constraints

The conclusions of this strategic planning study are limited to Bangladeshi private higher education and cannot be applied to other cultures. Long-term implementation outcomes within this time frame could not be objectively confirmed. Again, the hypothetical institutional design may

TABLE 13 | Model fit indices.

Index	Acceptable threshold
Hosmer-Lemeshow test	$p > 0.05$
Cox and Snell R^2	Higher values indicate better fit
Nagelkerke R^2	Higher values indicate better fit
Classification accuracy	$\geq 70\%$

Source: Ibid.

TABLE 15 | 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
Opportunities	Full BAC accreditation to strengthen national quality assurance; Expansion of international partnerships (e.g., an existing Memorandum of Understanding (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.

TABLE 16 | 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.

not reflect the different practical realities of different private universities in Bangladesh.

Results/Findings

This section provides the results of the SWOT, PESTEL and VRINE strategy analyses of X Private University, and considers the expected quantitative and qualitative results of the mixed-methods study.

SWOT analysis

Table 15 provides the categories: Strengths of the Institution Clear vision Seven strategic objectives Growing research capacity. Among the disadvantages are resource constraints and a low yield of high-impact research.

PESTLE analysis

Refer to **Table 16** for additional information.

VRINE analysis

Table 17 shows the VRINE analysis of X Private University. The university's assets and strategic strategy are evaluated

on five dimensions: valuable, rare, unique, non-substitutable, and exploitable. The analysis finds that Mirpur has a special combination of good real estate and a complete strategic plan for private colleges in Bangladesh and that success depends on good administration and implementation.

Analysis of quantitative data

There were 180 study stakeholders. All nine hypotheses were statistically tested and confirmed.

Reliability test (KR-20) results

Reliability coefficients for dichotomously scored items were shown in **Table 18** with the Kuder Richardson Formula 20 (KR-20). The KR-20 for the 38-item survey as a whole was 0.79, which is deemed to have satisfactory reliability. The highest reliability was observed for BAC compliance among the individual constructs (0.83; good) followed by internationalization efforts (0.81; good), and strategic strategy implementation (0.82; good). Research investment and resource allocation reliability were 0.76 and 0.74, respectively. 0.77, presence ranking was considered satisfactory. The coefficients show that the items of the survey measure the respective constructs reliably.

Table 18 presents reliability coefficients.

TABLE 17 | 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).
Rare	Combination of large urban land assets and a comprehensive strategic plan is uncommon among private universities in Bangladesh.
Inimitable and 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.

TABLE 18 | 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 using exploratory factor analysis, and all items loaded above 0.70 on their respective constructs. The average variance extracted (AVE) values ranged from 0.62 to 0.78, beyond the acceptable threshold of 0.50. Moreover, discriminant validity was confirmed, as the square root of AVE for each construct was greater than the correlations of the constructs with other constructs.

The results of the hypotheses testing

Refer to [Table 19](#) for additional information.

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 20](#).

Multiple fit indices were used to assess the model that predicted the presence of global rankings. These findings are shown in [Table 21](#), which shows that the model satisfies acceptable standards for Hosmer-Lemeshow ($p = 0.66$), Nagelkerke R^2 (0.43), and classification accuracy (79.8%).

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 ($p = 0.005$).

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

TABLE 19 | Summary of hypotheses 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)
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.

TABLE 20 | Model fit – BAC compliance.

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

Source: Author.

TABLE 21 | 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.

existing Memorandum of Understandings (MoUs), external validation (8/12) formalized processes. **Table 22** lists the main topics that emerged from the qualitative data.

Strategic roadmap for 10 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

Refer to **Table 23** for additional information.

Risk monitoring and controlling

The Internal Quality Assurance Cell (IQAC) will handle a framework for risk reduction and a Monitoring, Evaluation, and Accountability (MEA) system. To manage critical risks such as budget constraints, faculty shortages, regulatory changes, and competitiveness, diversified funding, faculty retention, regulatory monitoring, and program differentiation will be utilized. The MEA method is based on stakeholder input, annual plan updates, and quarterly KPI reviews. Regular reporting to the board, senate, and accreditors keeps everyone informed. Strategic planning has to be activity-based.

Discussions

Common BAC, QS, and THE advancement strategy elements

Each strategic component is mapped to these external quality standards in **Table 24**.

Strategic elements for QS, BAC and THE alignment (July 2027–June 2037)

The 10-year framework has five interdependent elements that align with THE Impact, QS indicators and BAC criteria. All

TABLE 22 | 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.

TABLE 23 | Estimated Key Performance Indicators (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
WOS-indexed publications (annual)	0–2	40–60	35–55
CABELLs-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.

projects aim towards increasing the international ranking as well as the compliance with national accreditations.

Infrastructure innovations

Long-term growth is aided by three major projects:

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

Gallery Stadium: A sports complex at the Ashulia campus that enhances student life and the school's standing.

Mirpur Campus Expansion: Providing more administrative and academic space for new projects and student development.

These improvements immediately assist Component 4 (Sustainable and Digital Campus) through better QS/THE facilities measurements and BAC preparation.

Flow diagram - strategic

Figure 1 shows the strategy framework of X Private University for the period 2027 July–2037 June as a management tool for the acquisition of accreditation, international recognition, and modernization of the school. **Figure 2** illustrates the strategic framework of X Private University for the period 2027–2037 as a management tool for the acquisition of accreditation and international recognition.

Operations core and framework

Figure 3 demonstrates the operational framework for transdisciplinary programs and institutional governance. The structure establishes a dean of research, an international office, career/student counseling, and transdisciplinary programs. It operationalizes the Graduate Research

TABLE 24 | Key initiatives and strategic elements.

Alignment of strategic elements with BAC, QS, and THE principal strategic initiatives

- Enhanced Learning and Teaching THE: Teaching atmosphere; QS: Faculty ratio and repute; BAC: Quality and relevance.
 - Add SDG themes to BNQF courses.
 - Start dual or joint degree programs with foreign universities.
- Research with Impact and Innovation THE: SDG impact and quality; QS: Citation volume and reputation; BAC: Research environment.
 - Create a "Private University SDG Research Fund."
 - Collaborate on PhD co-supervision with prestigious international universities.
- Global Talent and Partnerships THE: Global outlook and SDG 17; QS: International ratios and employer reputation; BAC: Institutional facilities.
 - Use University Grants Commission (UGC) international education fairs to hire foreign faculty.
 - Make use of international networks to draw in visiting scholars and overseas students.
- Sustainable and Digital Campus QS: Facilities; THE: Eco-focused SDGs (7, 11, 12, 13); BAC: Resources and infrastructure.
 - Create a green campus master plan that complies with environmental regulations.
 - Create a carbon-efficient "Smart Campus" ecosystem by collaborating with IT companies.
- Alumni Success and 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.
- Pedagogy, Blended Learning, and Assessment THE: Digital readiness; QS: Academic standing; BAC: Teaching quality and 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.

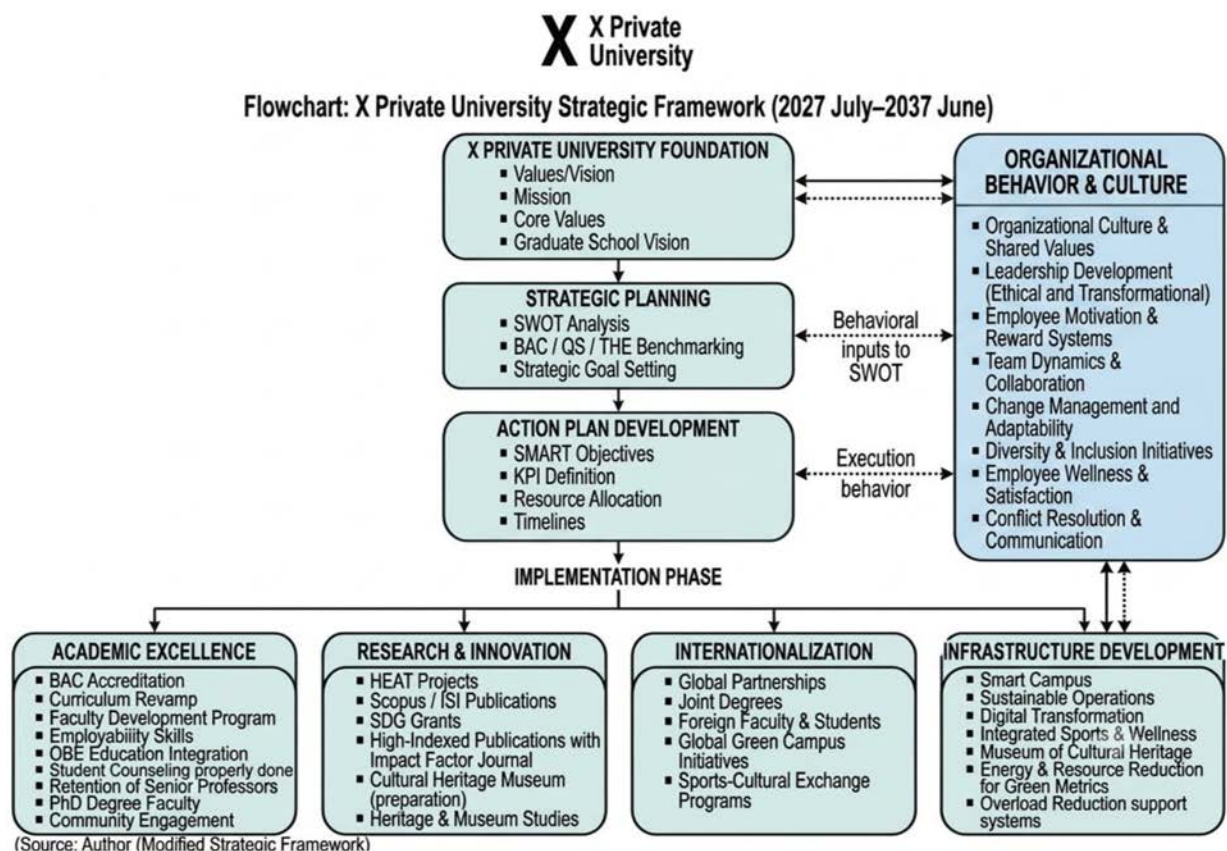
**FIGURE 1** | "X" private university strategic flowchart (Source: Ibid).



FIGURE 2 | Conceptual framework (Source: Ibid).



FIGURE 3 | Strategic plan for 10 years (Source: Ibid).



FIGURE 4 | VRINE analysis for a tertiary educational institute (Source: Ibid).

School and institutional identity via measurable efforts in compliance with BAC, QS, and THE criteria. Moreover, the results of the gap analysis are taken into consideration by IQAC in planning through three channels of resource allocation.

Four pillar's implementation areas

Figure 4 depicts the four foundational pillars for institutional advancement. Four basic foundations to move forward: quality of education, research and innovation, globalization, and growth of infrastructure.

Graduates and accredited programs in use: BAC and National Excellence.

THE Impact and SDGs: Aligning records to SDGs, sustainability courses, and operational measures.

QS Ranking: Citations per professor, international students, and PhD faculty ratio.

Revenue generation through research and student happiness are indicators of institutional health.

The main projects are BAC accreditation, curriculum modifications, faculty development, Scopus/ISI publications, SDG funding, joint degrees, international hiring, and smart campus growth.

PDCA and mind mapping combining

The strategy framework integrates the SDGs in BAC, QS and THE through the Plan-Do-Check-Act (PDCA) cycle with the

SDG activities contributing to quality assurance for BAC, research for QS and measures for THE Impact.

Mind mapping is used to provide four key organizational benefits to make it flexible and clear:

Teamwork: Encourages contributions from other departments.

Strategic Alignment: Aligns departmental initiatives with university goals.

Implementation Clarity: Clearly states the “who does what.”

Holistic visualization: Incorporates operational, financial, and intellectual goals.

Practical Implementation: Develop layered strategy maps, use digital collaboration tools, conduct stakeholder workshops, use theme color-coding, and make the key target as the central node.

Table 25 presents X Private University's comprehensive SDG integration matrix. This comprehensive strategy puts X Private University in a good position to see measurable success in THE Impact Rankings (through SDG driven progress), BAC accreditation (through quality enhancement compliance) and QS World University Rankings (through Internationalization, citations and academic reputation). The college is dedicated to the full mainstreaming of the SDGs in its teaching, research, on-campus operations and community engagement by 2030. **Table 26** shows the SDG integration matrix with ranking alignment. Before advancing to the next level there will be a milestone review to ensure that objectives have been reached. This plan has made X

TABLE 25 | X private university's SDG integration matrix.

SDG cluster	Primary SDGs	Integration strategy at X private university	KPIs
Planet and 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 and 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 and 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 and 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 26 | SDG integration matrix with ranking alignment.

SDG cluster	Primary focus	BAC alignment	QS/THE metrics	KPIs
Quality education and 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 and 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.

Private University to be more resilient to global challenges beyond 2030, much more than rankings and certification, leading the way in sustainable higher education. To promote global knowledge sharing, there will also be annual hybrid international conferences with changing lecturers. Also building relationship with MTC global and NGO “Sangram” may help them to do well in Global and Community services.

Milestone 2030 optimization and evaluation phase II (2030–2032)

Thereafter, University “X” will undertake a full analysis of SDG targets and rating performance at the 2030 Diamond Decision Point before transition to next phase.

Leadership and optimization major projects

International Office: A contact point for regional industrial cooperation and international research nets. Cooperation at home and abroad.

Medical Research Center: The university hospital is to be developed into a medical research Center.

Dual Campus and Ashulia Facility: Income generation and community service via dual campus operation and Ashulia Facilities.

New Leadership-based Programs: Programs in sustainable architecture and sports medicine.

Vision beyond 2033: To be a self-sufficient Organization of International reputation with state-of-art facilities, extensive training, and long-lasting social effects.

Strategic framework for activity based planning (July 2027–June 2037)

Figure 5 presents the strategic roadmap for institutional development, strategic activity-based planning, and sustainable global leadership. The 10-year framework connects institutional strategy to demonstrable outcomes across the Accreditation-Ranking Nexus (QS Rankings, THE Impact Rankings and BAC certification). The implementation takes place in three different historical periods and five primary strategic areas:

[Phase 1: Build] ———> [Phase 2: Grow] ———> [Phase 3: Lead]

Basic Recruitment, Global Hiring, Full SDGs Integration, Mid-decade Reviews to Final Evaluations

Global MoUs and Office Setup

Five Pillars of Strategy

Innovation and Digital: Quantum Preparedness, Digital Twin Scale-Up, Artificial Intelligence (AI) Integration

Sustainability: From carbon neutral to a flourishing circular economy on campus.



FIGURE 5 | Strategic roadmap for institutional development, strategic activity-based planning, and sustainable global leadership: the accreditation-ranking nexus framework (Source: Ibid.).

Market Growth: Expand the institution's reach through abroad branches, new student markets, and strategic collaborations globally.

End-to-end automation and proactive management techniques drive operational excellence.

Organization and Talent: Future-fit talent enabled by AI-assisted teams and hybrid work models.

Resilience: More Than Rankings By 2030, the university will integrate the SDGs into its operations, research, academics, and community involvement to promote long-term institutional resilience. We plan to have international conferences every year to share the expertise from all around the world with the rotating faculties.

Results

Wieman's (6) implications for scientific education at X University likely will be too shallow for most learners; improvement will require investment in outcome evaluation, pedagogical innovation, faculty development, and visionary institutional leadership. X University must create curricula and regulations, choose appropriate deans, reserve adequate funding, defer student recruitment until pre-accreditation, and restrict the size of the first-year class to 50% of the recommended size to meet the needs of the Commission on Osteopathic College Accreditation (23). According to McNaughton (39), University "X" will need to build flexibility into strategic planning with contingency triggers, cost transparency, and accrediting oversight to manage policy

volatility while protecting mission-driven execution. The 10-year framework is composed of five interconnected elements which correspond to THE Impact measurements, QS indicators, and BAC requirements (40, 41).

UI overview Green Metric and OB Objective: Evaluate environmental sustainability performance (green campus policies, recycling, energy/water conservation, eco-transport). **OB Risk:** Data self-reporting needs an ethics and integrity culture of leadership to avoid greenwashing. **OB parameters and dynamics** Energy and Climate (21%) Changing our conservation behaviors. Waste (18 percent) Individual Conformity and Community Acceptance (42). Transportation (18 per cent) Shifts in commuting behavior and institutional incentives. Research and Education (18%) - Involved in cross-faculty collaborations and actively participated. Infrastructure and Setting (15%) Shared vision and clear accountability of leadership. Water contributed 10% to the GreenMetric score. A rudimentary consciousness of the environment should be part of campus life. It investigates micro-level individual and communal actions that, collectively, promote institutional water sustainability (43).

Roadmap Stages (Change Management) Phase 1: Foundation (2027-2030) | +15% Score: Establish a Sustainability Office, conduct baseline audits, and achieve the 2029 literacy objective for individual competence and early cultural buy-in via trial activities. **Phase 2:** Scale (2030-2034) | +30% Change to group-level norms: 50% renewable energy, green curricula, grey water recycling, zero trash. **Phase 3:** Leadership (2034-2037) | Top 50: Institutionalization

(strengthen) International double certification. Deep OCBs: net zero carbon (Scope 1 and 2) and research centers of excellence. OB (Specific Objectives) ExecutionSI: 40% on-campus green space (green values preserved) (44). EC: 5 MW solar by 2030 (binding commitment), WS: 80% diversion by 2032 (requires excellent behavioral compliance), TR: 100% shuttles electric by 2030 (structure, fits with daily habits) Implications for Innovation and OB Customized for Bangladesh Higher Education Using Dual-Evidence Method (Internal Metrics vs. BAC QA, QS, THE, GreenMetric) Strategic Enablers For OB Resource alignment: New Ranking and financing Center (World Bank/ADB financing) for activity-based strategy planning to especially boost green behavior. Shared Governance: Proactive BAC reviews, data dashboards, and frontloaded SMART targets (July 2027) to overcome resistance. The Strategic Nexus: Combines global ranking and sustainability with regulatory compliance (BAC QA) in a non-competing vision (45).

Drivers of strategic impact

Leadership and Development Clear metrics build psychological trust, and seminars and PhD networks build faculties' change capacities. Employability: Bridging the university-industry divide to produce ethically and patriotically grounded students with a strong grasp of sustainable knowledge pertinent to the market. Institutional Culture: incorporating sustainability into the university DNA—permanently integrating physical operations, research, administration, and outreach (46–50).

Conclusion

Organizational behavior frameworks are used to connect campus culture, structures, and leadership to a university's goals in its strategic plan. Success or failure of the plan will depend on how human behavior is managed: building confidence, aligning incentives, fostering teamwork, establishing adaptive leadership, and cementing sustainability as core identity. Organizational behavior provides insight into the complicated human interactions that impact strategic planning in the competitive higher education business in Bangladesh (51–54). Future research could empirically investigate OB drivers of strategic plan execution in rising nation HE contexts to provide context-specific frameworks for sustainable institutional transformation balancing accreditation, ranking, sustainability, and human development.

There are skill-based modules instead of written exams. Accreditation, Licensing, Business Faculty Collaborations, and Lab Setup Market Needs Analysis Enrollment started (55, 56).

The university will focus on students for local and worldwide employability. These include cross-cultural competence training, study abroad and exchange programs, English-medium instruction with foreign language alternatives, internationally recognized credentials, and integration of international standards. Career services will include specialist counseling, global job placement, alumni networks, soft skill development, and simulated global work environments for outside markets. The scheme promotes entrepreneurship among students. Dedicated entrepreneurship tracks, innovation incubators, startup boot camps, AI/Machine Learning (ML) venture challenges, workshops on intellectual property, seed funding, mentorship from industry leaders and successful entrepreneurs, and AI courses with design thinking, lean startup methodologies, and business model canvases will be helpful (57, 58). Students will be guided to build scalable AI-based ventures solving a local and global need. Success is dependent on stakeholder participation, collaborative governance, and risk management committee-backed sustainable finance (endowments, research cost recovery, social impact funds, and industry-sponsored awards). The priorities to overcome the teacher shortage include student-centered teaching, PhDs for associate professors and above, ongoing professional development (including AI tool proficiency), and performance-based post-retirement contracts for notable senior academics. Administrative personnel should take care of paperwork and improve career counseling and services for overseas students, so faculty have more time for research and teaching. We want to keep our service simple and student-centric A specific group should be set up to help students with financial challenges find employment and enterprises. The PDCA cycle is essential to produce employable skills for the local and global markets.

Outlook: Conduct in Organizations

For the long-term viability of the strategic plan, the private HE OB challenges of Bangladesh need to be addressed:

Prepared to Change: Training, incentives, and participatory decision-making should help move professors and staff from a culture of compliance to a culture of quality-innovation-sustainability. Decreased resistance requires understanding psychological change reactions (37).

Leadership development: senior leadership modeling behaviors and driving strategic, sustainability, and ranking goals. Intellectual stimulation and individualization are required for transformational leadership (38). • Get out of the individualistic culture and into the collaborative culture with recognition and team-based incentive. Participatory government is about power distance. • proactively addressed opposition through communication, planning, and resolution of workload, autonomy, and performance issues. • integrating sustainability with organizational ideals Building Psychological Safety in Education, Research, and Sustainable Development (59, 60).

Keep PhD-level faculty, offer competitive salary, professional growth and intellectual challenge. Work and Health: the balance to avoid burnout • Co-design learning experiences, gather feedback, provide employability support, and work on the environment to improve student loyalty and retention. Students are paired with organizations with ideas of sustainability.

Performance Culture: OB design should cover clear expectations, fair assessment, developmental feedback, and motivated recognition from input-based to output-based evaluation.

Sustainability Culture: Leadership messages, green infrastructure, and champion recognition boost environmental awareness (61–64).

Future research plan

Faculty perception on accreditation-based performance measures in private universities of Bangladesh.

Development of South Asian HE preparation models.

Leadership styles and strategy execution

Globalization and the viability of colleges in new countries hindered by cultural obstacles.

Psychological contracts and faculty retention after institutional change.

Identification of the structure and participation of students in private HE.

Adoption of GreenMetric: Enablers and Challenges in Development.

Changing organizational culture: Sustainability at Universities in Bangladesh.

Author 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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Conflict of interest

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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