



The Importance of Student-Academic Member Partnerships in the Saudi Public and Private Universities: An Exploratory Study


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أهمية الشراكة بين الطلاب وأعضاء هيئة التدريس بالجامعات السعودية الحكومية والخاصة: دراسة استطلاعية

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Abstract:

This study aims to empirically explore the image of Student-Academic Member Partnerships (SAMP) in the Saudi public and private universities from a business perspective. It examines its forms, characteristics, and capabilities to enable these institutions to achieve the educational objectives outlined in Saudi Vision 2030 and meet the academic accreditation standards set by the Education and Training Evaluation Commission. A qualitative approach was employed, involving 90 semi-structured recorded interviews with students, academics, and official members of the Quality and Development Deans from eight universities. Qualitative data was analyzed based on Creswell's (2014) thematic recommendations. The Theory of Teamwork Strategy was utilized and demonstrated its ability to interpret the findings. The results indicated that students remain largely unaware of the SAMP culture, and most academics expressed uncertainty about it. However, Quality and Development Deans officials agreed that student engagement in educational processes is a primary condition for Saudi universities to be institutionally and programmatically accredited. Yet, practically, perceiving students as partners or internal stakeholders remains vague. Despite this, the Saudi educational environment is seen as fertile ground for SAMP to thrive. To the best of the researcher's knowledge, this is the first empirical study conducted in the Saudi social context. Recommendations for educational policymakers and future research are highlighted.

Keywords: Student-Academic Member Partnerships, Student Involvement, COVID-19, Saudi Vision 2030, ETEC.

الملخص:

ركزت هذه الدراسة الميدانية على اكتشاف صورة الشراكة بين الطلاب وأعضاء هيئة التدريس (SAMP). حيث اختبرت هذه الدراسة نماذج الشراكة وخصائصها وقدرتها على تمكين الجامعات محل الدراسة لتحقيق مستهدفات الرؤية السعودية 2030، ومعايير الاعتماد المؤسسي والبرامجي المحددة من قبل هيئة تقويم التعليم والتدريب السعودية.

استخدم الباحث منهج البحث النوعي بإجراء 90 مقابلة شبه-منظمة/مهيكلة مع مستهدفي الدراسة. وقد كانت هذه المقابلات مع الطلاب وأعضاء هيئة التدريس وعمداء ومساعد عمداء والمسؤولين بعمادات التطوير والجودة في ثمان جامعات سعودية حكومية وخاصة. وقد وظف الباحث نظرية استراتيجية فريق العمل كإطار نظري لتفسير نتائج الدراسة، معتمداً على معايير بناء المحاور التي حددها Creswell's (2014) لتحليل البيانات التي تم جمعها.

أبان الإطار النظري أعلاه عن قدرته في تفسير نتائج الدراسة. كما أظهرت نتائج الدراسة أن أغلب الطلاب في هذه الدراسة غير مدركين لثقافة الشراكة بينهم وبين مدرسيهم، وأن معظم أعضاء هيئة التدريس الذين تمت مقابلتهم تبين عدم اليقين لديهم بطبيعة الشراكة بينهم وبين طلبتهم. على النقيض، نجد أن منسوبي عمادات التطوير والجودة بالجامعات محل الدراسة يجمعون على أن الشراكة بين الطلاب وأعضاء هيئة التدريس تعد من المعايير الأساسية في العملية التعليمية لضمان الاعتماد المؤسسي والبرامجي لمؤسسات التعليم الجامعي السعودية. وبالرغم من ذلك، أبرزت الدراسة -ميدانياً- أن النظر للطلاب كونهم شركاء أو ملاكاً داخليين في العملية التعليمية لا يزال أمر يكتنفه الغموض، مؤكداً أن الدراسة تشير إلى أن البيئة الجامعية السعودية تعد أرضاً خصبة لازدهار ثقافة الشراكة بين الطلاب وأعضاء هيئة التدريس شريطة توطين هذه الثقافة. من وجهة نظر الباحث تعد هذه الدراسة الميدانية الأولى من نوعها في الإطار الاجتماعي السعودي، وقد قدمت هذه الدراسة العديد من التوصيات لصانعي السياسات التعليمية والباحثين في ذات المجال.

الكلمات المفتاحية: الشراكة بين الطلاب وأعضاء هيئة التدريس، الرؤية السعودية 2030، تضمين الطلاب، جائحة كورونا، هيئة تقويم التعليم والتدريب.

Introduction

Student engagement with teaching staff, referred to as Student-Academic Member Partnership (SAMP), is recognized as an effective strategy in higher education institutions worldwide. Barus and Purwanto (2023, p. 5) argued that there is a shift from "passive students to active students." For example, students' engagement has been identified as a means to "co-produce pedagogy and curriculum" (Nelson, 2022, p. 135) and serves as a key indicator of educational competitive advantage. However, SAMP is still in its infancy. From a business perspective, SAMP has been introduced in advanced Western universities by stakeholders as a profitable and productive method for developing their educational ecology (Fieldsend-Danks, 2016; Smith & Tinto, 2024). Nonetheless, the existing literature primarily views SAMP from an educational angle (Coleman et al., 2024). Most studies, predominantly in Western contexts, regard students as primary internal partners (internal stakeholders) whose satisfaction is essential. The researcher found no systematic studies on SAMP within the Saudi educational realm. The Saudi Vision 2030 necessitates reforms in Saudi higher education institutions similar to Western educational setups (The Saudi Vision 2030, 2016). The Saudi Council of Ministers approved the new Saudi universities' law (Alsharif, 2019), which aims to enhance the scientific, research, and community status of Saudi universities at both regional and international levels. Thus, SAMP can serve as a main enabler. Commentators view this educational movement as a step toward privatizing Saudi universities, akin to Western institutions. Currently, the Saudi Education and Training Evaluation Commission (ETEC) mandates that all Saudi universities (public and private) comply with its accreditation standards for both institutional and programmatic accreditation (ETEC, 2024). According to Article 2.2.2, students are recognized as the main educational stakeholders who should participate in decision-making processes (ETEC,

2024). Article 2.4.2 emphasizes the involvement of students in quality assurance processes. Furthermore, Article 4.6.2 underscores the importance of relationships between Saudi universities and their alumni, both national and international (ETEC, 2024). These ETEC standards aim to enhance and internationalize the learning outcomes of Saudi universities. Consequently, all Saudi public universities are expected to become independent entities contributing to the knowledge economy. Currently, three prominent Saudi universities have achieved independence. Therefore, exploring the SAMP approach within Saudi universities from a business perspective is a legitimate endeavor for this study.

This study is designed to explore SAMP from a business perspective by addressing the following research questions:

- RQ1. To what extent have you heard about SAMP?
- RQ2. What factors characterize SAMP from a business viewpoint?
- RQ3. How does SAMP help achieve the educational objectives of Saudi Vision 2030?
- RQ4. How would you evaluate the notion of SAMP at Saudi universities?

This study reviews literature related to SAMP while developing a theoretical framework. Additionally, it discusses the research methods used and the data analysis produced. The fourth section presents the results, while the fifth section discusses the findings, and the final section draws conclusions and recommendations.

Literature Review

The reviewed literature indicates that the concept of SAMP is still limitedly practiced within well-established Western universities. Smith and Tinto (2024) and Matthews (2016) state that involving students and academics in close and active partnerships is a process-oriented approach in higher education. Collectively, the reviewed studies argue that students and academics engage in

learning, teaching, curriculum, assessment activities, and quality enhancement efforts to improve educational outcomes (Fieldsend-Danks, 2016; Marquis et al., 2016). The university's campus functions seen as a system, with students serving as the main engine of its processes, and SAMP is viewed as a process of engagement rather than merely a product, built on social interaction, mutual trust, and relationships that promote agency within the educational community (Fieldsend-Danks, 2016; Bauch, 2001).

Smith and Tinto (2024) and Bovill et al. (2016) found that students act as partners and change agents in the educational realm. Students are seen as educational advisors and consultants, equal to academic staff, producers of educational developments, partners in educational decision-making, and pedagogical experts who actively participate in shaping their educational environments (Neary & Winn, 2009; Bovill et al., 2016). Furthermore, Pohl et al. (2018) argue that students co-create assessment criteria and co-design learning resources, acting as co-researchers and co-curriculum designers (Lubicz-Nawrocka, 2018).

Another stream of studies has examined the impact of SAMP on educational ecology. Attack et al. (2000) noted that SAMP significantly influences student learning, revealing commonalities in the relationships between staff and students. Recently, a study indicated that students' engagement positively impacts academic achievement (Wong, 2024). Role perceptions, staff characteristics, and workplace environment are the three major factors influencing student learning (Attack et al., 2000).

However, Martens et al. (2019) found that students' influence was limited to providing advice, with no involvement in the implementation of educational services.

Conversely, Holen et al. (2021) identified 13 themes related to the positive and negative outcomes of SAMP: Relationship, Learning, Engagement, Confidence, Identity, Employability,

Community and Material Gains, Relational, Resistance, Logistical, Experience, and Quality. Previously, Bovill et al. (2016) identified three forms of SAMP in pedagogical planning: co-creators of teaching approaches, course design, and curricula. Mercer-Mapstone et al. (2017) classified four themes of students as partners: reciprocity, realities of partnership outcomes, context of practice, and inclusiveness. Fitzgerald et al. (2020) proposed a model of students as partners in course design. Smith and Tinto (2024) and Liberante (2012) concluded that a positive SAMP is integral to quality teaching and effective student learning.

On the other hand, the choice of a university is influenced by 12 factors: the institution's reputation, cultural and social considerations, family role, location of the institution, learning opportunities, academic staff members, employability prospects, and future plans (Bani-Khaled, 2014). Bani-Khaled (2014) also noted that environmental factors include campus aesthetics, size and safety, availability of specialized subjects and equipment, peer experiences, personal interest in the language, and the type of institution.

Recently, ETEC (2024) mandated that all Saudi universities comply with accreditation standards (both programmatic and institutional), recognizing students as primary stakeholders in academic decision-making and quality assurance processes. These educational standards contribute to achieving the educational objectives of Saudi Vision 2030.

In essence, the reviewed studies on SAMP were unintentionally underlining a number of teamwork strategies and frameworks. Therefore, it is crucial to review studies focused on teamwork strategy from a business perspective. Although teamwork strategy has proven to be a priority for organizations in the 21st century, its significance and implications have not been adequately recognized in the reviewed studies. This may be attributed to a lack of preparation for students with teamwork attitudes, attributes, and competencies.

However, equipping students with strong teamwork skills can enhance the effectiveness and efficiency of SAMP. In the business field, teamwork strategy is considered essential for crisis management, change management, and error handling, as well as a critical skill for systematic and productive leadership.

On the basis of the reviewed literature, there is no indication of linking SAMP processes with teamwork strategy elements, which could serve as an effective business model to enhance the educational realm. Phalane (2011) revealed that the implications of teamwork strategy enhance overall business improvement and effectiveness. Relatedly, decision-making can be more effective when conducted in teams and can provide businesses with sustainable competitive advantages (see, for example, Bamber et al., 1996; Pfeffer, 1994). Choi and Pak (2007) highlighted the pillars of teamwork: team selection (selection of team members and leaders), enthusiasm (personal communication of teamwork), accessibility (proximity and facilities), motivation (incentives), workplace (corporate support), objectives (shared visions and goals), roles (clarity, cooperation, and consistency), and kinship (communication and caring). Tarricone and Luca (2002) assert that for teamwork strategy to succeed, commitment to team success with shared goals, interdependence, interpersonal skills, open communication, positive feedback, appropriate team composition, and accountability are essential.

Consequently, one can deduce that SAMP can be viewed as an educational practical model of teamwork strategy in education. This means that students and academic members act as team members in the educational realm, working cooperatively in relevant and similar academic businesses to achieve mutual educational goals, maintaining educational reputation and learning outcomes. However, for these partners to succeed, they must adhere to the pillars of teamwork strategy (Choi & Pak, 2007).

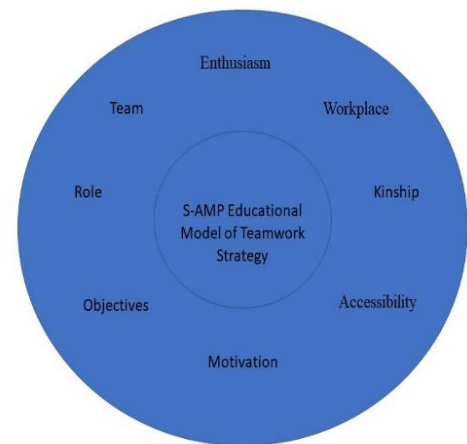
In summary, the reviewed literature indicates that several studies have focused on SAMP but only from educational perspectives. However, none of these studies have examined SAMP beyond capitalist social contexts mainly in Middle Eastern social contexts or in Saudi Arabian educational institutions. Furthermore, none of the reviewed studies have considered the implications of teamwork strategy concerning the educational practices of SAMP at this stage.

These research gaps necessitate conducting this study to diagnose the presence or absence of the SAMP concept in Saudi universities and to articulate its forms, characteristics, and effectiveness with clarity. Figure 1 conceptualizes the theoretical framework of this study.

Figure 1

The Conceptualization of Relations between SAMP and Teamwork Strategy

Theoretical Framework: Teamwork Strategy and S-AMP



Source: The Researcher

Research Method

Given the nature of this study, the researcher opted for qualitative research due to its capabilities (Creswell, 2009) and the lack of qualitative approaches in the reviewed studies examining SAMP. The researcher conducted 90 detailed interviews with students, academic members, and official members of Quality and Development Deans (QDDs). Data collection began in the last

quarter of 2018 and concluded in the third quarter of 2024.

As a method, qualitative research was employed to document the meanings underlying SAMP practices within randomly selected eight public and private Saudi universities. The randomly selected sample of the Saudi public and private university (44) represents, 18% of them. According to Yin (2014), researcher can qualitatively generalize out of three case studies rather than being representative.

Qualitative data were collected from academic members, students, and official members of QDDs at eight randomly selected universities. The purposive selection of these three participant types aimed to solidify and justify their perspectives on the presence or absence of the SAMP concept within the examined Saudi universities.

Ninety interviewees participated, including 15 academic members, 60 students, and 15 official members of QDDs. The students ranged in age from 18 to 20 years, while the academic members ranged from 28 to 60 years. The academic members' ranks varied from lecturers to professors. The official members included deans, vice-deans, and consultants in the area of educational quality assurance. Participants were assured of confidentiality and anonymity before data collection.

Semi-structured interviews were conducted in both English and Arabic. The Arabic responses were translated into English to facilitate building themes. Interview-guided questions included open-ended inquiries. The initial questions were designed to allow participants to express their perceptions about the SAMP concept. The first open-ended question asked: "What characterizes SAMP from a business perspective? In what ways does SAMP help achieve the higher educational objectives of Saudi Vision 2030?" and "How do you evaluate the notion of SAMP at Saudi universities?" Participants responded to these questions, and their responses

were recorded for further analysis. Interviews lasted between one and two hours, with a minimum duration of one and a half hours. Transcribing these interviews required approximately 135 working hours. The data were analyzed using Creswell's (2014) qualitative analysis technique to generate themes from the raw data.

Results

Theme 1: The Presence of the Notion of SAMP in Saudi Universities

Being fully familiar with the SAMP concept, each participant was asked to share their perspective. All interviewed students expressed their lack of awareness regarding SAMP. Conversely, one academic member stated, "I heard a lot about this notion." Another academic member noted, "I heard about it in regard to co-designing of curriculum, engaging and fulfilling classroom experiences." Another academic member mentioned hearing about it "to some extent with regards to a curriculum design, and deciding which pedagogy is most suitable to use based on the feedback of the students." One academic member claimed to have "never ever had heard about the notion of SAMP." This approach is "absent in third world and Middle Eastern countries." However, QDD officials agreed that accreditations cannot be granted to a university without fulfilling all standards, with students being at the core of these processes. The interviewed officials asserted that students are seen as the main stakeholders in terms of decision-making towards educational quality assurance. One official stated, "We visit each college to receive evidences of students' engagements in educational decision-making."

SAMP was defined by a few academic members as "reciprocated participation, trust, inspiration, and initiations to achieve social and academic welfare." One academic member described SAMP as "an interaction between

students and their academic members." Another one stated that SAMP is vital for "research engagement, pedagogical practice, academic development, research and publications, better integrated learning, co-creation of course-design and curriculum, assessment, university decision-making, and classroom engagement." An academic member added that SAMP is a "win-win educational technique based on respect, shared responsibilities, commitment, and disciplines." Additionally, another member stated that SAMP "will help in establishing positive students and academic member relationships." However, QDD officials perceive SAMP as a key requirement for colleges to obtain program accreditation. They collectively stated that a "student council" can serve as a practical example of student partnership with the top-management of their universities.

In summary, SAMP is still viewed as a new term among students at the examined Saudi universities, as most have never heard of it or are unable to define it. Conversely, some academic members are somewhat familiar with it, with a few recognizing it as a "win-win" educational technique.

Theme 2: Characteristics of SAMP from the Business Perspective

This theme includes categories such as maintaining reciprocal relationships, language barrier, interface, communication and interpersonal skills. One student asserted that SAMP is an "important key element to maintain reciprocal relationship between students and their teachers." Other students claimed that SAMP would serve as "a medium to strengthen relationship, interactions and cooperation." Some students stated that SAMP can be "a form of quality and mutual responsibility."

The researcher identified categories of SAMP, including interpersonal skills, interdependence, adaptability to change, commitment, engagement, roles, and responsibilities. Academic members asserted that

SAMP aims to "maintain student's self-trust, delivering opinions and ideas, building mutual interpersonal skills between students and academic members, and to develop academic outcomes." Some academic members perceived that the ability of SAMP is "to maintain cooperation forming profitable business enterprises." Others emphasized that SAMP can sharpen students' entrepreneurship skills. Conversely, a few academic members stressed that SAMP is "to improve business continuously, to motivate students to become entrepreneurs and to consult student's innovative and creative ideas." These attributes contribute to higher employability rates for graduates, increasing confidence, leadership, and problem-solving skills for both students and academic members. "SAMP not only increases revenue for the universities but also might expand national knowledge economy," an academic member added.

QDD officials stated that "SAMP is present in the Saudi educational realm based on the related articles passed by ETEC." They asserted that "if SAMP is implemented well, students will gain its benefits."

In summary, data shows that SAMP can be viewed through various models:

1. *Business model*, which can build numerous successful and profitable educational systems.
2. *Improvement model*, which is seen as a model for the continuous improvement of educational business (Kizan form of SAMP).
3. *Entrepreneurship model* due to SAMP's ability to motivate students to become self-reliant and a potential entrepreneurs.
4. *Profit-oriented model*, in which SAMP can encourage university stakeholders to view students as financial resources.

Theme 3: Ability of SAMP to Achieve the Higher Educational Objectives of Saudi Vision 2030

Data gathered from students and academics indicate that SAMP can lead universities to meet

the higher educational objectives of Saudi Vision 2030. This effect is because SAMP can serve as a tool for communication, cooperation, organizational commitment, rules and regulations, interface, and decision-making techniques. Academic members highlighted the distinctive abilities of SAMP, including increasing mutual trust, establishing self-motivation, creating consultancy forums, fostering compatible relationships, serving the community, enhancing mutual understanding and respect, and encouraging academic research. SAMP can also provide continuous training, facilitate the sharing of experiences, enhance universities' reputations, create an interactive educational environment, resolve academic conflicts, and maintain academic quality assurance. Additionally, SAMP can enhance collaboration among educational internal and external stakeholders, transforming them into profit-oriented business enterprises. It can improve educational quality levels, generate employment opportunities, and enhance students' skills, learning outcomes, and competencies. Furthermore, SAMP is identified as a financial growth enabler for universities.

QDD officials stated that if all Saudi universities comply with educational accreditation standards (recognizing students as internal stakeholders), they will rank among the highest internationally. Consequently, Saudi universities will achieve the educational objectives of Saudi Vision 2030.

Theme 4: Evaluating the Effectiveness of SAMP in Saudi Universities

One student suggested that evaluating SAMP is a "continuous process improving teaching style of academic members." Another student explained that "SAMP will benefit all involved entities and develop education in future." A different student stated that SAMP "will improve the education in Saudi universities."

Some academic members explicitly indicated that SAMP can be evaluated by its ability

for "generating future leaders, building the culture of volunteering, determining the needs of labour market, increasing student's learning outcomes, creating mutual efforts based on academic regulations, producing a new generation of scholars and pioneers." Other academic members emphasized that SAMP can "help in establishing greater group-cohesion and self-awareness. Additionally, SAMP is positive tool to improving students' attendance, and enhancing their overall learning outcomes." SAMP can also be assessed by its ability of "making students more disciplined and committed, and developing their professional skills." Furthermore, other academic members suggested that "it is important for all educational institutions to develop healthy relationships between student and their teaching members." SAMP can be evaluated based on whether universities became able "to transfer theories into practices."

From the perspective of QDD officials, the effectiveness of SAMP can be evaluated when colleges can provide official evidence of any form of student engagement with their teaching staff, college leaders, and top university management. QDD officials asserted that if colleges fail to show so, they cannot pass programmatic accreditation. Consequently, the college will be reprimanded by university management for wasting financial resources, necessitating a re-application for another accreditation round,

Discussions

The reviewed literature has documented SAMP primarily from an educational perspective (Coleman et al., 2024). Such studies have found students engaged in learning disciplines offered by universities (Fieldsend-Danks, 2016; Marquis et al., 2016). However, the current study aims to bridge this gap by empirically examining SAMP from a business perspective based on the experiences of the eight randomly selected Saudi universities.

The qualitative approach enabled this study to provide a rigorous understanding of real-life reflections on the current status of SAMP in these universities. One of the most significant findings is that SAMP is an educational model rooted in teamwork strategy, as indicated in Figure 1. In other words, teamwork strategy can be seen as the backbone of SAMP. Nevertheless, the concept of SAMP remains largely unknown to students at the examined Saudi universities. Although many academic members have been trained in Western universities and may adhere to the culture of SAMP, they struggle to diffuse this culture within their educational environments or to train their students accordingly. This can be due to the tendency of academic members to adhere to a conventional teaching mode, where they "just deliver lecture's material and that is all." In general, the findings of this study reveal significant relations between SAMP processes and teamwork strategy. This study shows that the mechanisms of SAMP cannot be isolated from the elements of teamwork strategy (Choi & Pak, 2007). However, data failed to explicitly highlight this connection, possibly due to the lack of studies focused on SAMP, as all reviewed literature approached it solely from an educational angle.

While the majority of the interviewed students and some academic members were unable to articulate the presence of SAMP at the examined Saudi universities, QDD officials rejected this claim. Accordingly, ETEC (2024) has passed three articles that primarily recognize students' important role as internal stakeholders who should participate in all educational processes, as articulated in Articles 2.2.2, 2.4.2, and 4.6.2 (ETEC, 2024). Although student engagement in Saudi universities has become a crucial condition for institutional and programmatic accreditations—legally recognizing students' roles—this remains largely theoretical in practice. Nevertheless, this movement led by ETEC to empower students within Saudi universities can be viewed as a response to the call of Saudi Vision

2030. If these articles are practically implemented by Saudi universities, we may soon witness a governance role of teamwork strategy in SAMP practices. Conversely, the findings suggest that the examined universities remain unaware of the vital role of their students as primary internal stakeholders and partners. These findings contradict the reviewed literature, which identifies students as key partners in shaping their universities' educational competitive advantages and enhancing their financial viability. Additionally, these results oppose the findings of Neary and Winn (2009), which recognize students as influential players in curriculum design and related policies, as well as producers of various educational activities. The ambiguity surrounding the SAMP culture in the examined universities is a major finding of this study, raising questions about the compliance of these institutions with SAMP practices and the implementation of teamwork strategies.

Regarding the capabilities of SAMP, this study found that SAMP can accelerate the advancement of higher educational systems and sustain financial revenues, similar to those of advanced Western educational institutions. Practically, SAMP's culture is found to be effective in educational infrastructure by increasing learning outcomes, enhancing universities' international reputations, solidifying competitive advantages, continually improving study plans, advancing teaching styles, identifying student and labor market needs, producing a new generation of scholars and entrepreneurs, fostering a culture of volunteering, raising student satisfaction levels, augmenting the national knowledge economy, and creating a desirable educational ecology. Interestingly, these findings align with those presented in the reviewed literature (Bovill et al., 2016; Phalane, 2011; Wong, 2024).

The data indicate that the effectiveness of SAMP can be measured by its ability to fulfill the promises articulated above. This finding represents

a significant advantage of this study compared to the reviewed literature.

In conclusion, Saudi educational systems appear to be fertile ground for SAMP to thrive if its culture is effectively indigenized by ETEC to meet the objectives of the Saudi Vision 2030.

Conclusions

From a business perspective, this study aims to empirically explore the presence of the SAMP concept at eight randomly selected Saudi universities, its form, characteristics, and capabilities to enable Saudi universities to achieve the educational objectives of Saudi Vision 2030. To the best of the researcher's knowledge, this is the first study conducted in the Middle East, specifically in the Saudi social context. The researcher employed qualitative research methods and obtained 90 recorded interviews with students, academic members, and official members of QDDs. The data were analyzed by using thematic techniques recommended by Creswell (2014) to identify main themes related to the study's objectives. Teamwork Strategy was used as a theoretical framework to interpret the findings.

This study reveals that students are not yet considered primary partners at the examined Saudi universities. Although academic members are somewhat familiar with SAMP, they have failed to diffuse its culture within their educational systems or to influence their students' behaviors. Consequently, the culture and presence of SAMP remain vague. These findings reflect the lag of Saudi universities in implementing SAMP best practices. The targeted participants at the selected Saudi universities demonstrate conflicting views on SAMP's capabilities, undermining the utilization of teamwork strategy as a technique. This finding contradicts the power of teamwork strategy, which can be the backbone of SAMP. However, there is hope that student engagement will become a primary condition for institutional and programmatic accreditations in Saudi universities. More practical efforts by ETEC are

needed to quickly indigenize the culture of SAMP and implement its practices in Saudi universities. If successful, this can lead to achieving the educational objectives of Saudi Vision 2030. If teamwork strategy is effectively integrated with SAMP practices, Saudi higher educational systems will become profit-oriented, enhancing their comparative advantages to those of advanced Western educational institutions. This study also conditions SAMP's effectiveness on its ability to fulfill its educational promises.

The main limitation of this study lies in the interruptions by the COVID-19 pandemic, which delayed data collection processes. The significant impact of COVID-19 was reflected in the extension of data collection beyond the pandemic period. Therefore, the researcher decided to continue observing and recording developments in Saudi educational standards and regulations. This can be considered an additional advantage of this study compared to previous related literature.

The prominent implications of this study suggest that the Saudi Ministry of Education and ETEC should speed up indigenizing SAMP's culture similarly to that of advanced Western universities. This movement will enhance the competitive advantages of Saudi universities, maximize their profits, and create desirable and attractive educational ecologies.

Future research should empirically employ a mixed-method approach to compare the SAMP model of Saudi universities with those of other institutions that adhere to its culture.

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