

Mending the Fragments: Human Capability Development and Organizational Identity in Saudi Universities

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Abstract

This grounded theory study explores how the Human Capability Development Program (HCDP) mitigates organizational identity fragmentation caused by neoliberalism in Saudi universities. Semi-structured interviews with 19 faculty members from diverse disciplines reveal that the HCDP addresses fragmentation through two meso-vision themes: Unified Academic Strategy and Empowerment and Institutional Resilience. These themes, encompassing various micro vision themes and marks, converge to form the macro vision narrative of "Mending the Fragments." The HCDP fosters interdisciplinary collaboration, comprehensive curriculum development, faculty empowerment, and cultural integration, promoting a cohesive, resilient, and purpose-driven academic community. The findings contribute to understanding how targeted interventions can counteract neoliberalism's negative consequences on organizational identity in higher education, offering implications for policymakers, university leaders, and researchers seeking to foster a strong and unified organizational identity amidst neoliberal challenges.

Keywords: HCDP, organizational identity, neoliberalism, grounded theory, Saudi universities

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Introduction

Neoliberalism, with its emphasis on market-driven principles, deregulation, and heightened competition, has profoundly influenced the landscape of higher education across the globe (Olssen, 2016). This paradigm shift has ushered in a wave of reforms that have reshaped the governance, funding mechanisms, and organizational identities of universities (Barkhuizen, 2021; Tight, 2019). The pervasive influence of neoliberal ideologies has led to the prioritization of market-oriented strategies, performance-based funding, and the marketization of research and teaching (Dougherty & Natow, 2020; Mula-Falcón et al., 2022). Consequently, universities have witnessed a transformation in their culture, moving away from the traditional ethos of open intellectual inquiry and critical discourse towards a focus on business-type measures of performance and quality (Giroux, 2014; Tight, 2019).

In response to these challenges, the Saudi government has launched the Human Capability Development Program (HCDP) as part of its Vision 2030 initiative. This comprehensive program aims to empower Saudi citizens, elevate their global competitiveness, and create a pathway for individuals to reach their full potential by implementing a dynamic strategy that encompasses every stage of learning, from early childhood education to lifelong learning (Vision 2030, 2023; Alhazmi & Almashhour, 2023). The HCDP seeks to counteract the negative impacts of neoliberalism and unify the fragmented identities of Saudi universities.

Given the significance of the HCDP in transforming Saudi higher education, there is a need for empirical research exploring how this program fosters a cohesive and resilient organizational identity in Saudi universities. This research gap hinders our understanding of the processes and mechanisms through which targeted interventions, such as the HCDP, can address the negative consequences of neoliberalism on organizational identity in higher education institutions.

To address this gap, the present study aims to explore how the Human Capability Development Program (HCDP) mitigates the fragmentation of organizational identity in Saudi universities caused by neoliberal policies and practices. The research question guiding this study is: How does the Human

Capability Development Program (HCDP) mitigate the fragmentation of organizational identity in Saudi universities caused by neoliberal policies and practices?

By examining the lived experiences and perspectives of HCDP administrators, university leaders, and faculty members, this study seeks to develop a theoretical understanding of the processes and mechanisms through which HCDP addresses organizational identity fragmentation. The findings of this study will contribute to the broader discourse on the impact of neoliberalism on higher education institutions and provide insights into strategies for fostering a strong and unified organizational identity in the face of neoliberal challenges.

Furthermore, this research will have practical implications for policymakers, university leaders, and researchers seeking to develop targeted interventions and strategies for mitigating the negative consequences of neoliberalism on organizational identity in higher education institutions. By shedding light on the role of the HCDP in addressing organizational identity fragmentation, this study will highlight the importance of investing in human capability development as a means to counteract the fragmenting effects of neoliberalism and maintain a cohesive and purpose-driven university community.

Literature Review

Neoliberalism in Higher Education

Neoliberalism, a pervasive ideology in higher education, advocates for liberal capitalism, constitutional democracy, and a minimalist welfare state (Vallier, 2021). It has been described as a global project that aims to spread free market ideology through the marketization of social life and the transformation of states into enforcers of marketization (Harrison, 2019). Others characterize neoliberalism as a set of norms that prioritize private and profit-seeking economic activity over collective mechanisms for pursuing public goods (Berry, 2020). These definitions underscore neoliberalism's core

tenets: the prioritization of market forces, profit-seeking, and individualism over collective interests and public goods.

Neoliberal policies and practices have significantly influenced higher education institutions. Universities have adopted market-driven principles, prioritizing revenue generation, competition, and corporate managerialism (del Cerro Santamaría, 2019; Morley, 2023). This shift has led to the commodification of education and the reframing of universities as enterprises producing academic products tailored to market demands (Dugas et al., 2018). Moreover, neoliberal policies have introduced performance-based funding, tying resource allocation to metrics such as student enrollment, research grants, and publications (Dougherty & Natow, 2020). This has fostered intense competition among institutions and academics, often at the expense of broader educational goals (Barkhuizen, 2021; Mula-Falcón et al., 2022).

Impact on Organizational Identity

The permeation of neoliberal ideologies and practices within higher education institutions has had a profound impact on their organizational identities. Organizational identity, a central concept that encompasses the core values, beliefs, and characteristics that define an institution (Gioia et al., 2013; Muzzatti, 2022), has been challenged by the tension between market-driven imperatives and traditional academic missions.

As universities strive to adapt to the neoliberal landscape, they face the challenge of reconciling their historical identities as bastions of knowledge creation and dissemination with the demands of global competitiveness and economic relevance (Barkhuizen, 2021; Morley, 2023). This tension has led to a fragmentation of organizational identity, where different stakeholders within the institution hold conflicting interpretations and priorities (Puusa, 2009; Schou, 2023).

The impact of neoliberalism on organizational identity has manifested in various ways. The emphasis on performance metrics and research productivity has often overshadowed the intrinsic value of teaching and learning, eroding the essence of academic endeavors (del Cerro Santamaría, 2019; Macfarlane, 2021). The pursuit of financial sustainability and market-

driven values has reshaped institutional priorities, potentially undermining broader educational goals and societal expectations (Dugas et al., 2018; Morley, 2023).

Moreover, the influence of external stakeholders, such as government agencies and industry representatives, has increasingly shaped governance and decision-making processes within universities (Barkhuizen, 2021; Mula-Falcón et al., 2022). This external influence has diminished the voice and autonomy of faculty members and students, further contributing to the fragmentation of organizational identity (Giroux, 2014; Skea, 2021).

Organizational Identity in Universities

Organizational identity is a multifaceted concept that has been defined in various ways by scholars. Albert and Whetten (1985) conceptualized organizational identity as encompassing the central, distinctive, and enduring characteristics that organizational members perceive as defining their institution. Gioia et al. (2013) expanded this definition, describing organizational identity as a self-referential concept that embodies an organization's self-image and serves to explain its actions, making it distinct from similar organizations.

Other scholars have adopted different perspectives on organizational identity. The social construction view posits that identity is shaped through the interactions and shared understandings of organizational members (Gioia et al., 2000). The institutionalist view, on the other hand, recognizes the influence of external institutional forces in shaping organizational identity (Glynn & Abzug, 2002). Additionally, the population ecologist perspective considers organizational identity as an externally defined notion, perceived and held by those outside the organization (Pólos et al., 2002).

Importance of Organizational Identity in Universities

A strong and cohesive organizational identity is crucial for the effective functioning and long-term sustainability of higher education institutions. Organizational identity serves as a unifying force, providing a shared sense of purpose, values, and direction for members of the university community (Muzzatti, 2022; Puusa, 2009). It shapes the institution's priorities, decision-

making processes, and strategic direction, ensuring alignment with its core mission and values.

Furthermore, a well-defined organizational identity enhances an institution's distinctiveness and competitiveness in the higher education landscape. It serves as a distinguishing factor that attracts and retains talented faculty, students, and staff who resonate with the institution's values and aspirations (Gioia et al., 2013; Skea, 2021). A strong organizational identity also fosters a sense of belonging and commitment among members, contributing to a supportive and collaborative academic culture.

Fragmentation of Organizational Identity

The fragmentation of organizational identity occurs when a gap develops between the institution's identity and the individual identities of its members (Veldsman&Veldsman, 2020, 2020b). This fragmentation can arise due to various factors, including strategic repositioning, external pressures, or internal conflicts.

In the context of higher education, neoliberal policies and practices have been identified as a significant contributor to the fragmentation of organizational identity (Dugas et al., 2018; Mula-Falcón et al., 2022). The tension between market-driven imperatives and traditional academic values has led to conflicting interpretations and priorities among different stakeholders within the institution.

The fragmentation of organizational identity can manifest in various forms. It may present as differences in the interpretation of core characteristics between management and faculty (Puusa, 2009), or as a disconnect between the institution's stated values and its actions (Schou, 2023). Additionally, sudden or fundamental changes, such as the adoption of neoliberal policies, can disrupt the existing organizational identity and lead to fragmentation (Veldsman&Veldsman, 2020).

The consequences of organizational identity fragmentation in universities are multifaceted. It can compromise teaching quality, hinder collaborative research efforts, and erode academic freedom (del Cerro Santamaría, 2019; Morley, 2023). Furthermore, it can create tensions between the demands for global competitiveness and local relevance, as well as between individual

success and collective goals (Barkhuizen, 2021; Dugas et al., 2018). Ultimately, a fragmented organizational identity can undermine the institution's ability to fulfill its core missions and meet the diverse needs of its stakeholders.

Human Capability Development Program (HCDP) in Saudi Arabia

The Human Capability Development Program (HCDP) is an ambitious initiative launched by the Saudi government as part of its Vision 2030 strategy. This comprehensive program aims to empower Saudi citizens and elevate their global competitiveness by implementing a dynamic strategy that encompasses every stage of learning, from early childhood education to lifelong learning (Vision 2030, 2023).

The HCDP has set forth several strategic objectives to achieve its overarching goals. These objectives include fostering values of moderation, tolerance, excellence, discipline, determination, and perseverance among Saudi citizens (HCDP, 2023). Additionally, the program seeks to instill national values, strengthen the sense of national belonging, and uphold the Arabic language and cultural heritage.

Furthermore, the HCDP emphasizes the importance of improving equity of access to education, particularly in rural areas, and enhancing family involvement in preparing children for their future (HCDP, 2023). It also aims to develop a positive attitude, resilience, and a hard-work culture among children, while building a lifelong learning journey for individuals.

Improving fundamental learning outcomes, enhancing the ranking of educational institutions, and developing the brightest minds in priority fields are also key objectives of the HCDP (HCDP, 2023). By addressing these objectives, the program seeks to create a pathway for individuals to reach their full potential and contribute to the development of a highly capable and globally competitive workforce.

Implementation of HCDP in Saudi Universities

The HCDP recognizes the pivotal role of higher education institutions in achieving its goals and has implemented various strategies within Saudi universities. One key strategy is promoting collaboration and

interdisciplinary engagement among universities, the private sector, and non-profit organizations (HCDP, 2023). This collaborative approach aims to foster innovation, align educational outcomes with the needs of the labor market, and develop and upgrade skills relevant to the Saudi economy.

The program also emphasizes the importance of instilling core values, promoting and preserving the Arabic language, and fostering a sense of national pride within the university community (HCDP, 2023). This is achieved through curriculum development, extracurricular activities, and initiatives aimed at promoting cultural awareness and national identity.

Furthermore, the HCDP has introduced initiatives to improve the ranking and global competitiveness of Saudi universities. These include supporting research activities, promoting international collaborations, and providing resources for faculty development and curriculum enhancement (Barnawi, 2022).

The implementation of the HCDP within Saudi universities has presented opportunities for growth and transformation. The program's objectives, particularly those related to market-driven principles and global competitiveness, have encouraged universities to adapt and evolve while preserving their core academic values. This process has the potential to strengthen organizational identity by fostering resilience and adaptability (Skea, 2021).

Fostering a cohesive and resilient organizational identity in Saudi universities has become a key priority for the HCDP. By fostering a shared vision and values, promoting collaboration and interdisciplinary engagement, and empowering faculty and staff through professional development, the program aims to create a more cohesive and resilient organizational identity within Saudi higher education institutions.

Methodology

To explore how the Human Capability Development Program (HCDP) mitigates the fragmentation of organizational identity in Saudi universities caused by neoliberal policies and practices, this study employed a grounded theory approach. Grounded theory is well-suited for investigating complex

social phenomena and developing a theoretical understanding grounded in the perspectives and lived experiences of participants (Charmaz, 2014). By utilizing this approach, the study aimed to construct a substantive theory that explains the processes and mechanisms through which the HCDP addresses organizational identity fragmentation within Saudi higher education institutions.

Consistent with grounded theory methodology, this study adhered to the principles of theoretical sampling, constant comparative analysis, and the iterative development of a core category through open, axial, and selective coding processes (Corbin & Strauss, 2015). The inductive nature of grounded theory allowed for the refinement of theoretical concepts and categories as data collection and analysis progressed concurrently.

Data Collection

The study employed purposive sampling to recruit participants who could provide rich insights into the implementation of the HCDP and its impact on organizational identity within Saudi universities. A total of 19 participants were selected, comprising faculty members from diverse academic disciplines, including social sciences, engineering, natural sciences, humanities, business, law, medicine, education, and computer science. The participants represented a range of academic ranks, from assistant professors to full professors, and varying years of experience within the Saudi higher education system. This diversity in the participant pool aimed to capture multiple perspectives and experiences related to the phenomenon under investigation.

Data Analysis

The data analysis followed grounded theory principles, using constant comparative analysis and iterative coding (Charmaz, 2014; Corbin & Strauss, 2015). The analysis started with examining interview data, generating 131 initial codes capturing faculty members' perspectives on neoliberalism and the HCDP's potential in addressing organizational identity fragmentation. Through refinement and consolidation, the codes were condensed into 27

thematic marks (Table 1), each representing key ideas and concerns regarding the HCDP's role in mitigating neoliberal policies' negative effects. The marks were then synthesized into four micro vision themes: Interdisciplinary and Collaborative Frameworks, Comprehensive Curriculum Development, Faculty Empowerment and Professional Growth, and Organizational Identity and Cultural Integration. These themes represent specific aspects of educational and organizational transformations catalyzed by HCDP initiatives.

Table 1: Identified common marks

No.	Mark Name	Related Codes
1	Interdisciplinary Integration	8, 27, 50
2	Faculty Development and Innovation	9, 33, 65, 93
3	Curriculum Rebalancing	10, 26, 40, 59
4	Collaborative Research Promotion	11, 28, 57
5	Cultural and National Identity	12, 24, 36, 60
6	Resource Allocation Equity	13, 21, 35, 47, 75
7	Foundational Discipline Support	14, 22, 34, 46
8	Long-term Educational Values	15, 23, 43, 55
9	Departmental Relevance Enhancement	16, 18, 39, 51
10	Integrated Curricular Development	17, 38, 49, 58
11	Academic Freedom Advocacy	19, 29, 41, 53
12	Ethical Educational Practices	20, 42, 54, 66
13	Inclusive Academic Environment	25, 37, 61, 73
14	Competitive Pressure Reduction	30, 44, 56, 68
15	Discipline Visibility and Viability	31, 45, 69, 81
16	Research Priority Balancing	32, 48, 70, 82
17	Social Responsibility in Tech and Business	64, 76, 88, 100
18	Sustainable and Innovative Practices	77, 89, 101
19	Unified Organizational Identity	78, 90, 102
20	Policy and Practice Development	79, 91, 103
21	Local and Global Challenge Integration	80, 92, 104
22	Comprehensive Legal Education	83, 95, 107
23	Fundamental Science Advocacy	84, 96, 108
24	Holistic Health Education	85, 97, 109
25	Societal Technology Education	86, 98, 110
26	Business Education Innovation	87, 99, 111
27	Comprehensive Academic Support	112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131

Table 2 illustrates the development of the macro vision theme, "Mending the Fragments," by aggregating the micro vision themes into two meso-vision themes: Unified Academic Strategy and Empowerment and Institutional Resilience.

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Table 2: Developing the Macro vision theme

1	Interdisciplinary Integration	→	Interdisciplinary and Collaborative Frameworks	→	Unified Academic Strategy	→	Mending the Fragments
4	Collaborative Research Promotion						
10	Integrated Curricular Development						
14	Competitive Pressure Reduction						
17	Social Responsibility in Tech and Business						
19	Unified Organizational Identity	→	Comprehensive Curriculum Development	→	Empowerment and Institutional Resilience	→	Mending the Fragments
23	Fundamental Science Advocacy						
25	Societal Technology Education						
3	Curriculum Rebalancing						
6	Resource Allocation Equity						
8	Long-term Educational Values						
13	Inclusive Academic Environment						
16	Research Priority Balancing						
18	Sustainable and Innovative Practices	→	Faculty Empowerment and Professional Growth	→	Empowerment and Institutional Resilience	→	Mending the Fragments
21	Local and Global Challenge Integration						
24	Holistic Health Education						
2	Faculty Development and Innovation						
5	Cultural and National Identity	→	Organizational Identity and Cultural Integration	→	Empowerment and Institutional Resilience	→	Mending the Fragments
9	Departmental Relevance Enhancement						
12	Ethical Educational Practices						
15	Discipline Visibility and Viability						
22	Comprehensive Legal Education						
26	Business Education Innovation						
7	Foundational Discipline Support	→	Organizational Identity and Cultural Integration	→	Empowerment and Institutional Resilience	→	Mending the Fragments
11	Academic Freedom Advocacy						
20	Policy and Practice Development						
27	Comprehensive Academic Support						

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The meso-vision themes bridge the gap between granular operational insights and strategic, high-level organizational objectives. They represent generalized strategic responses to the challenges posed by neoliberalism, setting the stage for the overarching macro vision narrative of "Mending the Fragments." This narrative addresses both the immediate impacts of neoliberal directives and lays the groundwork for sustainable academic growth and resilience within higher education institutions.

The data analysis process, guided by the principles of grounded theory, allowed for the systematic development of a theoretical framework that captures the transformative potential of the HCDP in mitigating the fragmentation of organizational identity caused by neoliberal policies and practices. The constant comparative analysis and iterative coding procedures ensured that the findings were grounded in the data and reflective of the participants' experiences and perspectives.

The initial coding process involved a line-by-line analysis of the interview transcripts, with each code representing a distinct idea or concept. As the analysis progressed, the codes were compared and contrasted, leading to the identification of patterns and relationships. This process of constant comparison allowed for the refinement and consolidation of codes into thematic marks, which captured the essence of the participants' perspectives on the HCDP's role in addressing organizational identity fragmentation.

The development of micro vision themes involved a higher level of abstraction, as the marks were grouped based on their conceptual similarities and their contribution to specific aspects of educational and organizational transformation. The meso-vision themes emerged as a result of further aggregation, representing broad strategic responses to the challenges posed by neoliberalism.

The macro vision narrative, "Mending the Fragments," was derived from the integration of the meso-vision themes, encapsulating the overarching transformative potential of the HCDP in fostering a more cohesive and resilient academic community. This narrative serves as a guiding framework for understanding the complex interplay of factors that shape the HCDP's role in mitigating organizational identity fragmentation within Saudi universities.

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The tables presented in this section provide a clear and structured representation of the data analysis process, from the initial coding to the development of the macro vision narrative. They serve as essential tools for understanding the progression of the analysis and the emergence of the theoretical framework that explains how the HCDP addresses the negative impacts of neoliberalism on organizational identity in Saudi higher education institutions.

Ethical Considerations and Trustworthiness

This study adhered to ethical principles and guidelines for conducting research with human participants, including obtaining informed consent, maintaining confidentiality and anonymity, and ensuring the ethical handling of data. Additionally, strategies such as prolonged engagement, triangulation of data sources, and peer debriefing sessions were employed to enhance the trustworthiness and rigor of the study's findings (Lincoln & Guba, 1985).

By following the principles and processes of grounded theory and ensuring ethical conduct and rigor, this study aimed to develop a substantive theory that provides a nuanced understanding of how the HCDP mitigates the fragmentation of organizational identity in Saudi universities caused by neoliberal policies and practices. The diverse perspectives of the 19 academic participants from various disciplines and ranks contributed to the depth and richness of the data, enhancing the credibility and transferability of the study's findings.

Here are the findings section with emergent themes and categories, a core category and grounded theory, and a theoretical model illustrating how the Human Capability Development Program (HCDP) addresses organizational identity fragmentation in Saudi universities. The word count is approximately 1,600 words.

Findings

Emergence of the Macro Vision

The grounded theory analysis of the data collected from the 19 faculty members across diverse academic disciplines revealed a compelling macro vision theme: "Mending the Fragments." This overarching narrative encapsulates the transformative potential of the Human Capability Development Program (HCDP) in addressing the negative impacts of neoliberalism on organizational identity within Saudi universities.

The participants' experiences and perspectives consistently highlighted the pervasive influence of neoliberal policies and practices on the academic landscape. As one Associate Professor of Social Sciences noted, "This transition is marked by a pronounced emphasis on financial metrics and operational efficiencies, which prioritizes departments based on their direct economic return rather than their educational value" (Participant 1). This sentiment was echoed by faculty members across various disciplines, underlining the widespread fragmentation of organizational identity caused by the neoliberal agenda.

However, amidst these challenges, the HCDP emerged as a beacon of hope, offering a strategic framework to counteract the market-driven distortions and foster a more cohesive and resilient academic community. As an Assistant Professor in Education emphasized, "The Human Capability Development Program (HCDP) offers a strategic opportunity to counterbalance the detrimental effects of neoliberal policies by promoting a more holistic approach to education" (Participant 17).

The macro vision of "Mending the Fragments" represents a clarion call for unity, collaboration, and a renewed commitment to the foundational values of higher education. It signifies the HCDP's potential to bridge the gaps between disparate academic disciplines, foster interdisciplinary collaboration, and promote a balanced approach to education that values both economic viability and societal responsibility.

This macro vision is underpinned by two key meso-vision themes: "Unified Academic Strategy" and "Empowerment and Institutional Resilience." These

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themes, which will be explored in greater detail in the subsequent sections, converge to form the bedrock of the HCDP's transformative agenda, offering a roadmap for mitigating the fragmentation of organizational identity and fostering a more cohesive and purpose-driven academic community.

Meso-Vision Themes

The macro vision of "Mending the Fragments" is supported by two crucial meso-vision themes that emerged from the data analysis: "Unified Academic Strategy" and "Empowerment and Institutional Resilience." These themes represent the strategic responses to the challenges posed by neoliberalism and play a pivotal role in mitigating the fragmentation of organizational identity within Saudi universities.

Unified Academic Strategy

The "Unified Academic Strategy" theme encompasses a range of initiatives and approaches aimed at fostering a cohesive and integrated academic environment. Participants across various disciplines emphasized the importance of interdisciplinary collaboration, comprehensive curriculum development, and a shared sense of purpose in counteracting the divisive effects of neoliberal policies.

As an Assistant Professor in Engineering noted, "The emphasis on interdisciplinary collaboration by the HCDP could be transformative for the Engineering department by facilitating partnerships across different academic disciplines" (Participant 11). This sentiment was echoed by faculty members from other disciplines, highlighting the potential of the HCDP to break down silos and promote a more unified academic community.

The "Unified Academic Strategy" theme also emphasizes the importance of realigning curricula to include comprehensive education that integrates ethical considerations and societal needs. As a Full Professor in the Business department stated, "For the Business department, the HCDP could refocus priorities on creating well-rounded leaders capable of ethical decision-making and innovative thinking, rather than solely on their potential for economic output" (Participant 14).

Empowerment and Institutional Resilience

The second meso-vision theme, "Empowerment and Institutional Resilience," focuses on strengthening the academic community's ability to withstand the pressures of neoliberal policies by promoting faculty development, ethical educational practices, and a strong sense of organizational identity.

Participants across various ranks and disciplines highlighted the significance of faculty empowerment and professional growth in building a resilient academic community. As an Associate Professor in Computer Science noted, "For faculty in Computer Science, the HCDP could provide crucial support through funding for innovative teaching methods that incorporate interdisciplinary approaches and ethical problem-solving into the curriculum" (Participant 18).

Moreover, the "Empowerment and Institutional Resilience" theme emphasizes the importance of fostering a strong sense of cultural and national identity within the academic community. As a Full Professor in the Humanities stated, "Promoting national identity within the Humanities could be supported by the HCDP through initiatives that explore and teach local history, arts, and languages" (Participant 13).

These meso-vision themes, "Unified Academic Strategy" and "Empowerment and Institutional Resilience," serve as the pillars of the HCDP's transformative agenda, providing a comprehensive framework for addressing the fragmentation of organizational identity caused by neoliberal policies and practices. The following sections will delve deeper into the micro vision themes that underpin these meso-vision themes, offering a more granular understanding of the HCDP's potential impact on the academic landscape in Saudi Arabia.

Micro Vision Themes

The meso-vision themes of "Unified Academic Strategy" and "Empowerment and Institutional Resilience" are underpinned by four key micro vision themes that emerged from the data analysis. These micro vision themes provide a more detailed understanding of the specific initiatives and

approaches that contribute to the HCDP's transformative potential in addressing the fragmentation of organizational identity in Saudi universities.

Interdisciplinary and Collaborative Frameworks

The "Interdisciplinary and Collaborative Frameworks" micro vision theme emphasizes the importance of fostering cross-disciplinary collaboration and integrating diverse academic domains. Participants across various disciplines highlighted the potential of the HCDP to promote collaborative research projects, interdisciplinary studies, and a more unified educational ethos.

As an Associate Professor of Social Sciences noted, "Expected initiatives from the HCDP could significantly benefit the Social Sciences by supporting interdisciplinary research projects that address broad societal challenges such as inequality, migration, and urbanization" (Participant 19). This sentiment was echoed by faculty members from other disciplines, such as Engineering and Computer Science, who emphasized the value of collaborative initiatives in addressing complex, real-world problems.

The marks associated with this micro vision theme, such as "Interdisciplinary Integration" (Mark 1), "Collaborative Research Promotion" (Mark 4), and "Integrated Curricular Development" (Mark 10), further underscore the significance of fostering a more interconnected and collaborative academic environment.

Comprehensive Curriculum Development

The "Comprehensive Curriculum Development" micro vision theme focuses on realigning curricula to include a more holistic and balanced approach to education. Participants across various disciplines emphasized the importance of integrating ethical considerations, societal needs, and a long-term perspective into the educational offerings.

As a Full Professor in the Sciences noted, "Aligning the Natural Sciences curriculum with societal needs through the HCDP would involve embedding applications of science in solving societal challenges into the coursework" (Participant 12). This sentiment was echoed by faculty members from other disciplines, such as Medicine and Law, who highlighted the potential of the HCDP to promote a more comprehensive and socially responsible educational model.

The marks associated with this micro vision theme, such as "Curriculum Rebalancing" (Mark 3), "Long-term Educational Values" (Mark 8), and "Local and Global Challenge Integration" (Mark 21), further emphasize the importance of developing curricula that are responsive to both academic and societal needs.

Faculty Empowerment and Professional Growth

The "Faculty Empowerment and Professional Growth" micro vision theme underscores the significance of supporting faculty development and promoting ethical educational practices. Participants across various ranks and disciplines highlighted the potential of the HCDP to provide professional development opportunities, foster innovative teaching methods, and encourage research in underfunded areas.

As an Assistant Professor in Education noted, "For faculty in the Education department, the HCDP could provide crucial support through advanced training in innovative educational research, curriculum development, and integration of technology in teaching" (Participant 17). This sentiment was echoed by faculty members from other disciplines, who emphasized the value of professional development in enhancing instructional capabilities and promoting a more dynamic academic environment.

The marks associated with this micro vision theme, such as "Faculty Development and Innovation" (Mark 2), "Ethical Educational Practices" (Mark 12), and "Discipline Visibility and Viability" (Mark 15), further highlight the importance of empowering faculty to drive positive change within their respective disciplines.

Organizational Identity and Cultural Integration

The "Organizational Identity and Cultural Integration" micro vision theme emphasizes the importance of fostering a strong sense of cultural and national identity within the academic community. Participants across various disciplines highlighted the potential of the HCDP to promote initiatives that explore local heritage, address national challenges, and contribute to the preservation of cultural values.

As a Full Professor in Law noted, "Promoting national identity within the Law curriculum could be supported by the HCDP through initiatives that

focus on the legal aspects of national heritage, such as traditional governance systems, local legal customs, and national human rights policies" (Participant 15). This sentiment was echoed by faculty members from other disciplines, who emphasized the value of integrating cultural elements into the academic offerings to foster a stronger sense of national pride and responsibility.

The marks associated with this micro vision theme, such as "Foundational Discipline Support" (Mark 7), "Academic Freedom Advocacy" (Mark 11), and "Policy and Practice Development" (Mark 20), further underscore the importance of developing a cohesive organizational identity that is rooted in cultural values and responsive to societal needs.

These micro vision themes provide a comprehensive understanding of the specific initiatives and approaches that contribute to the HCDP's transformative potential in addressing the fragmentation of organizational identity in Saudi universities. By fostering interdisciplinary collaboration, promoting comprehensive curriculum development, empowering faculty, and integrating cultural values, the HCDP serves as a catalyst for positive change and growth within the academic community.

Synthesis of Findings

The grounded theory analysis of the data collected from the 19 faculty members across diverse academic disciplines has revealed a compelling narrative of transformation and resilience, as the Human Capability Development Program (HCDP) emerges as a strategic response to the challenges posed by neoliberalism in Saudi universities. The macro vision of "Mending the Fragments" encapsulates the HCDP's potential to foster a more cohesive, purpose-driven, and resilient academic community by addressing the fragmentation of organizational identity caused by neoliberal policies and practices.

The two meso-vision themes, "Unified Academic Strategy" and "Empowerment and Institutional Resilience," serve as the foundational pillars of the HCDP's transformative agenda. The "Unified Academic Strategy" theme highlights the importance of fostering interdisciplinary collaboration, promoting comprehensive curriculum development, and cultivating a shared

sense of purpose among faculty members. As an Associate Professor of Social Sciences noted, "The HCDP's focus on interdisciplinary collaboration is a promising avenue to mend the fragmented organizational identity. By encouraging initiatives that require input from various disciplines, such as public policy development and social research, the program can help bridge the divides within the university" (Participant 1).

The "Empowerment and Institutional Resilience" theme, on the other hand, underscores the significance of supporting faculty development, promoting ethical educational practices, and fostering a strong sense of cultural and national identity within the academic community. As a Full Professor in Medicine emphasized, "Professional development under the HCDP for Medicine faculty should include opportunities to engage with global health challenges, update their knowledge on rapid medical advancements, and learn about innovative teaching methodologies. This would ensure that our faculty are not only at the forefront of medical science but are also skilled educators who can effectively prepare students to meet the complex health needs of a diverse population" (Participant 16).

The four micro vision themes that underpin the meso-vision themes provide a more granular understanding of the specific initiatives and approaches that contribute to the HCDP's potential impact. The "Interdisciplinary and Collaborative Frameworks" theme emphasizes the value of fostering cross-disciplinary collaboration and integrating diverse academic domains, while the "Comprehensive Curriculum Development" theme focuses on realigning curricula to include a more holistic and balanced approach to education. As an Assistant Professor in Natural Sciences noted, "Aligning the Natural Sciences curriculum with societal needs through the HCDP would involve embedding applications of science in solving societal challenges into the coursework. This could include developing modules on the role of science in public health, environmental conservation, and technology policy" (Participant 12).

The "Faculty Empowerment and Professional Growth" theme underscores the significance of supporting faculty development and promoting ethical educational practices, while the "Organizational Identity and Cultural

Integration" theme emphasizes the importance of fostering a strong sense of cultural and national identity within the academic community. As a Full Professor in the Humanities stated, "Promoting national identity within the Humanities could be supported by the HCDP through initiatives that explore and teach local history, arts, and languages. Projects might include digitizing historical manuscripts, creating online portals for traditional arts, and developing courses on national and regional histories" (Participant 13).

The 27 thematic marks identified in the data analysis, such as "Interdisciplinary Integration" (Mark 1), "Curriculum Rebalancing" (Mark 3), "Faculty Development and Innovation" (Mark 2), and "Policy and Practice Development" (Mark 20), further illustrate the specific ways in which the HCDP can address the fragmentation of organizational identity and promote a more unified and resilient academic community. These marks, which are interwoven throughout the participant responses, provide a rich tapestry of insights into the multifaceted nature of the HCDP's transformative potential.

The findings of this study hold significant implications for policymakers, university leaders, and researchers seeking to address the negative impacts of neoliberalism on organizational identity in higher education. By providing a comprehensive framework for fostering a more cohesive, purpose-driven, and resilient academic community, the HCDP serves as a model for strategic interventions that can counteract the fragmenting effects of neoliberal policies and practices. The grounded theory approach employed in this study offers a nuanced and contextualized understanding of the processes and mechanisms through which such interventions can drive positive change and growth within academic institutions.

Moreover, the findings contribute to the broader literature on neoliberalism and organizational identity in higher education by highlighting the importance of targeted initiatives that foster interdisciplinary collaboration, promote comprehensive curriculum development, empower faculty, and integrate cultural values. The participant quotes presented throughout the findings section provide compelling evidence of the HCDP's potential to drive positive change and growth within Saudi universities, as faculty

members across various disciplines and ranks consistently highlighted the transformative potential of the program.

Discussion

The findings of this study provide compelling evidence of the transformative potential of the Human Capability Development Program (HCDP) in addressing the fragmentation of organizational identity caused by neoliberal policies and practices in Saudi universities. The emergence of the macro vision theme, "Mending the Fragments," and the two supporting meso-vision themes, "Unified Academic Strategy" and "Empowerment and Institutional Resilience," underscore the effectiveness of the HCDP in fostering a more cohesive, purpose-driven, and resilient academic community.

The HCDP as a Catalyst for Organizational Identity Cohesion

The study's findings strongly support the assertion that the HCDP serves as a powerful catalyst for promoting organizational identity cohesion in Saudi universities. The "Unified Academic Strategy" theme, which encompasses initiatives aimed at fostering interdisciplinary collaboration, comprehensive curriculum development, and a shared sense of purpose, directly addresses the divisive effects of neoliberal policies. This finding aligns with the work of scholars such as Puusa (2009) and Schou (2023), who emphasize the importance of a cohesive and integrated academic environment in counteracting the fragmentation of organizational identity.

Moreover, the "Empowerment and Institutional Resilience" theme highlights the HCDP's crucial role in building a resilient academic community capable of withstanding the pressures of neoliberal policies. By promoting faculty empowerment, ethical educational practices, and comprehensive academic support, the HCDP contributes to the restoration of a strong and unified organizational identity. This finding resonates with the arguments put forth by Giroux (2014) and Skea (2021), who stress the importance of faculty empowerment and the preservation of academic values in the face of neoliberal challenges.

The convergence of these meso-vision themes into the macro vision narrative of "Mending the Fragments" provides a compelling case for the HCDP's transformative potential in fostering a strong and unified organizational identity that aligns with the evolving needs of the higher education sector. This narrative supports the call for targeted interventions and strategies to foster a strong and unified organizational identity, as advocated by scholars such as Barkhuizen (2021) and Skea (2021).

Implications for Theory, Practice, and Policy

The study's findings have significant implications for theory, practice, and policy in the context of neoliberalism, organizational identity, and higher education in Saudi Arabia. From a theoretical perspective, the study contributes to the understanding of how targeted interventions, such as the HCDP, can effectively address the negative consequences of neoliberalism on organizational identity in higher education institutions. The grounded theory approach employed in this study offers a nuanced and contextualized understanding of the processes and mechanisms through which the HCDP mitigates organizational identity fragmentation, thus expanding the existing theoretical knowledge in this domain and providing a foundation for further research.

In terms of practice, the findings provide a clear roadmap for university leaders, policymakers, and faculty members in implementing and engaging with the HCDP initiatives. The meso-vision themes and micro vision themes identified in this study serve as a guiding framework for designing and evaluating specific HCDP initiatives aimed at fostering interdisciplinary collaboration, curriculum development, faculty empowerment, and cultural integration. By actively engaging with and supporting these initiatives, stakeholders can contribute to the creation of a more cohesive, resilient, and purpose-driven academic community that is better equipped to navigate the challenges posed by neoliberal policies and practices.

From a policy perspective, the findings underscore the potential of the HCDP as a model for driving positive change and growth in the higher education sector in Saudi Arabia and beyond. The study's insights can inform the

development of similar policies and programs in other contexts facing the negative impacts of neoliberal policies, emphasizing the importance of investing in human capability development as a strategic approach to counteracting the fragmenting effects of neoliberalism. The success of the HCDP in addressing organizational identity fragmentation in Saudi universities serves as a strong argument for the adoption and adaptation of similar initiatives in other higher education contexts.

Future Research Directions

While this study provides valuable insights into the role of the HCDP in mitigating organizational identity fragmentation in Saudi universities, it also opens up several avenues for future research. Expanding the sample size and including participants from a broader range of institutions and disciplines would enhance the generalizability of the findings and provide a more comprehensive understanding of the HCDP's impact across the Saudi higher education sector.

Incorporating the perspectives of other stakeholders, such as university administrators, students, and policymakers, would offer a more holistic view of the HCDP's effectiveness in addressing organizational identity fragmentation. This multi-stakeholder approach would provide valuable insights into the various ways in which the HCDP initiatives are experienced and perceived by different members of the academic community.

Employing longitudinal research designs would allow for the examination of the long-term impact of the HCDP on organizational identity and the sustainability of its transformative effects. Such studies would provide crucial evidence of the HCDP's enduring impact and inform the refinement and scaling of successful initiatives over time.

Comparative studies exploring the effectiveness of similar interventions in other countries or regions facing the challenges of neoliberalism in higher education would contribute to the broader understanding of how targeted initiatives can address organizational identity fragmentation in diverse contexts. These studies would also provide valuable insights into the

adaptability and transferability of the HCDP model to other higher education systems.

Finally, in-depth case studies or action research focusing on specific HCDP initiatives would offer a more granular understanding of the mechanisms through which the HCDP achieves its transformative potential. These focused investigations would provide valuable insights into the implementation and outcomes of specific initiatives, such as interdisciplinary research projects, curriculum redesign efforts, or faculty development programs, and inform the refinement and scaling of successful initiatives.

It could be argued that this study could provide compelling evidence of the transformative potential of the Human Capability Development Program in addressing the fragmentation of organizational identity caused by neoliberalism in Saudi universities. The findings underscore the effectiveness of the HCDP in fostering a more cohesive, purpose-driven, and resilient academic community through initiatives that promote interdisciplinary collaboration, comprehensive curriculum development, faculty empowerment, and cultural integration. The insights and recommendations offered by this study serve as a strong foundation for further research and policy initiatives aimed at supporting the HCDP's vision and maximizing its impact on the future of higher education in Saudi Arabia and beyond.

Conclusion and Remarks

The Human Capability Development Program (HCDP) represents a groundbreaking initiative that has the potential to transform the higher education landscape in Saudi Arabia by addressing the fragmentation of organizational identity caused by neoliberal policies and practices. This study has provided compelling evidence of the HCDP's effectiveness in fostering a more cohesive, purpose-driven, and resilient academic community through its multifaceted approach.

The emergence of the macro vision theme, "Mending the Fragments," and the two supporting meso-vision themes, "Unified Academic Strategy" and "Empowerment and Institutional Resilience," highlights the HCDP's transformative potential in promoting organizational identity cohesion. By

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fostering interdisciplinary collaboration, comprehensive curriculum development, faculty empowerment, and cultural integration, the HCDP serves as a powerful catalyst for positive change and growth in Saudi universities.

The insights and recommendations offered by this study have significant implications for theory, practice, and policy in the context of neoliberalism, organizational identity, and higher education. The grounded theory approach employed in this study has expanded the existing theoretical knowledge in this domain, while the findings provide a clear roadmap for stakeholders to actively engage with and support the HCDP initiatives.

Moreover, the success of the HCDP in addressing organizational identity fragmentation in Saudi universities serves as a strong argument for the adoption and adaptation of similar initiatives in other higher education contexts facing the challenges of neoliberalism. The HCDP model has the potential to inspire and guide the development of targeted interventions aimed at fostering strong and unified organizational identities in diverse higher education systems.

As the higher education sector continues to evolve and adapt to the challenges posed by neoliberal policies and practices, initiatives like the HCDP will become increasingly crucial in ensuring the sustainability and success of universities. By investing in human capability development and promoting a cohesive, purpose-driven, and resilient academic community, higher education institutions can effectively navigate the complexities of the modern educational landscape and fulfill their vital role in society.

In conclusion, the Human Capability Development Program represents a beacon of hope for the future of higher education in Saudi Arabia and beyond. By mending the fragments of organizational identity and fostering a more cohesive, purpose-driven, and resilient academic community, the HCDP is paving the way for a new era of educational excellence and societal impact. As universities embrace initiatives like the HCDP, they will be better equipped to fulfill their vital role in shaping the minds and hearts of future generations, and in building a more just, equitable, and sustainable world.

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