

The Hashemite Kingdom of Jordan



صندوق الحسين للإبداع والتفوق

صندوق الحسين للإبداع والتفوق
Al Hussein Fund for Excellence

Strategic Planning for Quality Assurance

A Guide to Creating the Strategic Planning Document

2006 / 2007

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Introduction

It is a goal of the Hussein Fund for Excellence to build capacity in quality assurance at the institutional level at the same time that it continues its tradition of building capacity in quality assurance at the program level (the latter through its external reviews of such areas as accounting, nursing, English, pharmacy, law, computer science and others planned for the future). As an initial step in building institutional capacity, the HFE has initiated a Strategic Planning for Quality Assurance exercise which will launch in July, 2006 with a training program for university teams and will conclude in early 2007 with the external review of each university's strategic plan.

Of utmost importance in the Strategic Planning for Quality Assurance exercise is the self-evaluation process culminating in a written report which outlines not only the strategic thinking of the university for its future, but describes the process of *how* it created that plan, what the *plan* constitutes, and how the university plans to *monitor* its progress. Most "strategic plans" drawn up by universities do not go into the detail of describing the internal processing and monitoring necessary in this Strategic Planning for Quality Assurance exercise. Accordingly, the following guide has been drafted to assist universities in organizing the written report.

Note that the following is an outline only and should be used in combination with materials from the July training program; guidebooks available to non-profit organizations and with examples of strategic plans found on the websites of institutions of higher education throughout the globe. A similar exercise took place in Egypt in 2005-2006. Excerpts appear throughout this guide which were derived from Egyptian institutions of higher education. Institutions may choose to rearrange the following sections to their own specifications and alter the number of *suggested* pages but should have a document at the end which includes the following information.

The main sections include:

Cover Page

Table of Contents

- I. Introduction by the Chief Executive Officer (1 page)**
- II. Institutional Profile and History (3-4 pages)**
- III. Mission and Vision Statements (1-2 pages)**
- IV. The Strategic Planning Process (5-10 pages or as many as necessary)**
 - A. Role of the Quality Unit and Steering Committee**
 - B. Internal and External Stakeholder Participation and Timetable**
 - C. Tools Used and the Identification of Critical Issues**
- V. Goals and Objectives for the Five Year Period 2007-2012 (5-10 pages or as needed, usually in narrative and grid forms)**
- VI. Monitoring and Continuous Quality Improvement (2-3 pages)**

Appendix (As many pages as necessary to support report's content)

I. INTRODUCTION BY THE CHIEF EXECUTIVE OFFICER (President/Rector/Vice Chancellor)

Why does the SPQA begin with an introduction by the university President? The benefits of a Strategic Plan for Quality Assurance are proportional to the commitment with which it is undertaken. To achieve these benefits, the leadership of the university (governing body, chief executive and academic officers, and senior administrative and teaching staff) need to play a continuous, positive and creative role. The visible support of the institution's head to the quality planning process gives clarity that this is an institutional priority. This leadership can establish a climate of trust and promote internal motivation for the process. Making specific who in the institution has overall and specific responsibility for institutional quality assurance assists in achieving successful outcomes.

The following is a sample introduction of the SPQA by the President of an Egyptian university to the (national) Higher Education Supreme Council:

Preface

Egypt defined its priorities in Education development and the Ministry of Higher Education carried out its responsibilities through magnificent efforts in defining policies, programs and projects for higher education enhancement. I am pleased to introduce this booklet which includes ____ University's strategy for quality assurance to The Higher Education Supreme Council ____ University staff, employees, students, parents, governmental and private sectors and every one concerned with education and quality. This strategy is designed by our staff members under the general guidance of the University's Quality Unit. It is my pleasure to work with them and I appreciate the very good effort they offered.

I have the honor to introduce this work with the intent that the university can apply it within the frame of its general strategy of education enhancement. This quality strategy will be the guard to enhance our education outputs for the benefit of ____ University, its staff and students, and Higher education in general in Egypt.

____ University has to acknowledge the help and efforts received from the National Quality Assurance and Accreditation Committee

to finance its project for constructing the strategic plan for quality assurance, among its efforts for development of higher education and preparation of Egyptian universities for accreditation.

Strategic plan project team

Prof. Mohsen ____ Project manager
Prof. Bahgat ____ Dean, Faculty of Medicine
Prof. Mourad ____ Dean, Productivity Inst.
Prof. Gamal ____ University vice president, late
Prof. Gomaa ____ Vice Dean, Commerce Fac.
Prof. Sara ____ Head of Toxicology Dept.
Prof. Essam ____ Vice Dean, Medicine Fac.
Prof. Basem ____ Vice Dean, Agriculture Fac.

**Signature,
University President**

II. INSTITUTIONAL PROFILE AND HISTORY

Providing an institutional context helps new stakeholders and external reviewers better understand what the institution is trying to achieve. The following is a sample profile and history of South Valley University. South Valley has provided an historical profile of its development as well as current data related to its scope of educational offerings. Each institution should decide what information is most important to understanding it best. Somewhere in the Strategic Planning for Quality Assurance document (either in this section or the Appendix), it would be helpful to include an *organizational chart* of the institution:

History and Profile of South Valley University:

South Valley University started as a part of Assiut University when faculties of Education were established in Qena in 1970, in Sohag in 1971 and in Aswan in 1973. This was followed by the addition of the faculties of Science in Qena in 1973 and in both Sohag and Aswan in 1975. The Faculty of Arts and Literature was inaugurated in Sohag in 1975 and in Qena in 1977. The Faculty of Commerce was inaugurated in Sohag in 1981 and the Faculty of Medicine in 1992, with the admission of students in the following year. All these faculties existed as branches of Assiut University.

By presidential decree, in January 1995 the three branches were separated from Assiut University and became known as the "South Valley University". Between 1995 and the present time, the following faculties were added to the South Valley University:

- In 1995 the Faculty of Engineering and the Faculty of Social Work in Aswan
- In 1996 the Faculty of Veterinary Medicine in Qena, the Faculty of Agriculture in Sohag and the Faculty of Fine Arts in Luxor
- In 1998 the Faculty of Specific Education in Qena; previously this was under the auspices of the Ministry of Higher Education
- In 2001 the Faculty of Arts and Literature in Aswan began to admit students

Academic agreements with Arab and foreign countries include: England, France, Hungary, Romania, turkey, Poland, USA, Japan Uzbekistan, Greece, Syria, Jordon, Saudi Arabia, Libya, and Russian Federation.

The following figures briefly reflect both the scope and dimension of the university's activities and resources

The number of academic staff members in the academic year 2004/2005 was 996

The number of assistants in the academic year 2004/2005 was 952

The Academic staff and assistants are distributed as follows:

Status	Prof.	Ass.Prof.	Lecturer	Ass.Lect.	Demonstr.
Number	148	265	583	457	495

The percentage distribution of academic staff members according to the branch of SVU is as follows:

Branch	Qena	Sohag	Aswan
%	29	52	19

The percentage distribution of academic staff according to the type of college is as follows:

Type of College	Sci.&Tech.&Med.	Art & Commerce	Education
%	56	24	20

II.Students:

The number of students enrolled in SVU during the academic year 2004/2005 was 65038 student with 55% female students.

The percentage distribution of students according to the branch of SVU is as follows:

Branch	Qena	Sohag:	Aswan
%	41.0	42.5	16.5

The percentage distribution of students according to the type of college is as follows:

Type of College	Sci.&Tech.&Med.	Art & Commerce	Education
%	12 %	52 %	36 %

III.Graduates:

The number of students graduated from SVU by the end of the academic year 2003/2004 was 11341

The percentage distribution of graduates according to the branch of SVU is as follows:

Branch	Qena	Sohag	Aswan
%	40.5	47.5	12.0

The percentage distribution of graduates according to the type of college is as follows:

Type of College	Sci.&Tech.&Med.	Art & Commerce	Education
%	10	55	35

IV. Postgraduates, M.Sc & A. and Ph.D. graduated:

The number of Ph.D. graduated from SVU during the period jan.1995 – jan.2004 was 352 . The numberof M.Sc. and M.A. graduated from SVU during the period jan,1995 – jan.2004 was 715

The distribution of these degrees between the different types of colleges is as follows:

Type of College		Sci.&Tech.&Med.	Art & Commerce	Education
Ph.D	No	176	132	44
	%	49	38	13
M.S&A.	No	389	206	120
	%	54	29	17

The number of Ph.D. postgraduate students registered during the last 4 years in SVU was 205 and the number of M.S&A. postgraduate students registered during the same period was 363

V. Non-academic personnel :

During the academic year 2004/2005 the number of the non-academic staff in SVU was 4550 deistributed between the different branches of SVU and the University Hospital as follows:

Branch	Qena	Sohag	Aswan
No	1764	2164	622
%	38.0	48.0	14.0

VI.University recency

South Valley University (SVU) is the youngest state university in Egypt. SVU is not only the youngest as a university, but the academic staff of SVU is the youngest among the academic staff of the other universities.

The following Tables show the ratio composition (%) of:

- a) Demonstrators/total (staff and assistants).
- b) (Demonstrators + Ass. Lecturers)/ total (staff and assistants).
- c) (Demonstrators + Ass. Lecturers + Lecturers)/ total (staff and assistants).

For the Colleges in each branch, the branches, and the SVU as a whole.

I. Qena

College	a	b	c
Education	11	48	81
Science	30	49	81
Art	25	37	85
Sp. Education	59	87	98
Veterinary	45	75	98
Fine Arts	63	95	98
The Branch	32	54	85

II. Sohag

College	a	b	c
Art	20	40	80
Commerce	39	60	80
Agriculture	49	66	87
Medicine	14	69	84
Education	20	40	77
Science	19	42	68
The Branch	22	52	78

III. Aswan

College	a	b	c
Education	24	37	73
Art	7	21	78
Social Service	50	64	78
Science	10	37	74
Engineering	51	82	97
The Branch	23	47	70

IV. SVU

	a	b	c
SVU, Total	25	52	79

From the data in the tables:

- The youngest branch in the Academic Staff is Qena.
- The Oldest branch in the Academic Staff is Aswan.
- The youngest colleges are Fine Arts, Veterinary, and Sp. Education in Qena branch and Engineering in Aswan branch.
- The oldest Colleges are Science and Education in the three branches.

III.MISSION AND VISION STATEMENTS

Fundamental to the purpose of an institution are its mission and vision statements. These communicate the essence of the institution to its internal stakeholders and public at present (mission) and into the future (vision). They further provide the firm footing for strategic planning, including quality improvement. The mission and vision statements need to be clearly stated and appropriate to the institution's resources and the needs of the institution's constituents/stakeholders. Most importantly, they need to be generally accepted and widely understood both internally and externally to the institution. Finally, there should be some mention or evidence presented in the mission or vision statements which indicate a commitment to continuous improvement and quality enhancement.

The following represent two examples of Mission and Vision Statements:

Example 1:

1.0 VISION

____ University, as an educational and research institution, aims to be recognized for distinctive achievements in teaching and research and to play a leading role in supporting development in Southern Egypt with an international presence.

2.0 MISSION

The mission of ____ University is to provide an efficient and effective service to the community through quality teaching, research, consultancy and community services, consistent with national goals and policies, supportive of regional orientations, and in conformance with international norms and standards.

In achieving its mission, the University is committed to prepare students for an increasingly complex technological world and to enhance the cultural, social, economic and intellectual development of ____ Governorate and Southern Egypt.

Example 2:

Vision

_____ University's vision is to be one of the state's leading universities – distinguished as educational, intellectual, research and cultural resource as well as being recognized for its education, research, creative activities, public service, and for advancing quality and innovations in the enhancement of learning with an international perspective.

Mission

- The university is committed to providing the best learning opportunities and research services for both the students and the larger community at a quality level that matches national and global standards.
- The university is committed to creating a research-based teaching and learning environment that will encourage students to reach their full potential, and that will produce critical, capable and skilled graduates who can adapt to changing environments.
- The university is also committed to contributing to the enhancement of the quality of human resources in the south valley area in a way that fulfills the needs of this unique community. Our commitment to outreach and engagement means developing and sustaining a meaningful and mutually beneficial collaboration with partners in education, business, government, and social services.

IV. THE STRATEGIC PLANNING PROCESS

This section should provide a summary description of the Strategic Planning process. It can be organized in a number of ways but should include information related to the following three general areas:

A. Role of the University Leadership, the Quality Unit and Steering Committee

This section should make clear:

- How the process was supported by the university's senior leadership and how they were specifically involved;
- What role the Quality Unit took in the coordination of the planning process;
- Whether there was a Steering Committee which worked with the senior leadership and Quality Unit; who served on it and how they envisioned the planning process.

B. Internal and External Stakeholder Participation and Timetable

The participation of a broad spectrum of internal and external stakeholders is important in a strategic planning process.

Internal Stakeholders include:

- Governing Board
- Senior Management
- Key Administrative Offices
- Faculties and Departments/Programs
- Students

External Stakeholders include:

- Alumni
- Community Representatives
- Employers
- Industry
- Parents
- Government
- Funders
- Professional Associations/Syndicates
- International Community

This section should list what stakeholder groups were involved on what timetable in what types of activities. For example, general meetings might be held with external stakeholders to discuss community needs whereas Faculties/Schools and academic departments may participate either in an institution-wide or faculty/department wide SWOT analysis which feeds into the institutional strategic planning process. *The most successful strategic planning process is one in which the self-evaluative and planning process can reach most deeply into the university – to the Faculty and departmental levels (where the institutional process can be mirrored).*

C. Tools Used and the Identification of Critical Issues

Most institutional strategic planning processes are initiated with tools, such as:

- a. Broad-based meetings held throughout the university and community to assess needs, including whether the stakeholders are in agreement with the mission and vision statements, and/or:
- b. A formal survey to assess needs and/or a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.

Copies of the tools used can be put in the Appendix of this document.

Universities undertake the SWOT process in differing ways. The following are the outcomes of two different processes held in Egyptian universities. In both cases, the primary goals if not also objectives are identified which then become the vital ingredients in the 5 Year Strategic Plan for Quality Assurance.

Example 1 of Outcomes of SWOT Analysis (in its original form):

The first example is a list of strengths, weaknesses, opportunities and threats compiled through a formal survey of stakeholders. The Steering Committee through the coordination of the Quality Unit had developed their own lists and then asked both internal and external stakeholders to agree, disagree and add their own comments. During the process, they announced university-wide meetings to discuss the needs assessment; held invitational meetings in the community with external stakeholders; and encouraged Faculties and Programs to provide feedback to the institutional process and to replicate the process at their decentralized level. The following was the outcome of this broad-based exercise which, in turn, acted as the basis for developing a 5 year plan for improving quality:

1- University points of Strengths

- 1- All specialties (except Dentist, Media and Tourism) are present in the University.
- 2- Unique High Institute among Egyptian Universities (Higher Productivity, Ancient Near East Civilizations, Asian studies and researches).
- 3- Enough number of Staff members in all faculties covering most of specialties.
- 4- Unique centers among Egyptian Universities e.g. Microscopic Surgery, Early diagnosis for cancer, Computational mechanics, Mubarak for Tumors and GIS.
- 5- Staff members with state prizes (Encouragement, Excellence and Distinction) in Science and Arts.
- 6- Staff members occupying positions in international organizations and societies in different specialties.
- 7- Society needs built programs (English specialty in Faculty of Commerce and French specialty in Faculty of Law and Family Medicine in Faculty of Medicine).
- 8- A group of Research projects with different international funding agents.
- 9- A group of HEEP projects and TEMPUS projects.

2- University points of Weakness

- 1- High student number in the university as a general (more than 100,000 student) especially in humanity causing a problem in:
 - Ratio between Staff/students.
 - Students and resources ratio
 - Students and teaching aids specially IT.
- 2- Distribution of the big number of students (50%) among humanity aspects (Law, Arts and Commerce) disrespect to the deviation of the world towards the scientific approaches.
- 3- Although the staff member's number are good:
 - Low staff number among all of humanity faculties.
 - The distribution is not fair among different specialties in the faculties.
 - Most of new staff number employed in the already high staff number faculties.
- 4- Most of the University budget is deviated for item I, salaries (55%).

- 5- The budget deviated for service and equipments (item II, 23%), investment (item III, 17%), Transfer (item IV, 5%)
- 6- Salaries for employers 62% and staff member salaries are only 38%, which means inflation in the employers' number.
- 7- Less capability of the University for raising fund.
- 8- No good policy for maintenance, especially for labs and class rooms.
- 9- No good policy for safety and emergency exits.
- 10- Repetition of equipments in the same faculty.
- 11- Low capacity of university campus.

3- University Opportunities

- 1- Most of the University programs are still accepted by its own community and among the country.
- 2- The ability of enhancement and development of various programs with international organizations.
- 3- Enough number of emigrated staff members ready to give a hand in the process of enhancement.
- 4- International organizations (e.g. WHO) are ready to give a hand for development of the curricula of different faculties.
- 5- Some of private Universities asking for staff members.
- 6- European Union offers a lot of programs and fund for higher education enhancement.
- 7- Electronic learning and distance learning permitting the enhancement of education and decreasing the high student number problem.
- 8- The Egyptian national Quality Assurance and Accreditation Committee.

4- University Threatens

- 1- Low standers of the high school outputs offering for universities.
- 2- Very high numbers of students coming to universities.
- 3- Low graduates capabilities, not enough for stalk holders
- 4- Private Universities which offer community based programs and withdrawal of high competence staff.
- 5- Globalization and un-equal competence
- 6- The Egyptian Quality Assurance and Accreditation Agency

Example 2 of SWOT:

This second sample of SWOT was also derived from a needs assessment survey conducted by the Steering Committee as coordinated through the Quality Unit. The Committee decided it was useful information to the University to know what percentage of their stakeholders agreed with the lists of strengths, weaknesses, opportunities and threats. Just like the first example, these lists were then used to develop a 5 year plan for quality improvement.

SWOT analysis
I- Points of STRENGTH

No	Item	100%	Prob.	Sign.
I	System-wide governance and management: 1- Strategic planning & management ▪ Modern management & Information system 2- Quality assurance mechanism - Curriculum evaluation	75 60	0.9 0.9	67.5 54
A	<i>Quality and Relevance</i> <i>Educational input</i> 1- <u>Academic staff</u> ▪ Selection and recruitment ▪ Academic qualifications and competences ▪ Staff attendance, unpaid leave, part time in other universities and enterprise ▪ Coverage of specialties ▪ Available faculties 2- <u>Projects (HEEP & others)</u>	60 70 60 90 90 70	0.8 0.9 0.7 0.9 0.9 0.9	48 63 42 81 81 63

B	<i>Educational process</i>	50	0.9	45
	1- Teaching programs	70	0.9	63
	2- Teaching methods			
	▪ Traditional method	80	0.9	72
	3- Workload			
	▪ Individuals teaching basic courses for many departments	90	0.9	81
	▪ % Staff to student numbers	60	0.8	48
	4- Working conditions			
	▪ Staff office	50	0.9	45
	▪ Staff tools (computers, teaching facilities)	50	0.7	35
	▪ Laboratories (space and equipment)	90	0.9	81
	5- Degrees	50	0.9	45
	6- Centers for enhancement			
▪ University level	60	0.8	48	
7- Student activities				
▪ Sports	50	0.8	40	
▪ Social activities	50	0.9	45	
▪ El-Gawala				
C	<i>Research process</i>	50	0.9	45
	1- Financial support for attending national conferences	60	0.8	48
	2- Organization of nation-wide conferens.	70	0.8	56
	3- Faculty journal			
D	<i>Excellency unites</i>	50	0.9	45
	Special Units			

II- Points of WEAKNESS

No	Item	100%	Prob.	Sign
I	System-wide governance and management:			
	1- Resource allocation and re-allocation:	80	0.9	72
	▪ University level	70	0.9	63
	▪ Institute level	90	0.5	45
	2- Strategic planning & management			
	- Internet communication	90	0.5	45
	3- Quality assurance mechanism	90	0.5	45
	• Teaching evaluation			
• Standards for quality				

II	<i>Quality and Relevance</i> 1- Number of repeaters 2- Selection of students in some faculties	60 90	0.9 0.9	54 81
A	<i>Educational input</i> <u>1-Infrastructure</u> - Operation - Continuous rehabilitation - Libraries - Integration of IT in the educational process	80 80 50 80	0.8 0.6 0.5 0.4	64 64 25 32
B	<i>Educational process</i> <i>1- Teaching methods</i> a. Recent methods b. Classrooms 2-Professors in promotion committees 3- Working conditions a- Lab technicians 4- Centers for enhancement a- Institute level 5- Student activities a- Student union b- Leadership Preparation of Students	90 80 80 90 90 80 80	0.4 0.8 0.8 0.9 0.7 0.9 0.9	36 64 64 81 63 72 72
C	<i>Research process</i> 1- Fund availability 1- Scientific projects 2- Prizes in research 3- Personnel in international organization or unions 4- Financial support for attending International conferences 5- Organization of international conferences 6- Publication in international journals	90 80 80 70 60 50 90	0.7 0.7 0.9 0.9 0.9 0.6 0.9	63 56 72 63 54 30 81
D	<i>Excellency unites</i> 1- Think tank unites 2- Excellency centers	70 80	0.8 0.6	56 48

III- Opportunities

Item	%	Probability	Significance
<i>QAA National Organization</i>	90	0.9	81
Private Universities	50	0.8	40
Parallel Education	60	0.9	54
Distance Education	60	0.9	54
E-Learning	60	0.9	54
GAT	60	0.5	30
European Union	60	0.9	54
Projects	80	0.8	64
HEEPF	80	0.9	72
QAAP	100	0.9	90
Industrial-based research	60	0.7	42
University-Arabian agreements	50	0.8	40

IV- Threatens

Item	%	Probability	Significance
Large student numbers	70	0.9	63
Low education level in secondary schools	60	0.9	54
QAA International Organizations	100	0.7	70
Private Universities	50	0.6	30
Foreign Universities	60	0.9	54
GAT	60	0.9	54
Market needs	90	0.8	72

V. THE STRATEGIC PLAN: GOALS AND OBJECTIVES FOR THE FIVE YEAR PERIOD 2007-2012

The primary outcome of this exercise is a five year strategic plan, the detailed implementation of which:

- Is directly linked to the institution's mission and vision and to assessment tools such as the SWOT /needs analyses;
- Incorporates the major key areas of institutional context (e.g., management and leadership; teaching and learning; students and student support services; research; learning resources; physical and financial resources; and community service);
- Provides concrete ways in which specific goals/deliverables will be achieved and on what timetable;
- Assures that the goals are realistic given the institution's human and financial resources, time and leadership;
- Utilizes existing mechanisms in the institution for planning;
- Creates a specific monitoring process so progress can be measured; and
- Is sustainable.

The following are two examples of university 5 year plans. Each begin with the primary goals to be achieved. These goals were derived directly from the needs assessment/SWOT analyses which the universities conducted. The goals then are followed by a list of specific objectives, each of which are assigned to a responsible party and are to be accomplished by a date certain. Universities should be careful to be as specific as possible about who is responsible for assuring that activities are carried out. To that end, care needs to be taken that responsibility is shared and no single individual(s) are responsible for the entire 5 year plan without the considerable support of broad sections of the university.

Example 1:

3.0 KEY UNIVERSITY QUALITY ASSURANCE OBJECTIVES

3.1 Teaching And Learning

To provide quality undergraduate and postgraduate programs benchmarked to high international standards and developing student skills in addition to providing facilities for self-learning.

3.2 Student Support Services

Provision of comprehensive services to support student learning and assist with the transition from university study into appropriate employment.

3.3 Research

To focus research efforts on serving community development, and increase the number of postgraduate research students.

3.3 Community Service

To make significant contributions to services, production and culture in Southern Egypt which will improve its status in Egypt and the World.

3.5 Management

To organize and manage University affairs to through the optimum use of its resources, in pursuit of its mission and to maximize the financial resources available to the University from a diversity of non-traditional sources.

4.0 MECHANISMS FOR QUALITY ASSURANCE

A number of monitoring mechanisms have been developed to monitor the achievement of quality assurance objectives in teaching and learning, research, student support services, community service and management areas. Monitoring mechanisms include:

- a) Opinion surveys;
- b) Peer reviews;
- c) Academic reports and self-assessment;
- d) external input from alumni, employers and professionals in the field;
- e) national, regional and international accreditation;
- f) awards for excellence to faculty members and for general staff.

5. GRADUATE ATTRIBUTES

The attributes expected of graduates of ____ University are:

- Extensive knowledge in a specific discipline, with an ability for self-learning and innovation.
- Self-confidence combined with oral and written communication skills of a high level.
- A capacity for, and understanding of, teamwork.
- An ability to logically analyze issues, evaluate different options and viewpoints and implement decisions.
- An appreciation of cultural and intellectual diversity and ability to function in a multicultural or global environment ;
- A commitment to the highest standards of professional ethics.
- A basic understanding of information systems and specific skills in using multi-media computers and the internet.

6.0 ACTION PLAN AND CRITERIA FOR QUALITY ASSURANCE

6.1 Teaching and Learning

6.1.1 Action Plan

6.1.1.1 Incorporate within programs opportunities for students to achieve intellectual maturity while developing appropriate professional skills as well as specific skills in communication, computer literacy, quantitative analysis and cross cultural awareness by developing internal quality assurance systems in all faculties.

6.1.1.2 Conduct stakeholder satisfaction surveys such as: student evaluations of teaching, employer surveys regarding student performance in industry.

6.1.1.3 Continuous improvement through systematic performance evaluation based on peer review mechanisms for programs and courses within the accreditation system of universities in Egypt.

6.1.1.4 Conduct workshops and seminars designed and delivered for academic staff to enhance the quality of teaching and learning outcomes.

6.1.1.5 Introduce open-type and distance learning and credit hour system.

6.1.1.6 Enhance interdisciplinary programmes, professional diplomas and vocational training.

6.1.1.4 Enhance student laboratory and documented research, applied projects, tutorial sessions and faculty office hours.

6.1.2 Criteria for Quality Assurance in Teaching and Learning

6.1.2.1 Maintenance of a rate of student satisfaction with the quality of teaching in the range of 65% - 76%.

6.1.2.2 Achievement of a ratio of students to Academic staff of 20 to 1 in phases.

6.1.2.3 Establishment of internal quality assurance systems in all faculties with the aim of achieving accreditation beginning in 2007.

6.2 Student Support Services

6.2.1 Action Plan

6.2.1.1 Establish a placement / employment office to assist students with the transition from university study into employment.

6.2.1.2 Introduce a range of new website services, including examination results, exam timetables, job opportunities for students and alumni, and housing advertisements.

6.2.1.3 Complete the new central library with modern facilities.

6.2.1.4 Participate in local and national athletic, cultural and arts events.

6.2.1.5 Enhance academic advising and social and psychological counseling.

6.2.1.6 Provide a commercial center for educational material and supplies.

6.2.2 Criteria for Quality Assurance in Student Support Services

6.2.2.1 Athletic, cultural and artistic excellence in terms of the number of championships and athletic records.

6.2.2.2 Number of visitors to the central library.

6.2.2.3 At least 1000 visitors/day to web site.

6.2.2.4 Placement in appropriate employment of at least 50% of graduates (excluding those in military service).

6.3 Research

6.3.1 Action Plan

- 6.3.1.1 Establish a central research division (managed by a faculty member).
- 6.3.1.2 Establish a competitive funding program for refereed research projects.
- 6.3.1.3 Establish Research Centers of Excellence at the University and increase the number of research scholarships funded by external agencies.
- 6.3.1.4 Improve the research skills of university staff by the use of Internal Research Grants, Special Studies Leave, to support at least one research conference to be held in each faculty every two years.
- 6.3.1.5 Work towards national and international recognition of research output.
- 6.3.1.6 Update the research plans of all academic departments
- 6.3.1.7 Develop a strategy to market the research capabilities of Minia University
- 6.3.1.8 Create a database of staff research capabilities

6.3.2 Criteria for Quality Assurance in Research

- 6.3.2.1 Completion of the requirements for M.Sc. and PhD degrees for most post-graduate students within 2 and 4 years respectively.
- 6.3.2.2 Achievement of a strong linkage between university research plan and community development in the following broad areas:
 - A. Eradication of illiteracy
 - B. Food production
 - C. Materials and Manufacturing;
 - D. Communication and the Information Society;
 - E. Social Impact, Environment and Quality of Life (includes health issues) in Southern Egypt.
- 6.3.2.3 Achievement of a ratio of research students over academic staff higher than 5 to 1.
- 6.3.2.4 Achievement of a ratio of applied to basic research greater than 2 to 1.
- 6.3.2.5 Success in marketing at least 30% of research projects.
- 6.3.2.6 Achievement of a ratio of externally funded to university funded research projects greater than 0.5.
- 6.3.2.7 Success of at least 75% of faculty members applying for promotion in the first time.
- 6.3.2.8 Achievement of at least 50% external funding for Ph.D. scholarships.
- 6.3.2.9 Achievement of a percentage of published research in refereed periodicals that is more than 50% and obtaining a citation impact per paper greater than 2.
- 6.3.2.10 Publication of at least one refereed paper from each thesis.
- 6.3.2.11 Achievement of a ratio of external funds to university funds in research budgets that is greater than 2.
- 6.3.2.12 Participation of faculty members in at least two local conferences per year and one international conference every two years.

6.4 Community Service

6.4.1 Action Plan

- 6.4.1.1 Survey local communities to determine their needs for higher education programs.
- 6.4.1.2 Encourage the use of university facilities by the community.

- 6.4.1.3 Encourage individual staff of the university to contribute to local organizations and community projects.
- 6.4.1.4 Establish co-operative partnerships, including other educational providers and organizations, together with University representation on community bodies.
- 6.4.1.5 Sponsor regional cultural and athletic activities.
- 6.4.1.6 Develop existing Special Units to be centers of consultation and expertise.
- 6.4.1.7 Conduct special training programmes for the local community.
- 6.4.1.8 Establish incubators for small developmental projects.

6.4.2 Criteria for Quality Assurance in Community Service

- 6.4.2.1 Achievement of a percentage of community use of university facilities that is greater than 50% of the time.
- 6.4.2.2 Participation of at least 25% of faculty members in local volunteer associations.
- 6.4.2.3 At least two training programs are conducted for the local community in each Faculty per year.
- 6.4.2.4 Establishment of at least two incubators for small projects in each Faculty per year.
- 6.4.2.5 Achievement of at least two consultation contracts per year for the local community in each Special Unit.
- 6.4.2.6 Achievement of a community satisfaction rate of at least 75%.

6.5. Management

6.5.1 Action Plan

- 6.5.1.1 Carry out comprehensive performance appraisal and development activities for both academic and general staff.
- 6.5.1.2 Make provision for appropriate development and training programs for all staff within a staff development policy.
- 6.5.1.3 Provide up to date computer systems and management information systems to enable efficient recording (including student records), reporting and review mechanisms for management.
- 6.5.1.4 Introduce new methods for income generation which might include support from alumni and other potential benefactors. Other sources include “directed”, “open”, and “distance” education.
- 6.5.1.5 Increase the contribution of academic supervision on administrative units.
- 6.5.1.6 Establish an Alumni Relations Office with the principal objectives of:
 - a- Promoting and fostering good relations between the University and its alumni;
 - b- Seeking funds, donations in kind, or other benefits from alumni and other individuals, businesses, charities, and such other sources;
 - c- Communicating with alumni and provision of continuous education.

6.5.2 Criteria for Quality Assurance in Management

- 6.5.2.1 Achievement of non-traditional external funding that is more than half the governmental funding.
- 6.5.2.2 Participation of at least one fifth of the faculty members in administrative affairs.
- 6.5.2.3 Ability to handle electronically at least 50% of all documents and records.

ACTION PLAN FOR STRATEGIC QUALITY ASSURANCE AT MINIA UNIVERSITY

Strategic Area No. 1: Teaching and Learning

Objective: To provide quality undergraduate and postgraduate programs benchmarked to high international standards.

ACTIONS	RESPONSIBILITY	TARGET DATE	RESOURCES NEEDED	QUALITY ASSURANCE CRITERIA
1.1 Incorporate within programs opportunities for students to achieve intellectual maturity while developing appropriate professional skills as well as specific skills in communication, computer literacy, quantitative analysis and cross cultural awareness by developing internal quality assurance systems in all faculties.	All Deans + Quality Assurance Center (QAC)	DEC 2007	APPROVAL OF NEW INTERNAL QA PROJECTS	1. Maintenance of a rate of student satisfaction with the quality of teaching in the range of 65% - 76%. 2. Achievement of a ratio of students to Academic staff of 20 to 1 in phases. 3. Establishment of internal quality assurance systems in all faculties with the aim of achieving accreditation beginning in 2007.
1.2 Conduct stakeholder satisfaction surveys such as: student evaluations of teaching, employer surveys regarding student performance in industry.	Quality Assurance Center	MAY 2006	HUMAN RESOURCES + BUDGET OF QAC	
1.3 Continuous improvement through systematic performance evaluation based on peer review mechanisms for programs and courses within the accreditation system of universities in Egypt.	Quality Assurance Center	MAY 2010	MAJOR BUDGET ALLOCATION	
1.4 Conduct workshops and seminars designed and delivered for academic staff to enhance the quality of teaching and learning outcomes.	Univ. President	DEC 2005	FUNDING FROM FLDP	
1.5 Introduce open-type and distance learning and credit hour system.	Quality Assurance Center	DEC 2007	UNIV. BUDGET	
1.6 Enhance interdisciplinary programmes, professional diplomas and vocational training.	Univ. President	CONTINUOUS	UNIV. BUDGET	
1.7 Enhance student laboratory and documented research, applied projects, tutorial sessions and faculty office hours.	Univ. President + Deans	CONTINUOUS	UNIV. BUDGET	

Strategic Area No. 2: Student Support Services

Objective: Provision of comprehensive services to support student learning and assist with the transition from university study into employment.

ACTIONS	RESPONSIBILITY	TARGET DATE	RESOURCES NEEDED	QUALITY ASSURANCE CRITERIA
2.1 Establish a placement / employment office to assist students with the transition from university study into employment.	Univ. President	DEC 2006	UNIV. BUDGET	1. Athletic, cultural and artistic excellence in terms of the number of championships and athletic records. 2. Number of visitors to the central library. 3. At least 1000 visitors per day to web site. 4. Placement in appropriate employment of at least 50% of graduates (excluding those in military service).
2.2 Introduce of a range of new website services, including examination results, exam timetables, job vacancies, and housing advertisements.	Director of Computer Center	ONGOING	COMPUTER SPECIALISTS	
2.3 Complete the new central library with modern facilities.	Univ. President	DEC 2006	UNIV. BUDGET	
2.4 Participate in local and national sports, cultural and arts events	V.P. Student Affairs	ONGOING	UNIV. BUDGET	
2.5 Enhance academic advising and social and psychological counseling.	V.P. Student Affairs	ONGOING	UNIV. BUDGET	
2.6 Provide a commercial center for educational material and supplies.	V.P. Student Affairs	DEC. 2006	UNIV. BUDGET (THEN OPERATED BY PRIVATE SECTOR)	

Strategic Area No. 3: Research

Objective: To focus research efforts on serving community development, and increase the number of postgraduate research students.

ACTIONS	RESPONSIBILITY	TARGET DATE	RESOURCES NEEDED	QUALITY ASSURANCE CRITERIA
3.1 Establish a central research division (managed by a faculty member).	V.P. Research	AS SOON AS POSSIBLE	HUMAN RESOURCES	1 Completion of the requirements for M.Sc. and PhD degrees for most post-graduate students within 2 and 4 years respectively.
3.2 Establish a competitive funding program for refereed research projects.	V.P. Research	JUNE 2006	UNIVERSITY BUDGET	2 Achievement of a strong linkage between university research plan and community development in the following broad areas:
3.3 Establish Research Centers of Excellence at the University and increase the number of research scholarships funded by external agencies.	V.P. Research	JULY 2006	UNIVERSITY BUDGET	a. Eradication of illiteracy
3.4 Improve the research skills of university staff by the use of Internal Research Grants, Special Studies Leave, to support at least one research conference to be held in each faculty every two years.	V.P. Research	JUNE 2007	UNIVERSITY BUDGET	b. Food production
3.5 Work towards national and international recognition of research output.	V.P. Research	DECEMBER 2005	HUMAN RESOURCES	c. Materials and industry
3.6 Update the research plans of all academic departments	Vice Deans for Graduate Studies & dept. heads	JUNE 2006	HUMAN RESOURCES	d. Communications and the Information Society;
3.7 Develop a strategy to market the research capabilities of Minia University	V.P. Research	JUNE 2006	HUMAN RESOURCES	e. Social Impact, Environment and Quality of Life (including health issues) in Southern Egypt.
3.8 Create a database of staff research capabilities	V.P. Research	MAY 2006	HUMAN RESOURCES	3 Achievement of a ratio of research students over academic staff higher than 5 to 1. 4 Achievement a ratio of applied to basic of greater than 2 to 1. 5 Success in marketing at least 30% of research projects.

Strategic Area No. 3: Research (Continued)

ACTIONS	RESPONSIBILITY	TARGET DATE	RESOURCES NEEDED	QUALITY ASSURANCE CRITERIA
				<p>6 Achievement of a ratio of externally funded to university funded research projects greater than 0.5.</p> <p>7 Success of at least 75% of faculty members applying for promotion in the first time.</p> <p>8 Achievement of at least 50% external funding for Ph.D. scholarships.</p> <p>9 Achievement of a percentage of published research in refereed periodicals that is more than 50% and obtaining a citation impact per paper greater than 2.</p> <p>10 Publication of at least one refereed paper from each thesis.</p> <p>11 Achievement of a ratio of external funds to university funds in research budgets greater than 2.</p> <p>12 Contribution of faculty members in at least 2 local conferences /year and one international conference every 2 years.</p>

Strategic Area No. 4: Community Service

Objective: To benefit society through making a significant contribution to the health, economy, education and culture of Minia which will improve its status in Egypt and the World.

ACTIONS	RESPONSIBILITY	TARGET DATE	RESOURCES NEEDED	QUALITY ASSURANCE CRITERIA
4.1 Survey local communities to determine their needs for higher education programs.	V.P. Community Services	MAY 2006	HUMAN RESOURCES	1 Achievement of a percentage of community use of university facilities that is greater than 50% of the time. 2 Participation of at least 25% of faculty members in local volunteer associations. 3 At least two training programs are conducted for the local community in each Faculty per year. 4 Establishment of at least two incubators for small projects in each Faculty per year. 5 Achievement of at least two consultation contracts for the local community in each Special Unit. 6 Achievement of a community satisfaction rate of at least 75%.
4.2 Encourage the use of university facilities by the community.	V.P. Community Services	MAY 2006	HUMAN RESOURCES	
4.3 Encourage individual staff of the university to contribute to local organizations and community projects.	V.P. Community Services	MAY 2006	HUMAN RESOURCES	
4.4 Establish co-operative partnerships, including with other educational providers and organizations, together with University representation on community bodies.	V.P. Community Services	MAY 2006	HUMAN RESOURCES	
4.5 Sponsor regional cultural and athletic activities.	Univ. President	ONGOING	UNIV. BUDGET	
4.6 Develop existing Special Units to be centers of consultation and expertise.	Univ. President	MAY 2007	UNIV. BUDGET	
4.7 Conduct special training programmes for the local community.	V.P. Community Services	ONGOING	HUMAN RESOURCES	
4.8 Establish incubators for small developmental projects.	V.P. Community Services	MAY 2006	UNIV. BUDGET	

Strategic Area No. 5: Management

Objective: To organize and manage University affairs to achieve the most effective and efficient use of its resources, in pursuit of its mission. In the finance area the goal is twofold: to maximize the resources available to the University from a diversity of sources, and to optimize the use of scarce resources to achieve the University's plans.

ACTIONS	RESPONSIBILITY	TARGET DATE	RESOURCES NEEDED	QUALITY ASSURANCE CRITERIA
5.1 Carry out comprehensive performance appraisal and development activities for both academic and general staff.	Univ. President	JUNE 2007	HUMAN RESOURCES	1. Achievement of non-traditional external funding that is more than half the governmental funding. 2. Participation of at least one fifth of the faculty members in administrative affairs. 3. Ability to handle electronically at least 50% of all documents and records.
5.2 Make provision for appropriate development and training programs for all staff within a staff development policy.	V.P. Community Services	ONGOING	UNIV. BUDGET	
5.3 Provide up to date computer systems and management information systems to enable efficient recording (including student records), reporting and review mechanisms for management.	V.P. Community Services	JULY 2006	UNIV. BUDGET	
5.4 Introduce new methods for income generation which might include support from alumni and other potential benefactors. Other sources include “directed”, “open”, and “distance” education.	Univ. President	JULY 2006	HUMAN RESOURCES	
5.5 Increase the contribution of academic supervision on administrative units.	Univ. President	JULY 2006	HUMAN RESOURCES	

Strategic Area No. 5: Management (Continued)

ACTIONS	RESPONSIBILITY	TARGET DATE	RESOURCES NEEDED	QUALITY ASSURANCE CRITERIA
<p>5.6 Establish an Alumni Relations Office with the principal objectives of:</p> <ul style="list-style-type: none"> a- Promoting and fostering good relations between the University and its alumni; b- Seeking funds, donations in kind, or other benefits from alumni and other individuals, businesses, charities, and such other sources; c- Communicating with alumni and provision of continuous education. 	<p>V.P. Community Services</p>	<p>JULY 2006</p>	<p>HUMAN RESOURCES</p>	

Example 2:

Introduction:

_____ University has been the first Egyptian university to consider the issue of Quality Assurance as it established The Central Unit for Performance Evaluation since 1997. Later, in 2003 subsidiary units for the same purpose became effective in all faculties of the university. Further, in 2004 the university established The Centre for Quality Assurance and Accreditation including units in the various faculties to substitute the Performance Evaluation Units .

Emphasizing this role, the university tends, through this project, to develop a strategic plan for Quality Assurance throughout the forthcoming five years. On the way of preparing this plan, we have considered some of the realistic issues that the university has no power to change as well as the possible changes in the coming few years. Of these issues:

- 1- Avoiding any contradictory between the university's plan for Quality Assurance and the articles of the current Universities Regulation Law (even though, this does not hinder the university administration to demand, upon the semi-collective request of faculty members, for a rapid change of the current Universities Regulation Law to achieve more university autonomy and to allow more effective application of Quality Assurance standards).
- 2- The increasing pressures on higher education budget in the latest years together with the continuous increase in the numbers of university students; a matter that hinders the elevation of educational and research standards unless the state supplies sufficient budgets for development, or else changes legislations to enable each university keep its own resources to support development and quality assurance, and to improve the financial status of the faculty members and their assistants.
- 3- The change in learning concepts, and promoting such concepts of minimum satisfaction to aspirations of proficiency and quality; from limited to constant learning; from tepidity to variety; from stillness and solidity to flexibility and change; from repetition to invention; from knowledge consumption to knowledge production; from dependent learning to self-learning; from accepting hypotheses to critical thinking; from reaction to initiative and innovation; from oppressive and coercive learning to democratic, cooperative, and selective learning.
- 4- Possibilities of change in the educational and assessment systems in pre-university education and the consequent changes in admission rules so that they become more developed, more convenient, more flexible and transparent.
- 5- The growing awareness among the community individuals and their growing desire to know the quality standards in a certain university or a certain faculty.

- 6- The growing desire of students and parents to know the specifications and the expected outcomes of different educational programs..
- 7- The growing awareness of the importance of students' participation in the evaluation process for better quality assurance in their educational institutions.
- 8- The growing demand for developing methods of students' assessment to become more significant together with the readiness to accept and investigate students' complaints.
- 9- The growth in the number of the people interested and the participants in higher education service due to the growing number of private universities and institutes.
- 10- The diversity in types and objectives of the new universities and institutes.
- 11- Future limits of universities' independence side by side with the limits of the society's role as vigilant on the universities.
- 12- Giving a wider room for the role of universities in community service and environment development.
- 13- Future perspective of higher education whether it is a public or private service.
- 14- New international conditions and the tendency to reduce the differences in higher education systems all over the world.
- 15- The GAT agreement and the possibilities it allows to facilitate the participation of foreign countries in domestic higher education markets.
- 16- Globalization and its reflections on job market in the nearest future.

On proposing this plan, it has been also taken into consideration that it should include all that can be done for quality assurance in scientific departments, different faculties, and the university as a whole in the fields of teaching, learning, scientific research,, and community service. In these fields, we have handled the academic, administrative, and financial aspects which contribute and enhance quality assurance, and henceforth suggested performance indicators to measure the level which the plan aims at in all fields.

By and large, on the commencement of this Strategic Plan for Quality Assurance, the university must undertake the following:

- 1- With the approval and authorization of this plan by the University Council, the university adheres to all its statements (throughout the forthcoming five years) and makes sure that it has a written, documented and announced mission, and**

so does each of its faculties and administrations. Also, all files and documents for quality assurance activities must be kept as a proof for its QA system.

Executive Responsibility:

University President – Deans – Department Heads – Centre for Quality Assurance and Accreditation and its units in the faculties.

Expected Date for Accomplishment: Mid – 2006

2- Forming work groups of experienced members on the university level to identify the priorities and make detailed plans and performance indicators to be followed in the next five years in each of the following fields:

- **Quality assurance in educational process.**
- **Quality assurance in graduate studies , research and other scholarly activities.**
- **Quality assurance in community service.**
- **Quality assurance in administrative affairs.**
- **Quality assurance in financial affairs.**
- **Quality assurance in constructions and infra-structure.**
- **Quality assurance in foreign relations.**

Each work group makes an operational plan for every objective related to their field (in coordination with other groups if necessary). Each group is entitled to provide details about action execution, financial cost, resources, and time of execution. Besides, the work group identifies methods of control and monitoring through definite and approved performance indicators. Furthermore, it suggests methods for improvement, development, and amendments of the plan according to any changes in the circumstances or priorities that may occur during the execution of the plan.

Executive Responsibility:

University President.

Expected Date for Accomplishment: End of 2005.

3- Establishing a centre for Quality Assurance and Accreditation with units in all faculties. The centre and its units become a part of the administrative future specification of the university.

Executive Responsibility:

University President – Centre for Quality Assurance and Accreditation – Deans.

Expected Date for Accomplishment: Mid – 2005.

4- Spreading the general culture of quality assurance in all university sectors through seminars and orientation campaigns including all faculty members, teaching assistants, staff, and students.

Executive Responsibility:

Centre for Quality Assurance and Accreditation and its units in the faculties.

Expected Date for Accomplishment: End of 2006.

5- Spreading the culture of positive criticism, team work, creative cooperation and orderly coordination between faculty members, assistants, and staff in the university.

Executive Responsibility:

Centre for Quality Assurance and Accreditation and its units in the faculties.

Expected Date for Accomplishment: End of 2006.

6- Spreading the culture of university ethics and values among new generations of faculty members and their assistants to cause a cognitive change ending in a code of ethics among them.

Executive Responsibility:

Centre for Quality Assurance and Accreditation and its units in the faculties.

Expected Date for Accomplishment: End of 2006.

7- Establishing an internal system for quality assurance in all faculties and performing self-study evaluation in this concern.

Executive Responsibility:

Deans – Units of Quality Assurance in the faculties.

Expected Date for Accomplishment: Nine faculties by the end of 2006, other faculties in 2008.

8- Training faculty members (50% at least) on different criteria of Quality Assurance.

Executive Responsibility:

Faculty and Leadership Development Project (FLDP) – Centre for Quality Assurance and Accreditation and its units in the faculties.

Expected Date for Accomplishment: 2008.

9- Adopting and giving priority to the execution of any project in the field of quality assurance during the forthcoming five years.

Executive Responsibility:

University President – University Council – Centre for Quality Assurance and Accreditation.

Expected Date for Accomplishment: 2006 – 2010.

1- Quality Assurance in Educational Process

Quality Assurance in educational process can be achieved through the following strategies:

1.1. Quality assurance in human resources related to the educational process including students, faculty members, teaching assistants, and staff of the university:

1.1.1. Reconsideration of rules and terms of students' admission to the various faculties of the university to enroll a distinctive level of students according to the requirements of studies in each of the faculties.

1.1.2. The university's adherence to admit numbers of students that suit the facilities available in each of the faculties and according to the actual demands of job market.

1.1.3. Revising the assessment and graduation rules to meet the standards of quality assurance.

1.1.4. Finding out methods of attracting distinguished students in the pre-university education through different means (i.e. favorable educational programs that are not available in other universities, or granting scholarships to distinguished students from Arab and Islamic countries ...etc.)

1.1.5. Finding out methods of attracting highly qualified faculty members, assistants, and staff (through equal and open recruitment chances and rules, undiscriminating, encouraging promotion rules, allowances and rewards, and a package of social and health services,... etc.)

Executive Responsibility:

University President – Vice President for Education and Students Affairs – Council of Education and Students Affairs.

Expected Date for Accomplishment: End of 2007.

1.2. Setting academic standards and benchmarks for all programs together with program and course specifications and related reports including the viewpoints of faculty member, students and other stakeholders.

Executive Responsibility:

Deans – Vice Deans for Education and Students Affairs – Vice Deans for Graduate Studies and Research – Department Heads.

Expected Date for Accomplishment: End of 2007.

1.3. Making sure that the faculties, on updating their by-laws, reveal an interest to add new, unconventional, bidisciplinary and multidisciplinary programs to distinguish the university from other universities.

Executive Responsibility:

Deans – Vice Deans for Education and Students Affairs – Vice Deans for Graduate studies and Research – Department Heads.

Expected Date for Accomplishment: End of 2007.

1.4. Educational programs and courses should concentrate on the Intended Learning Outcomes (ILOs), without exaggeration in the quantity of knowledge. Emphasis should be given to understanding and acquisition of various skills, specially self-learning skills so that the graduate can cope with any future development in his field of specification.

Executive Responsibility:

Deans – Vice Deans for Education and Students Affairs – Department Heads.

Expected Date for Accomplishment: End of 2007.

1.5. Setting indicators to measure the efficiency and sufficiency of the methods of students' assessment concerning the ILOs and how far the graduates have acquired these outcomes.

Executive Responsibility:

Vice Deans for Education and Students Affairs – Committees for Education and Students Affairs in the faculties – Department Heads.

Expected Date for Accomplishment: End of 2007.

1.6. Establishing a system to assure that the program's specification embodies graduates' acquisition of positive behavior and manners such as: commitment, idealism, faithfulness, loyalty , patience, and persistence.

Executive Responsibility:

Vice Deans for Education and Students Affairs – Committees for Education and Students Affairs in the faculties – Department Heads. Centre for Quality Assurance and Accreditation and its units in the faculties.

Expected Date for Accomplishment: End of 2007.

1.7. Establishing a system marked by transparency, seriousness, and plainness to measure the efficiency of students' assessment in oral and practical exams, and semester works.

Executive Responsibility:

Vice President for Education and Students Affairs – Council of Education and Students Affairs – Vice Deans for Education and Students Affairs – Centre for Quality Assurance.

Expected Date for Accomplishment: End of 2005.

1.8. Establishing a system to measure the quality and accuracy of score registration committees in different faculties.

Executive Responsibility:

Vice President for Education and Students Affairs – Council of Education – Centre for Quality Assurance – external auditors.

Expected Date for Accomplishment: End of 2006.

1.9. Making sure that the educational programs' curricula include parts that improve students' skills in using information technology, and proficiency in mother language and foreign languages (one or more).

Executive Responsibility:

Vice President for Education and Students Affairs – Deans – Vice Deans for Education and Students Affairs – Department Heads.

Expected Date for Accomplishment: End of 2008.

1.10. Making sure that on development of by-laws of the practical faculties that their programs include applied courses to be taught by teacher-practitioners and visiting lecturers.

Executive Responsibility:

Vice President for Education and Students Affairs – Deans – Vice Deans for Education and Students Affairs – Department Heads.

Expected Date for Accomplishment: End of 2008.

1.11. Reconsideration of the policy of university-book subsidization and specifying its budget to support the university libraries and other requirements demanded for the educational process.

Executive Responsibility:

University Council – Council of Education and Students Affairs.

Expected Date for Accomplishment: End of 2005.

1.12. Setting documented performance indicators for evaluating students' support quality in educational, cultural, artistic, medical, social, athletics, housing, and entertainment areas to ensure high quality services and facilities provided to the students.

Executive Responsibility:

University Vice Presidents – Council of Education and Students Affairs – Administration Heads – Centre for Quality Assurance.

Expected Date for Accomplishment: End of 2006.

1.13. Establishing a mechanism for professor-student communication on each level at the different faculties to ensure direct and effective discussion on educational process.

Executive Responsibility:

Vice President for Education and Students Affairs – Deans and Vice Deans for Education and Students Affairs – Department Heads.

Expected Date for Accomplishment: End of 2006.

1.14. Setting indicators to measure the efficiency of the system of academic guidance and advice, office hours, and university groups to allow more communication between students and faculty members.

Executive Responsibility:

Vice President for Education and Students Affairs – Deans and Vice Deans for Education and Students Affairs – Department Heads.

Expected Date for Accomplishment: End of 2006.

1.15. Establishing a system to discover distinguished and talented students and henceforth devise programs to offer them comprehensive care (i.e. academic, social, and health).

Executive Responsibility:

Vice President for Education and Students Affairs – Deans and Vice Deans for Education and Students Affairs – Department Heads.

Expected Date for Accomplishment: End of 2006.

1.16. Setting indicators to measure the efficiency of the systems that care for disabled and retarded students.

Executive Responsibility:

Vice President for Education and Students Affairs – Deans and Vice Deans for Education and Students Affairs – Department Heads.

Expected Date for Accomplishment: End of 2006.

1.17. Establishing a mechanism to measure the efficiency and sufficiency of faculty members and assistants (i.e. numbers, specialization,, experience, qualifications, abilities ...etc.) to meet the requirements needed for achieving the mission and objectives of the university. Methods of rewards and penalties should be also established.

Executive Responsibility:

Vice President for Graduate Studies and Research – Vice President for Education and Students Affairs – Deans.

Expected Date for Accomplishment: End of 2006.

1.18. Finding a system for periodical revision of by-laws of the different faculties and updating them within short intervals. Considering the application of credit hours system at any renewal and development of by-laws.

Executive Responsibility:

Vice President for Education and Students Affairs – Deans and Vice Deans for Education and Students Affairs.

Expected Date for Accomplishment: End of 2006.

1.19. Finding a mechanism to investigate students' complaints related to educational process and prompt effective decision should be made.

Executive Responsibility:

Vice President for Education and Students Affairs – Vice Deans for Education and Students Affairs – Heads of the Administrations concerned.

Expected Date for Accomplishment: Mid – 2006.

1.20. Setting regulations that do not by any means hinder the educational process, to compensate students' participation and efforts in other activities in the university.

Executive Responsibility:

University Council – Vice President for Education and Students Affairs.

Expected Date for Accomplishment: Mid – 2006.

1.21. Establishing a system for regular external revision of the educational programs (objectives, contents, methods of teaching and learning) by peer reviewers, external evaluators, external examiners, and employers.

Executive Responsibility:

Vice President for Education and Students Affairs – Deans – Vice Deans for Education and Students – Center for Quality Assurance.

Expected Date for Accomplishment: End of 2006.

1.22. Establishing a mechanism to follow up the performance level of all departments in the educational process in general.

Executive Responsibility:

Vice President for Education and Students Affairs – Vice President for Graduate Studies and Research – Deans – Vice Deans for Education and Students – Vice Deans for Graduate Studies and Research – Center for Quality Assurance.

Expected Date for Accomplishment: 2007.

1.23. Establishing a system to follow up maintenance, updating and developing various resources of the educational process (classrooms, laboratories, libraries, equipment, teaching aids, computers, information network, tools, and other scientific material), making sure that all these facilities are enough, in a good condition, and available when needed.

Executive Responsibility:

Vice President for Education and Students Affairs – Deans – Vice Deans for Education and Students – Department Heads – Heads of the Administrations concerned.

Expected Date for Accomplishment: End of 2007.

1.24. Developing a data-base system of the various departments concerning personnel, equipment, tools, educational aids, classrooms, laboratories ...etc.

Executive Responsibility:

Vice President for Education and Students Affairs – Deans –Department Heads.

Expected Date for Accomplishment: End of 2007.

1.25. Establishing a system to ensure constant integration among educational process, scientific research, and community service in the university.

Executive Responsibility:

University President – Vice Presidents.

Expected Date for Accomplishment: End of 2006.

1.26. Establishing an obligatory system for the development of faculty members and following their participation in well-organized programs for this purpose.

Executive Responsibility:

University Council – Deans – Department Heads.

Expected Date for Accomplishment: End of 2005.

1.27. Developing a system to achieve balance between the secondment approvals of faculty members and the quality of educational process.

Executive Responsibility:

University Council – Vice Presidents for Graduate Studies and Research – Vice President for Education and Students Affairs – Council of Education and Students.

Expected Date for Accomplishment: End of 2005.

1.28. Developing a mechanism to restore and enforce the departmental system which distinguished Assiut University from all Egyptian universities, and solve the problems which hindered the system in different faculties.

Executive Responsibility:

University Council – Deans – Vice Deans for Education and Students Affairs.

Expected Date for Accomplishment: 2007.

2- Quality Assurance in Graduate Studies, Research and Other Scholarly Activities

Quality Assurance in Graduate Studies, Research, and other Scholarly Activities can be achieved through the following:

2.1. Setting a research strategy for the university in the various fields to which all faculties must be committed in their research plans and in identifying research topics for graduate students.

Executive Responsibility:

University Council – Deans – Vice Deans for Graduate Studies and Research – Department Heads – Administrations concerned.

Expected Date for Accomplishment: End of 2006.

2.2. Establishing a mechanism to revise the university research plan and its policy in supporting research to ensure the efficiency of the use of research facilities. Amendments of the plan should be done whenever necessary.

Executive Responsibility:

University President – Vice President for Graduate Studies and Research – University Council.

Expected Date for Accomplishment: 2006.

2.3. Establishing a college for Graduate Studies in the university.

Executive Responsibility:

University Council – Vice President for Graduate Studies and Research – Council of Graduate Studies – Graduate Studies Administration.

Expected Date for Accomplishment: 2007.

2.4. Developing a mechanism to contact stakeholders to be aided by their views and financial support on the planning for research and on identifying topics for research and scientific dissertations.

Executive Responsibility:

Vice President for Graduate Studies and Research – Vice President for Community Service and Environment Development – Graduate Studies Administration.

Expected Date for Accomplishment: End of 2006.

2.5. Establishing a system for giving priority to support research in the fields in which the university is distinguished by remarkable experience and facilities to undertake.

Executive Responsibility:

University President – Vice President for Graduate Studies and Research – Vice Deans for Graduate Studies and Research – Heads of concerned Administrations.

Expected Date for Accomplishment: End of 2006.

2.6. Setting standards and performance indicators to measure research quality and to reward distinguished research works.

Executive Responsibility:

Vice President for Graduate Studies and Research – Council of Graduate Studies.

Expected Date for Accomplishment: End of 2006.

2.7. Setting a system to follow up and ensure that faculty members undertake their research duties throughout their professional career.

Executive Responsibility:

University Council – Vice Deans for Graduate Studies – Department Heads.

Expected Date for Accomplishment: End of 2007.

2.8. Developing a plan to enhance expenditures on important academic research in recent applied areas, to increase non-governmental sponsoring resources, to enhance cooperative research with other universities and research institutions, to attract researchers from other countries (i.e. Arab and Asian), and to supply researchers with high quality research facilities.

Executive Responsibility:

Vice Deans for Graduate Studies and Research – Council of Graduate Studies.

Expected Date for Accomplishment: End of 2007.

2.9. Setting a system to increase the awareness and commitment to the code of ethics on selecting and undertaking researches.

Executive Responsibility:

Vice Deans for Graduate Studies and Research – Units of Quality Assurance at the faculties.

Expected Date for Accomplishment: 2007.

2.10. Developing a rewarding system to encourage faculty members to be devoted (full time) to conduct high quality researches.

Executive Responsibility:

University Council.

Expected Date for Accomplishment: 2007.

2.11. Establishing a system to support and encourage the faculty members increasing their scientific publications in international journals and periodicals.

Executive Responsibility:

Vice President for Graduate Studies and Research – Council of Graduate Studies.

Expected Date for Accomplishment: 2007.

2.12. Setting a system to encourage faculty members (morally and financially) to compose and translate text books.

Executive Responsibility:

Vice President for Graduate Studies and Research – Council of Graduate Studies.

Expected Date for Accomplishment: 2007.

2.13. Establishing a system to revise and follow up the suggestions for the development of scientific research in the university.

Executive Responsibility:

Vice President for Graduate Studies and Research – Council of Graduate Studies.

Expected Date for Accomplishment: 2008.

2.14. Developing a plan to trace the increase in the expenditures on research works so that by the year 2010 it reaches such a high ratio placing the university among the leading universities in Egypt in the field of scientific research .

Executive Responsibility:

University Council – Vice President for Graduate Studies and Research – Council of Graduate Studies.

Expected Date for Accomplishment: 2007.

2.15. Establishing a mechanism to attract students (graduate as well as undergraduate) to do their studies in the important but least interesting areas.

Executive Responsibility:

Vice President for Graduate Studies and Research – Vice President for Education and Students Affairs – Council of Graduate Studies – Council of Education and Students.

Expected Date for Accomplishment: 2007.

2.16. Setting high standards for graduate students admission and for recruitment of the faculty members' assistants,

Executive Responsibility:

Vice President for Graduate Studies and Research – Council of Graduate Studies.

Expected Date for Accomplishment: 2007.

2.17. Setting standards and indicators to measure the quality of the educational process in graduate studies, and to prepare course specifications and reports .

Executive Responsibility:

Vice President for Graduate Studies and Research – Centre for Quality Assurance.

Expected Date for Accomplishment: 2008.

2.18. Developing a plan to increase expenditures on graduate students and provide them with all necessary facilities.

Executive Responsibility:

University Council – Council of Graduate Studies and Research.
Expected Date for Accomplishment: 2008.

2.19. Developing a plan to increase programs caring for graduate students and their study problems.

Executive Responsibility:
Council of Graduate Studies and Research.
Expected Date for Accomplishment: 2008.

2.20. Setting an obligatory system for supervising committees to submit periodical reports on the scientific dissertations they supervise to follow up the progress of graduate students.

Executive Responsibility:
Vice President for Graduate Studies and Research – Vice Deans for Graduate Studies and Research – Department Heads – Administrations Concerned.
Expected Date for Accomplishment: 2006.

2.21. Developing graduate studies by-laws, both in the university and in the faculties, to achieve enough flexibility to maximize the benefit of the joint-supervision and internal scholarships system so that graduate students may be admitted to a course or even to a degree via distance education or online learning programs even in foreign universities.

Executive Responsibility:
University Council – Vice President for Graduate Studies and Research – Vice Deans for Graduate Studies and Research – Council of Graduate Studies – Department Heads.
Expected Date for Accomplishment: 2006.

2.22. Reconsidering and developing the system of granting Master's degree before Ph.D. degree in some faculties.

Executive Responsibility:
University Council – Vice President for Graduate Studies and Research – Vice Deans for Graduate Studies and Research – Council of Graduate Studies.
Expected Date for Accomplishment: 2006.

2.23. Developing a unified system for the graduate studies by-laws in the university, and a unified format for the dissertations in the university.

Executive Responsibility:
Vice President for Graduate Studies and Research – Vice Deans for Graduate Studies and Research.
Expected Date for Accomplishment: 2006.

2.24. Setting a strict system to ensure the validity of dissertations refereeing and to guarantee their quality. Foreign graduate students must yield to the same indicators of quality assurance applied in the university.

Executive Responsibility:

Vice President for Graduate Studies and Research – Vice Deans for Graduate Studies and Research – Council of Graduate Studies.

Expected Date for Accomplishment: 2006.

2.25. Developing a system for granting encouraging financial incentives to the faculty members who successfully accomplish dissertation supervision.

Executive Responsibility:

Vice President for Graduate Studies and Research – Vice Deans for Graduate Studies and Research – Council of Graduate Studies.

Expected Date for Accomplishment: 2006.

2.26. Preparing a comprehensive data-base including the university degrees already granted, as well as those currently on process, their sponsoring resources and their adequacy.

Executive Responsibility:

Vice President for Graduate Studies and Research – Vice Deans for Graduate Studies and Research – Administrations Concerned.

Expected Date for Accomplishment: 2006.

2.27. Setting quality standards for granting scholarships; internal, external, joint supervision, and post-doctoral missions, and finding means to follow up the academic progress of the candidates.

Executive Responsibility:

University Council – Vice President for Graduate Studies and Research – Council of Graduate Studies – Centre for Quality Assurance.

Expected Date for Accomplishment: 2006.

2.28. Developing a system to decide priorities for the university scientific missions to be specified for new and important specializations.

Executive Responsibility:

University Council – Vice President for Graduate Studies and Research – Council of Graduate Studies – Centre for Quality Assurance.

Expected Date for Accomplishment: 2006.

2.29. Setting a mechanism to evaluate the efficiency of the university's scholastic relationships with other universities and institutions (Arab and foreign).

Executive Responsibility:

Vice President for Graduate Studies and Research – Cultural Relations Administration.

Expected Date for Accomplishment: 2006.

2.30. Developing a data-base for the participation; attending or organizing scientific conferences and symposiums.

Executive Responsibility:

Vice President for Graduate Studies and Research – Vice Deans for Graduate Studies – Administrations Concerned.

Expected Date for Accomplishment: 2006.

2.31. Setting a system for quality assurance of the university sponsored research works submitted to scientific conferences (domestic or international).

Executive Responsibility:

Vice President for Graduate Studies and Research – Vice Deans for Graduate Studies – Centre for Quality Assurance.

Expected Date for Accomplishment: 2007.

2.32. Developing a system to follow up all that concerns the university in the recommendations of conferences and symposiums.

Executive Responsibility:

Vice President for Graduate Studies and Research – Council of Graduate Studies.

Expected Date for Accomplishment: 2008.

2.33. Developing quality indicators to measure the efficiency of the use of university's research centers and central laboratories.

Executive Responsibility:

Vice President for Graduate Studies and Research – Vice President for Community Service and Environmental Development – Centre for Quality Assurance.

Expected Date for Accomplishment: 2007.

2.34. Developing an annual plan to enhance the efficiency of research resources and scientific apparatuses (especially the expensive ones), and to provide proper maintenance and needed spare parts.

Executive Responsibility:

Vice President for Graduate Studies and Research – Council of Graduate Studies –
Managers of Central Laboratories – Deans.

Expected Date for Accomplishment: 2007.

2.35. Establishing a mechanism to ensure the integration of information and communication technologies (concerning the infrastructure and preparations) in the fields of education and research.

Executive Responsibility:

Vice President for Graduate Studies and Research – Vice President for Education and Students Affairs – The University IT Officials.

Expected Date for Accomplishment: 2007.

3- Quality Assurance in Community Service

Quality Assurance in Community Service necessitates the following:

3.1. Establishing a system to identify the actual facilities and experiences of the university in the field of community service and environment development.

Executive Responsibility:

Vice President for Community Service – Council of Community Service – Vice Deans for Community Service.

Expected Date for Accomplishment: 2006.

3.2. Developing a mechanism to identify the demands of the local and national community which the university can provide or participate in.

Executive Responsibility:

Vice President for Community Service – Council of Community Service.

Expected Date for Accomplishment: 2006.

3.3. Emphasizing the concepts of faculty members and their assistants concerning social participation and voluntary work inside and outside the university campus.

Executive Responsibility:

Vice President for Community Service – Council of Community Service.

Expected Date for Accomplishment: 2006.

3.4. Establishing a system to measure the participation of faculty members as experts and consultants in the local and national community, and to plan for wider participation.

Executive Responsibility:

Vice President for Community Service – Vice Deans for Community Service.

Expected Date for Accomplishment: 2006.

3.5. Developing a mechanism to measure the public and media existence of faculty members of the university, and to plan for more existence.

Executive Responsibility:

Vice President for Community Service – University Media Officials.

Expected Date for Accomplishment: 2006.

3.6. Establishing a system to measure students' activities (athletics, cultural, artistic, social, and entertainment) on the governorate and national levels, and to plan for wider participation.

Executive Responsibility:

Vice President for Community Service – Vice President for Education and Students – University Youth Care Administration – University Students Affairs Administration – Representative Students.

Expected Date for Accomplishment: 2006.

3.7. Developing a plan to create links with the officials and politicians in the governorate and nationwide to enhance the understanding of the officials and the community concerning the university's demands, the support needed, and the outcomes that both the university and the community can achieve.

Executive Responsibility:

Vice President for Community Service – Council of Community Service – Public Relations Officials – University Media Officials.

Expected Date for Accomplishment: 2006.

3.8. Developing a plan to identify the methods by which the university participates in community service in a scheduled - time period.

Executive Responsibility:

University Council – Vice President for Community Service.

Expected Date for Accomplishment: 2007.

3.9. Developing Faculties' annual plans - in which all departments participate - for community service and environment development.

Executive Responsibility:

Deans – Vice Deans for Community Service – Department Heads.

Expected Date for Accomplishment: 2007.

3.10. Establishing an Alumni network through which graduates express their viewpoints in the educational process and provide additional resources to support the university.

Executive Responsibility:

Vice Deans for Community Service – Alumni Administration.

Expected Date for Accomplishment: 2006.

3.11. Establishing a system for research orientation according to the needs of the community and environment.

Executive Responsibility:

Vice Deans for Community Service – Council of Community Service.

Expected Date for Accomplishment: 2007.

3.12. Developing a system for the integration and coordination between the role of the university and the roles of other organizations, directorates, and administrations outside the university.

Executive Responsibility:

Vice President for Community Service – Vice Deans for Community Service.

Expected Date for Accomplishment: 2006.

3.13. Establishing a data-base system for the academic and practical experiences of faculty members.

Executive Responsibility:

Vice President for Community Service – Vice Deans for Community Service.

Expected Date for Accomplishment: 2006.

3.14. Devising a system to encourage the devotion for conducting research on community service and environment development, with financial incentives for the distinguished researchers in this field.

Executive Responsibility:

University Council – Vice President for Community Service – Vice President for graduate Studies – Vice Deans for Community Service.

Expected Date for Accomplishment: 2007.

3.15. Existence of a data-base system for the accomplished and current research projects of public utility on the university level.

Executive Responsibility:

Vice President for Community Service – Vice Deans for Community Service.

Expected Date for Accomplishment: 2006.

3.16. Developing a data-base for the final reports on research projects of public utility on the university level.

Executive Responsibility:

Vice President for Community Service – Vice Deans for Community Service.

Expected Date for Accomplishment: 2006.

3.17. Developing different means for following up the marketing of research, inventions, information transfer, and new discoveries for the public benefit.

Executive Responsibility:

Vice President for Community Service – Vice Deans for Community Service.

Expected Date for Accomplishment: 2006.

3.18. Setting standards and indicators for quality assurance to measure the efficiency of special type units in the university.

Executive Responsibility:

Vice President for Community Service – Vice Deans for Community Service – Center for Quality Assurance.

Expected Date for Accomplishment: 2007.

3.19. Developing a system to monitor and follow up the achievements of the previous plans and the implementation of the current plans of community service

Executive Responsibility:

Vice President for Community Service – Vice Deans for Community Service.

Expected Date for Accomplishment: 2009-2010.

3.20. Establishing a system to make use of stakeholders' evaluation of the university participation in community service and environment development.

Executive Responsibility:

Vice President for Community Service – Suggested Administration for Community Service.

Expected Date for Accomplishment: 2008.

4- Quality Assurance in Administrative Affairs

The existence of transparency, correctness, and fairness in decision making, together with the constant revising of the administrative resolutions creates a general atmosphere of trust and leads to strong and persistent human relationships among the employees; a matter that reflects positively on the university performance. Therefore, Quality Assurance in the administrative affairs could be achieved by the following:

4.1. Setting standards to ensure the existence of an effective and fair administration on all university levels.

Executive Responsibility:

University President – Vice Presidents – Deans – Vice Deans – Department Heads – University Administration Heads – Faculty Administration Heads.

Expected Date for Accomplishment: 2006.

4.2. Setting standards for quality assurance in selecting the university leaderships and administration heads, with consideration that preference should be given to those who strongly believe in the ideology of quality assurance.

Executive Responsibility:

University President.

Expected Date for Accomplishment: 2006.

4.3. Establishing a system to develop the administrative work atmosphere inside the university and to activate the concept of humane administration.

Executive Responsibility:

University President – Vice Presidents – Deans – Vice Deans – Department Heads – University Administration Heads – Faculty Administration Heads.

Expected Date for Accomplishment: 2006.

4.4. Activating the concepts and methods of performance self-evaluation.

Executive Responsibility:

Center for Quality Assurance and Accreditation and its Units.

Expected Date for Accomplishment: 2006.

4.5. Establishing a system to ensure the evaluation (internal and external) of administrative affairs, to encourage administration heads to use benchmarks for comparisons in relation to the best practice in other universities and institutions, and to emphasize students' participation in the evaluation process.

Executive Responsibility:

Center for Quality Assurance and Accreditation and its Units.

Expected Date for Accomplishment: 2007.

4.6. Planning and organizing the following:

- (a) Identifying and supporting the strategic priorities of the university.**
- (b) Increasing support, simultaneously with strict supervision , in case of low - performance in matters of high strategic priority.**
- (c) Redirection of university facilities from low - performance sites to high - performance sites.**
- (d) Working through a plain and steady administrative system aiming at constant improvement, particularly in administrative issues related to the fields of education and research.**

Executive Responsibility:

University President – University Council.

Expected Date for Accomplishment: 2007.

4.7. Establishing high standard information system and data management system to support the administration in improving the administrative work, doing sound evaluations , and taking right decisions. .

Executive Responsibility:

The University Center for Information and Decision- Making.

Expected Date for Accomplishment: 2006.

4.8. Developing a plan to identify the university's need for faculty members, assistants, and staff, the ranks and qualifications of each. Provision of such needs must be related to time-table and financial program that can be achieved within the next five years.

Executive Responsibility:

University President – Vice President for Graduate Studies – University General Manager – Heads of Administrations Concerned.

Expected Date for Accomplishment: 2006 – 2010.

4.9. Establishing a system for constant revision of the university rules for recruitment and promotion to guarantee quality control in relation to right employment, equal chances, and objective competence.

Executive Responsibility:

University President – Vice Presidents – University Council – University General Manager.

Expected Date for Accomplishment: 2007.

4.10. Establishing an internal system for quality management by including the center for quality assurance and its units into the administrative structure of the university.

Executive Responsibility:

Center for Quality Assurance and Accreditation and its Units.

Expected Date for Accomplishment: 2007.

4.11. Developing the academic and the administrative structures in accordance with the university's mission, vision, aims, and any other changes that may occur to the university's future outlook.

Executive Responsibility:

University President – University Council – University General Manager

Expected Date for Accomplishment: 2007.

4.12. A documented description identifying the role of the university administrations, and job description of each individual in these administrations.

Executive Responsibility:

University Council – University General Manager – Center for Administration and Organization.

Expected Date for Accomplishment: 2007.

4.13. Finding a system to re-qualify the university staff according to the current job description of each.

Executive Responsibility:

University General Manager – Center for Administration and Organization – Council of Staff Affairs.

Expected Date for Accomplishment: 2007.

4.14. Wider and greater participation of the staff in different administrations in making annual plans for the development of work at these administrations.

Executive Responsibility:

Vice Presidents – University General Manager – Council of Staff Affairs – Administration Heads.

Expected Date for Accomplishment: 2006.

4.15. Developing a system to assign the following tasks for each of the university's administrations:

- (a) Revising the parts of the strategic plan of the university that may have an impact on the quality assurance in their administration.**
- (b) Preparing reports on the policies and the current procedures followed and that may have an impact on quality assurance in their administration.**
- (c) Comparing the accordance between the strategic plan of the university and the plan of their administration, in the field of quality assurance.**

Executive Responsibility:

University President – University General Manager – Administration Heads.

Expected Date for Accomplishment: 2007.

4.16. Reconsideration of the employees' annual reports, and preparing new performance indicators for each job in the university on which the level of achievement can be identified, and finding a reward (or penalty) system to control and enhance staff performance level.

Executive Responsibility:

University President – Vice Presidents – University General Manager – Administration Heads.

Expected Date for Accomplishment: 2007.

4.17. Developing a plan to train all the employees of the university to develop their efficiency, particularly on the use of information technology (IT) in their fields.

Executive Responsibility:

Vice Presidents – University General Manager – Administration Heads.

Expected Date for Accomplishment: 2007.

4.18. Devising a plan to shift from the system of keeping reports and documents in hard copies to the system of electronic files, and following the means to guarantee their safety and confidentiality.

Executive Responsibility:

Vice Presidents – University General Manager – Administration Heads.

Expected Date for Accomplishment: 2007.

4.19. Developing the system of administrative communications within and outside the university, and making sure that integration and coordination of all administrative procedures are achieved on the university level.

Executive Responsibility:

University General Manager – Administration Heads.

Expected Date for Accomplishment: 2007.

4.20. Establishing an administration for community service and environment development on the level of the university and the faculties.

Executive Responsibility:

University President – Vice President for Community Service and Environment Development – Vice Deans for Community Service. *Expected Date for Accomplishment:* 2007.

4.21. Establishing an Alumni administration on the university and faculties levels.

Executive Responsibility:

University President – Vice President for Graduate Studies – Vice President for Community Service – Deans – Heads of Alumni Administrations.

Expected Date for Accomplishment: 2006.

4.22. Finding out an academic-administrative system to follow up the efficiency of operating the high-cost scientific apparatuses in the university.

Executive Responsibility:

Vice President for Graduate Studies – University General Manager – Vice Deans for Graduate Studies – Directors of Research Centers – Heads of Administrations Concerned.

Expected Date for Accomplishment: 2006.

4.23. Setting a plan to train the staff of the Central Administration for Students Affairs and the similar staff at the faculties on modern education systems (i.e. Credit Hours – Open Education – Parallel Education – Electronic Education,... etc)

Executive Responsibility:

Vice President for Education and Students – Heads of Education and Students Administrations in the university and the faculties.

Expected Date for Accomplishment: 2007.

4.24. Devising a new administrative description that increases the cooperation and links between the administrations of community service, graduate studies, and alumni affairs.

Executive Responsibility:

Vice President for Graduate Studies – Vice President for Community Service – University General Manager – Heads of Administrations Concerned.

Expected Date for Accomplishment: 2006.

4.25. Developing a system, on the Faculty levels, for faculty members to give their evaluation of the Faculty governance (i.e. Dean – Vice Deans - Department Heads, and Administration Heads.)

Executive Responsibility:

Center for quality Assurance and Accreditation and its Units.

Expected Date for Accomplishment: 2007.

4.26. Activating and following up the system of the annual performance reports of faculty members and their assistants.

Executive Responsibility:

Vice President for Graduate Studies – Deans – Department Heads.

Expected Date for Accomplishment: 2006.

4.27. Developing a system to achieve balance between the faculties' independence and the centralization of planning to be in accord with the university's mission and objectives and to improve the efficiency of the employment of the university facilities.

Executive Responsibility:

Vice Presidents – Deans – University General Manager.

Expected Date for Accomplishment: 2006.

4.28. Establishing a communication network to link the faculties' units of quality assurance with the university Center for QAA and similar sites nationally and internationally.

Executive Responsibility:

Center for quality Assurance and Accreditation and its Units – Information Network Center.

Expected Date for Accomplishment: End of 2005.

5- Quality Assurance in Financial Affairs.

In the university, there must be proper mechanisms and indicators for quality assurance in the procedures followed for obtaining and raising its financial resources, and

elevating the efficiency of using them . For this reason, the university should take the following steps:

5.1. Identifying the objectives that have strategic priorities and henceforth identifying the priorities of expenditures at the beginning of every financial year. Eventually, there must be a data-base for all financial resources and all demands of the university.

Executive Responsibility:

University President – University General Manager – Administration Heads.

Expected Date for Accomplishment: 2006.

5.2. Developing a system to ensure enough transparency in dealing with the university budget and resources and in such a way that assures the best and highest efficiency of their usage.

Executive Responsibility:

University President – Vice Presidents – University General Manager – Deans – Departments Heads – Administration Heads.

Expected Date for Accomplishment: 2006.

5.3. Spreading the culture of self-dependent fund raising instead of depending only on the governmental support.

Executive Responsibility:

Vice Deans for Community Service – Centers for Quality Assurance – University Media Administration.

Expected Date for Accomplishment: 2006.

5.4. Developing a plan for increasing the benefit from the grants offered by foreign organizations for the development of education.

Executive Responsibility:

University President – Vice President for Education – Vice President for Graduate Studies – Deans – Cultural Relations Administration.

Expected Date for Accomplishment: 2006.

5.5. Developing a plan for increasing the benefit from the grants offered by foreign organizations for research support.

Executive Responsibility:

University President – Vice President for Community Service – Vice President for Graduate Studies – Deans – Graduate Studies Administration.

Expected Date for Accomplishment: 2006.

5.6. Developing awareness campaign to support the culture of cost reduction and quality improvement.

Executive Responsibility:

Centers for Quality Assurance – Media Administration.

Expected Date for Accomplishment: 2006.

5.7. Developing a plan to increase partially- or fully-paid educational programs (i.e. open and parallel education).

Executive Responsibility:

University Council – Vice President for Education – Vice President for Graduate Studies – Faculties and Administrations Concerned.

Expected Date for Accomplishment: 2007.

5.8. Increasing financial support for faculties, departments or individuals who undertake activities of financial benefit to the university.

Executive Responsibility:

University Council – Deans – Department Heads.

Expected Date for Accomplishment: 2006.

5.9. Setting a system to increase the support for faculties or departments having a considerable chance to obtain accreditation from national or international organizations.

Executive Responsibility:

University Council – Deans.

Expected Date for Accomplishment: 2006.

5.10. Setting a plan to increase activities for collecting donations and fund raising.

Executive Responsibility:

Vice President for Community Service – Alumni Administration.

Expected Date for Accomplishment: 2007.

5.11. Setting a system to increase moral and financial support for researchers who are capable of marketing their research results and inventions.

Executive Responsibility:

University President – Vice President for Graduate Studies.

Expected Date for Accomplishment: 2007.

5.12. Devising methods for increasing the university's income by offering programs of distance and electronic education.

Executive Responsibility:

University Council – Deans – Departments Heads.

Expected Date for Accomplishment: 2007.

5.13. Developing a system to establish data bank for the actual cost per student in each of the university faculties.

Executive Responsibility:

Vice President for Education and Students – Administrations Concerned.

Expected Date for Accomplishment: 2006.

5.14. Establishing an internal incentive system to improve the financial status and services offered to faculty members, their assistants, and the staff of the university in accordance with the performance of each.

Executive Responsibility:

University Council.

Expected Date for Accomplishment: 2008.

5.15. Developing a mechanism to enlarge the base of stakeholders' participation in supporting the university financially.

Executive Responsibility:

Vice President for Community Service – Alumni Administration – Media Administration.

Expected Date for Accomplishment: 2007.

5.16. Adopting a policy to increase the number of special units which significantly contribute to the university's income and introduce services to the university and the local community.

Executive Responsibility:

University Council – Vice President for Community Service – Deans of Faculties Concerned.

Expected Date for Accomplishment: 2007.

5.17. Developing an effective mechanism for self-funding by means of expanding the scope of the university services on international level (particularly Arab and African countries).

Executive Responsibility:

University President – Vice President for Community Service – Service Marketing Administration.

Expected Date for Accomplishment: 2007.

5.18. Developing a plan to obtain additional financial resources by using the university facilities in holding and organizing conferences , athletics, cultural, and artistic activities.

Executive Responsibility:

University President – Vice President for Community Service – Service Marketing Administration.

Expected Date for Accomplishment: 2007.

5.19. Adding more flexibility to the current financial regulations and by-laws to achieve more independence along with strict auditing procedures to ensure the righteous quality of the expenditures.

Executive Responsibility:

University President – Vice Presidents – Deans – Department Heads – Administration Heads.

Expected Date for Accomplishment: 2006.

6- Quality Assurance in Constructions and Infrastructure.

Quality assurance in constructions and infrastructure could be achieved through the following strategies:

6.1. Setting benchmarks for comparison to the best practice standards of the infrastructures and facilities in other universities, and making sure that students have enough space in auditoriums, classrooms, and well equipped laboratories. Comparisons should be also made to the international safety standards followed in other universities.

Executive Responsibility:

Vice President for Graduate Studies – Vice President for Education – Constructions Administration – Center for Quality Assurance.

Expected Date for Accomplishment: 2008.

6.2. Setting a program for the completion of the buildings urgently needed by some faculties in the coming three years.

Executive Responsibility:

University Council – Deans – Constructions Administration.

Expected Date for Accomplishment: 2006.

6.3. Developing a system to identify the budget demanded for expansion, maintenance and modernization of the constructions and the infrastructure in the coming five years.

Executive Responsibility:

University Council – Deans – Constructions Administration.

Expected Date for Accomplishment: 2006.

6.4. Setting a plan for constant preservation, expansion and development of the basic structure of information and communication technology for the benefit of the educational and research processes in the university. Best financial choices must be decided.

Executive Responsibility:

University Council – Vice president for Graduate Studies – Vice President for Education – Dean of the Faculty of Information and Computer Sciences – Director of the Information Network.

Expected Date for Accomplishment: 2006.

6.5. Setting time schedules for the average usage of the constructions and the infrastructure to guarantee the efficiency of usage and preservation.

Executive Responsibility:

Vice presidents – Constructions Administration.

Expected Date for Accomplishment: 2007.

6.6. Establishing a system to make sure that constructions (i.e. hospitals, laboratories, farms, ...etc.) and the infrastructure are used in such a safe and righteous way to preserve the surrounding environment.

Executive Responsibility:

Vice president for Community Service – Deans – Heads of Administrations and Units Concerned.

Expected Date for Accomplishment: 2007.

6.7. Establishing a system to make sure that there are enough and high quality athletics and recreational constructions, facilities, and services for students.

Executive Responsibility:

Vice president for Education and Students – Constructions Administration – Heads of Administrations Concerned.

Expected Date for Accomplishment: 2006.

6.8. Developing a mechanism to always preserve the university campus and all university buildings in a safe, fascinating, and attractive image to ensure social, cultural, and recreational life of high standard.

Executive Responsibility:

Vice president for Community Service – Campus Affairs Organization – Constructions Administration – Gardening Administration.

Expected Date for Accomplishment: 2007.

7- Quality Assurance in Foreign Relations.

The university should adopt a plan of quality assurance to improve its foreign relations and enhance its status among national and international universities in the forthcoming five years so that the plan may end with a virtual increase in the number of Non-Egyptian students admitted to the university, and with an strong existence between the world universities. For such an aim, the university may adopt the following strategies:

7.1. The university's adherence to international standards on the designing of its educational programs, considering that foreign languages will be an asset.

Executive Responsibility:

Vice President for Education – Council of Education and Students – Deans – Vice Deans for Education and Students Department Heads – Center for Quality Assurance and its Units.

Expected Date for Accomplishment: End of 2008.

7.2. Internal and external evaluation of the university concerning the level of execution of academic programs, services, and support of students and research.

Executive Responsibility:

Vice President for Education – Deans – Center for Quality Assurance and its Units.

Expected Date for Accomplishment: 2008.

7.3. Setting up a mechanism to increase the cooperation and cultural accords with foreign universities and world organizations (UNESCO – World Health Organization, ... etc.), and activating such relations to achieve the university's aims.

Executive Responsibility:

University President – Vice president for Graduate Studies – Vice President for Education – Cultural Relations Administration.

Expected Date for Accomplishment: End of 2007.

7.4. Developing a system to study and perceive the nature of global changes, particularly in the Arab region, and the plan to increase the university's cooperation with Arab universities.

Executive Responsibility:

Vice president for Graduate Studies – Vice President for Education – President's Consultant for Arab relations – Cultural Relations Administration – Public Relations Administration.

Expected Date for Accomplishment: End of 2006.

7.5. Developing a plan to increase the number of research and study grants to attract students and researchers from other countries (Arab, African, and Asian).

Executive Responsibility:

University Council – Vice president for Graduate Studies – Vice President for Education.

Expected Date for Accomplishment: End of 2006.

7.6. Setting a system to give priorities for carrying out research in areas of international interests to get foreign financial support.

Executive Responsibility:

Vice president for Graduate Studies – Council of Graduate Studies.

Expected Date for Accomplishment: End of 2006.

7.7. Establishing a system to reinforce the university's relations with its cross border alumni.

Executive Responsibility:

Vice president for Community Service – Alumni Administrations.

Expected Date for Accomplishment: End of 2007.

7.8. Developing more flexible university rules and by-laws concerning the transfer of students admitted in specific programs, from the university to other foreign universities and vice versa.

Executive Responsibility:

Vice President for Education – Vice president for Graduate Studies – Council of Education – Council of Graduate Studies – Councils of Faculties.

Expected Date for Accomplishment: End of 2008.

VI. MONITORING AND CONTINUOUS QUALITY IMPROVEMENT

The final section of the Strategic Planning for Quality Assurance document should be devoted to how the institution plans to monitor the progress of its 5 year plan. There are several models for assuring quality assurance which are not limited to the following:

- Have the Steering Committee remain active, or establish a new Monitoring Committee under the coordination of the Quality Unit, which will establish a periodic reporting back from those persons listed in the 5 year plan as responsible for carrying out certain activities. Of course, it is better to inquire about progress well ahead of the timeline which appears in the plan rather than waiting until the deadline.
- At the Faculty/Program level, have Deans and Department Chairs provide periodic reports to the Steering Committee/Quality Unit about progress at a decentralized level.
- It is critical that the institution assure that teaching and administrative staff attend national/regional training programs in quality assurance, and conduct training programs internal to the institution in the process of quality assurance.
- The institution will be provided an external evaluation in early 2007 which may make suggestions for the improvement of the internal planning process. Senior management and the Steering Committee under the coordination of the Quality Unit will want to discuss how to implement these suggestions into future planning processes.
- The broad-based meetings held in late 2006 will increase expectations among internal and external stakeholders that the on-going planning process of the institution will include them. The Quality Unit may wish to assure that such meetings continue.
- The institution may wish to initiate or emphasize internal on-going mechanisms for quality assurance. One of the Egyptian universities offered the following list:

Example:

4.0 MECHANISMS FOR QUALITY ASSURANCE

A number of monitoring mechanisms have been developed to monitor the achievement of quality assurance objectives in teaching and learning, research, student support services, community service and management areas. Monitoring mechanisms include:

- g) Opinion surveys;
- h) Peer reviews;
- i) Academic reports and self-assessment;
- j) External input from alumni, employers and professionals in the field;
- k) National, regional and international accreditation;

- l) Awards for excellence to faculty members and for general staff.

APPENDIX

It is not necessary to have an Appendix; however, information which may not fit well into the body of the Strategic Plan for Quality Assurance document which the institution thinks is important for understanding the Strategic Plan can be placed in an Appendix. These may include such things as:

- Copies of needs assessment surveys
- Announcements or timetables of meetings with internal and external stakeholders
- Timetable and goal documents of the Steering Committee under the coordination of the Quality Unit
- Descriptions of the Quality Unit: its roles and responsibilities
- Copies of press releases or media coverage
- Examples of internal quality assurance processes or activities already in place in the institution
- Examples of external quality assurance activities, including programs with international accreditation; national, regional or international awards received by institutional members; etc.
- An organizational chart of the institution

TIMETABLE FOR STRATEGIC PLANNING FOR QUALITY ASSURANCE:

The following **timetable** can be used by the institution as a guide:

2006

July: Workshop on Strategic Planning for Quality Assurance in Amman

July-August: The Steering Committee coordinated by the Quality Unit: (1) Outlines timetable and tools for involving internal and external stakeholders in the self-evaluative process; and (2) Drafts initial mission and vision statements

September – November: Conduct exercises (via discussions, surveys, etc) with both internal and external stakeholders including achieving consensus on mission and vision statements; a SWOT analysis; and an achievable goals grid for strategic planning institution-wide. This process should be replicated by as many Faculties/Departments as possible.

November – December: The Steering Committee coordinated by the Quality Unit takes the information derived from the process described above and drafts its Strategic Plan for Quality Assurance.

2007

January 1: Submit plan to the Hussein Fund for Excellence

January – February: On-site external reviews of each institution's process and plan by teams of domestic and international reviewers

EVALUATION TEMPLATE FOR INSTITUTIONAL STRATEGIC PLANNING FOR QUALITY ASSURANCE

The following template was used in the external review of Egyptian universities. It should be expected that a similar template will be used in Jordan.

EVALUATION TEMPLATE

INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE

February 2006

Note: The purpose of this template is to provide guidance to the development and external evaluation of Strategic Plans for Quality Assurance provided by Egyptian universities. It has been divided into five major sections: 1. Vision and Mission; 2. Commitment and Leadership; 3. Institutional Self-Awareness (SWOT); 4. Wide Institutional Participation; and 5. Continuous Self-Evaluation and Planning. Of primary importance to the University, however, are the comments and summary report(s) of the external review process in combination with the discussion between reviewers and institutional representatives in the external review process itself.

Name of University:

Name of External Reviewer(s):

Date of External Evaluation:

1. VISION AND MISSION

The institution of higher education that can articulate its primary purposes and can state that these purposes are generally held by its key stakeholders is on firm footing for strategic planning, including quality improvement.

_____ Does the strategic plan state a *vision and mission* of the institution?

_____ Are these *clearly stated and appropriate* to the institution's resources and needs of the institution's constituents? (Are they generally accepted and widely understood?)

_____ Is there a *summary description of the institution* which includes such basic information as size, academic scope, type of student, etc.?

_____ Is there any mention or evidence presented in the vision or mission statements which indicate a level of commitment to continuous improvement and quality enhancement?

2. COMMITMENT AND LEADERSHIP

The benefits of a Strategic Plan for Quality Assurance are proportional to the commitment with which it is undertaken. To achieve these benefits, the leadership of the institution (governing body, chief executive and academic officers, and senior administrative and teaching staff) need to play a continuous, positive and creative role. The visible support of the institution's head to the quality planning process will give clarity that this is an institutional priority. This leadership can establish a climate of trust and promote internal motivation for the process. Making specific who in the institution has overall and specific responsibility for institutional quality assurance assists in achieving successful outcomes.

_____ Does the Strategic Plan provide evidence that the *senior leadership of the institution is actively supportive* of its goals and objectives?

_____ Is there a *clearly defined management team/office* with clearly designated implementation and/or monitoring responsibilities?

_____ Is there evidence of *regular meetings* between the institutional leadership and those responsible to measure progress and distribute roles? When was the last meeting? Are the progress reports available from that meeting? When is the next meeting?

3. INSTITUTIONAL SELF-AWARENESS (SWOT)

The Strategic Plan for Quality Assurance enables the campus community to examine the institution's strengths and weaknesses, to develop solutions to problems, and to identify opportunities for growth and development. The aim is to understand, evaluate and improve, not to simply describe or defend.

_____ Is there evidence that the institution has examined its *strengths, weaknesses, opportunities and threats* (SWOT)?

_____ Is the SWOT analysis quantifiable and clearly stated ?

_____ Are the opportunities achievable?

_____ Is there a *solid link* between this SWOT analysis and the actual strategic planning? Does it appear *clear* to the institution why it *needs* a quality strategy?

4. BROAD INSTITUTIONAL PARTICIPATION

Although a core office/group of responsible people may be steering the Strategic Plan for Quality Assurance, all constituents of a university should have a clear understanding of the process and its purposes. The university community should not only be kept informed but also closely involved in the planning process as much as is possible, including the implementation of the internal quality assurance (self-evaluation) process. Wide institution participation promotes the ownership of the process; improves information flow; and contributes to the sustainability of the strategic planning and quality enhancement.

_____ Does the Strategic Plan for Quality Assurance provide a detailed information plan establishing an internal quality assurance (self-study) system process in at least ten (10) faculties? (Note: A specific number of faculties is not being requested of Jordanian universities although the more which mirror the institutional process, the better.)

_____ Does the plan provide a detailed information plan for the training of at least ten percent (10%) of the faculty/staff within its first 2-3 years of implementation? (Note: a specific percentage of staff undergoing training is not being requested of Jordanian universities although plans by the institution to assure that staff are trained in the process of quality assurance will be highly valued.)

_____ Are the following general areas incorporated into the specific planning goals:

- a. Teaching and Learning

- b. Students and Student Support Services
- c. Research
- d. Learning Resources (laboratories, library, educational technology)
- e. Physical Resources
- f. Financial Resources
- g. Management and Leadership

_____ Is there participation in the process from stakeholders external to the institution?

5. CONTINUOUS SELF-EVALUATION AND PLANNING

In the process of developing an institutional capacity for quality assurance, it is critical that the institution work with a systematic realistic plan and adhere to time schedules. Roles should be clearly delineated and tasks discussed and agreed upon. Careful planning enables the institution to optimize its resources and get the maximum benefits of this internal self-evaluative process. The strategic plan for quality assurance needs physical, financial and human resources and the support structure to be sustainable.

_____ Did the Strategic Plan for Quality Assurance begin with a *needs assessment*?

_____ Does the plan provide *concrete ways* in which certain goals (deliverables) will be achieved? Does it clearly state who is responsible for accomplishing what with which resources by what time target?

_____ Are *existing mechanisms* in the institution being utilized in the planning process?

_____ Is the *role of the quality center/responsible body clearly defined* in relationship to the goals to be achieved?

_____ Are there *specific time targets* and are these *realistic*?

_____ Do the *financial resources exist* to support the implementation of the goals?

_____ Is a *monitoring system* in place to measure progress? Are the

performance indicators clear so that progress can be measured?

____ Are the planning *goals realistic* given human and financial resources, time and leadership?

____ Given all the above, is the planning for internal quality assurance *sustainable*?