

Business Plan Integration in Strategy

Our business plan lead to action plan by faculty and/ concerned department. So the plan states the strategic priorities and the various departments are required to plan their activities and actions accordingly to materialise it.

Our business plan includes twenty strategic priorities, we already completed the some of them, licenses were obtained for the faculty of Arts; programmes in humanities and political science were deferred to 2023 pending conditions of the country.

We improved our information system and held effective and successful equitable online teaching for our students. Our new webpage was also completed to include all necessary information for our faculty, staff, students and of course university general information. The IT and E-learning department at the University developed their plans and activities to ensure meeting such a strategic priority.

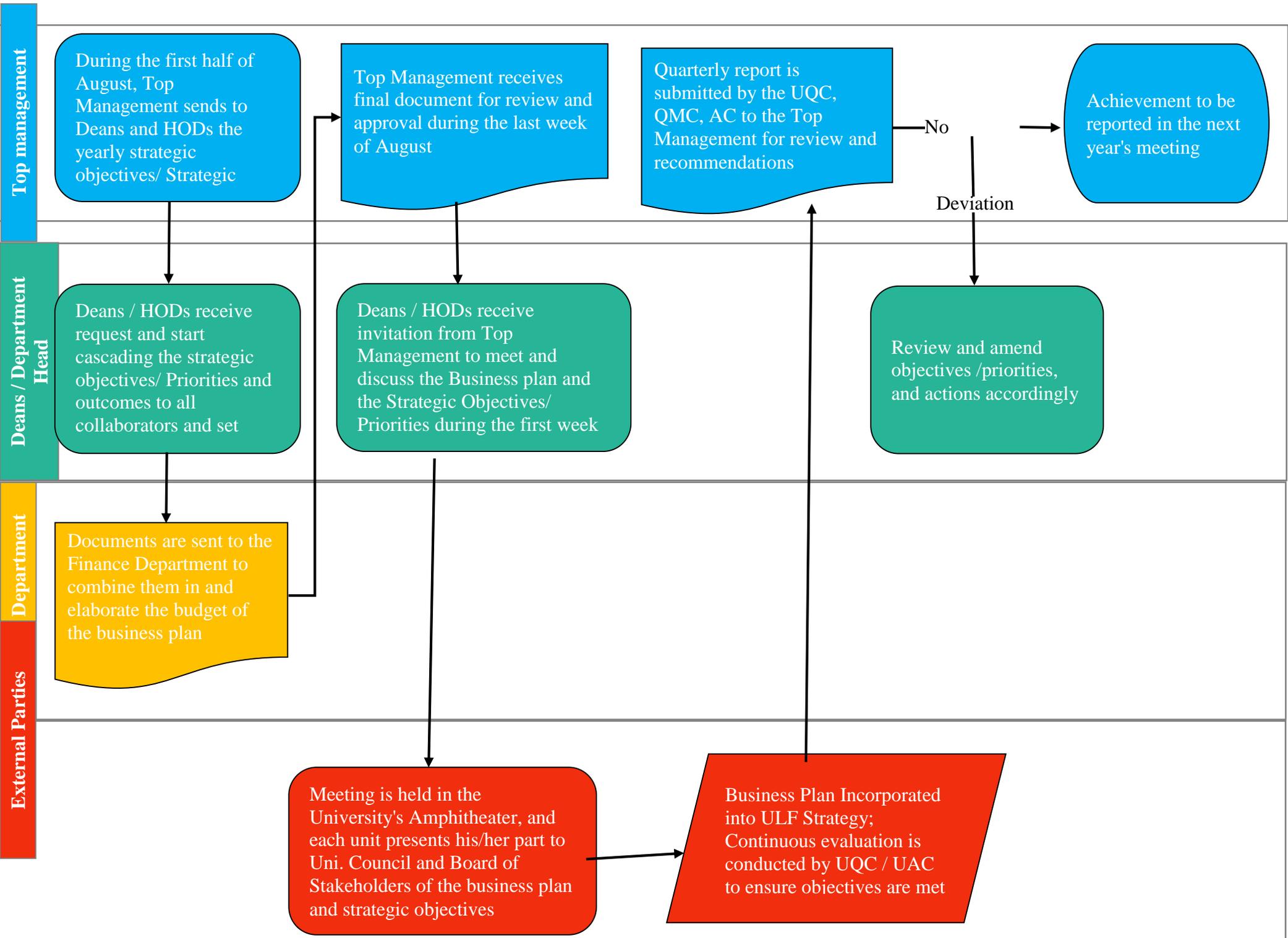
We have already developed a quality council, university quality assurance committee and sub-quality committees at each faculty in order to contribute to the quality of academic operations at the university in coordination with the university academic council.

The remaining strategic priorities were entrusted also to the academic council and deans of faculties as well as our IT and e-learning department to develop their activities and plans to meet the requirements of the strategic priorities concerned.

All strategic priorities in our strategic plan were issued KPIs and a comprehensive milestone table was developed to ensure that a structured timeline is established and included into our university strategy.

ULF business plan is now formalised in a process as shown below to ULF for annually elaborate it and its integration into our strategic planning.

Business Plan Process:



Top management

During the first half of August, Top Management sends to Deans and HODs the yearly strategic objectives/ Strategic

Top Management receives final document for review and approval during the last week of August

Quarterly report is submitted by the UQC, QMC, AC to the Top Management for review and recommendations

Achievement to be reported in the next year's meeting

Deans / Department Head

Deans / HODs receive request and start cascading the strategic objectives/ Priorities and outcomes to all collaborators and set

Deans / HODs receive invitation from Top Management to meet and discuss the Business plan and the Strategic Objectives/ Priorities during the first week

Review and amend objectives /priorities, and actions accordingly

Department

Documents are sent to the Finance Department to combine them in and elaborate the budget of the business plan

External Parties

Meeting is held in the University's Amphitheater, and each unit presents his/her part to Uni. Council and Board of Stakeholders of the business plan and strategic objectives

Business Plan Incorporated into ULF Strategy; Continuous evaluation is conducted by UQC / UAC to ensure objectives are met

No

Deviation

Planning Cycle

The University Quality Cycle

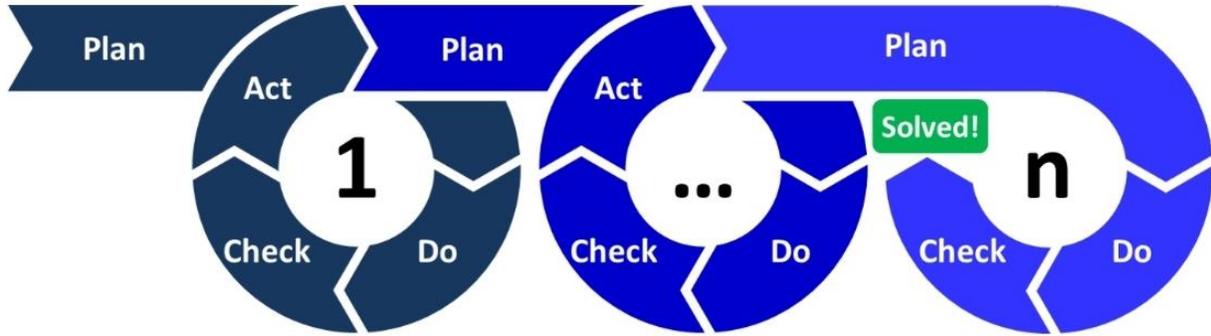
The strategic planning and academic review processes discussed in this document both apply the University's defined cyclical quality enhancement process – Plan, Do, Check, Act (PDCA)– to ensure that the University's objectives and standards are well planned, effectively implemented adequately monitored and successfully put to work as well as improved. This cycle is also applied to other processes and activities undertaken at the University.

This cycle is fortified by the elements of monitoring, evaluation and improvement. The PDCA as constructed by Deming services the purpose in our quality management system. The University entrusted the management and the implementations of quality development and the quality management system at all aspects of the University Academic, Co-Academic and Administrative operations / activities, to its Vice-President who heads the University Quality Council and the University Quality Assurance Committee, supported by the University Academic Council to raise all quality and development matters to the University Council and the University President for final review, considerations and decisions.

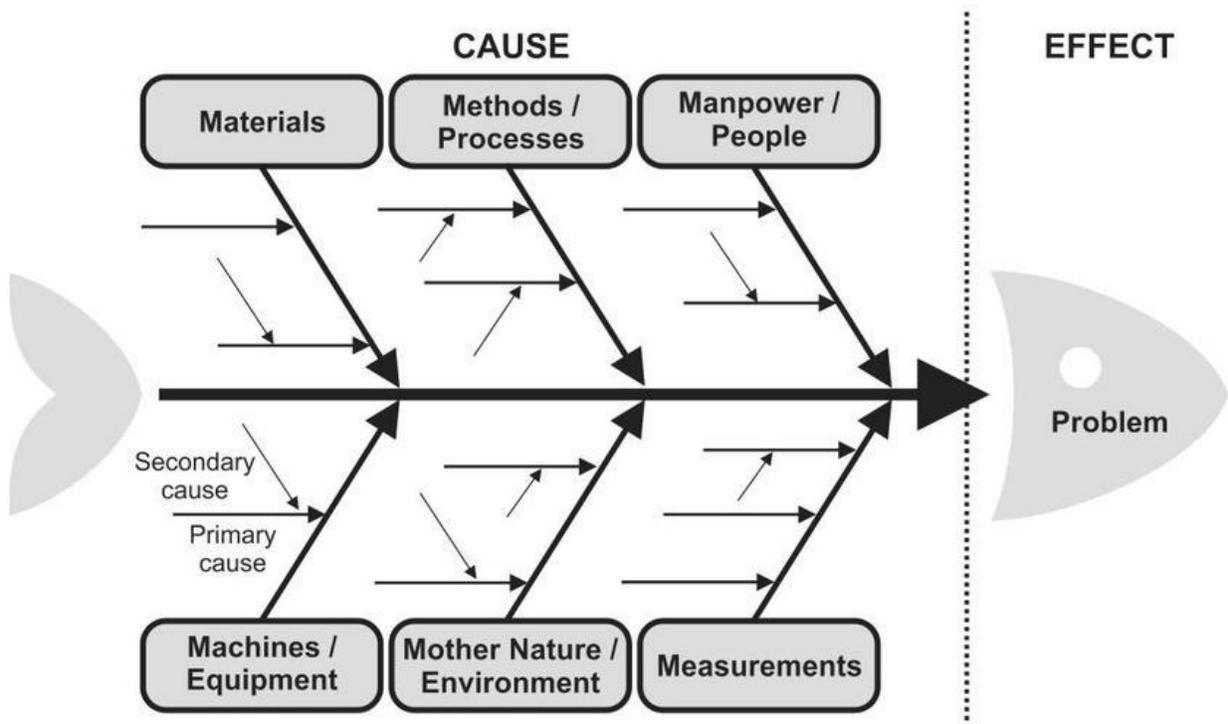
The sought outcome of such a system is to enhance the education activities at the University, ensures quality standards at all aspects of Teaching & Learning, students learning experience, research, students' services, infrastructure, community reach and internationalisation among others. The quality management system also works on monitoring and evaluating all tools, process, instruments and activities for the continuous development and improvement of the University. The quality system supports faculty members to deliver quality teaching and learning activities by providing the guidance, tools, resources and infrastructure needed to perform such activities at quality levels. The system puts in its core functions, the analysis of students' evaluations and stakeholders' feedbacks as well as the University Committees and Councils recommendations and suggestions for improvements. The quality system at ULF relies on the periodic set internal and external audits, there feedback and recommendations for improvements.

The quality enhancement cycle also ensures that planning and execution of measures, policies, strategies, processes especially those related to the teaching and learning processes, are constantly applied, effectively implemented to be able to make the adequate decisions to improve quality of education, when and where needed, at the University. Such will embrace curriculum, programmes developments based on internal (students, alumni, faculty, committees, councils) and external (stakeholders, partners and accreditors) feedbacks and suggestions for improving students' competencies, University's community involvement, research and academic development to reach and maintain quality international standards. The system is balanced on continuous risks monitoring for adequate control to ensure progressive development and continuous development of quality education at the University.

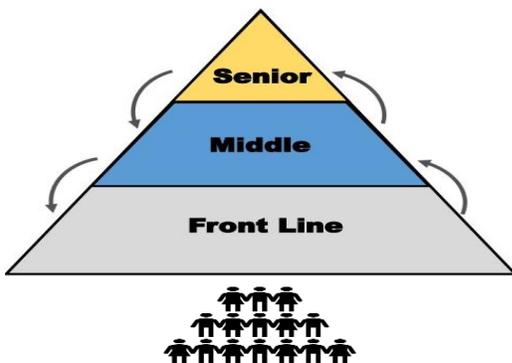
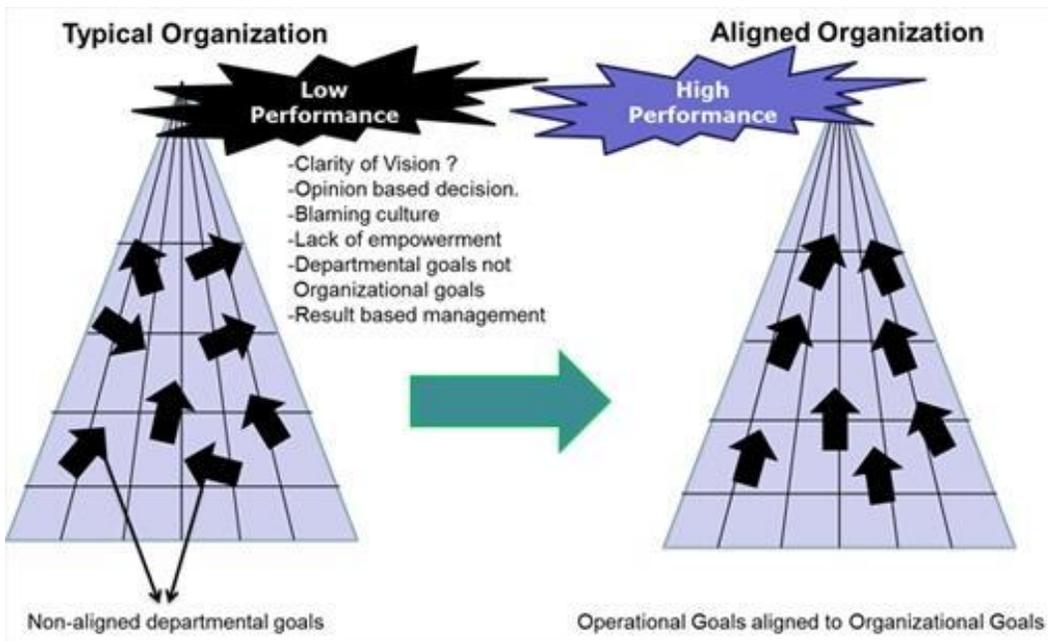
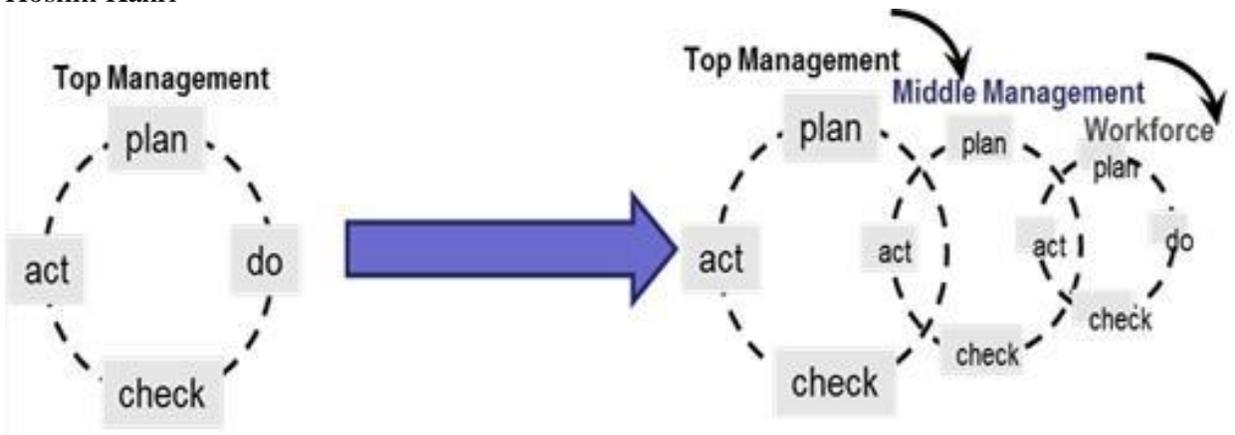
We believe that the implementation of the Deming, Juran, Crosby, Feigenbaum, Taguchi, Ishikawa, and Grookok methods will contribute to fortifying our quality enhancement cycle; starting with Deming's PDCA we will add in 2022-3 the other methods especially Ishikawa, Hoshin Kanri and Kaizen for their integral correlated approach leading to a comprehensive implementation of TQM within ULF.



Ishikawa

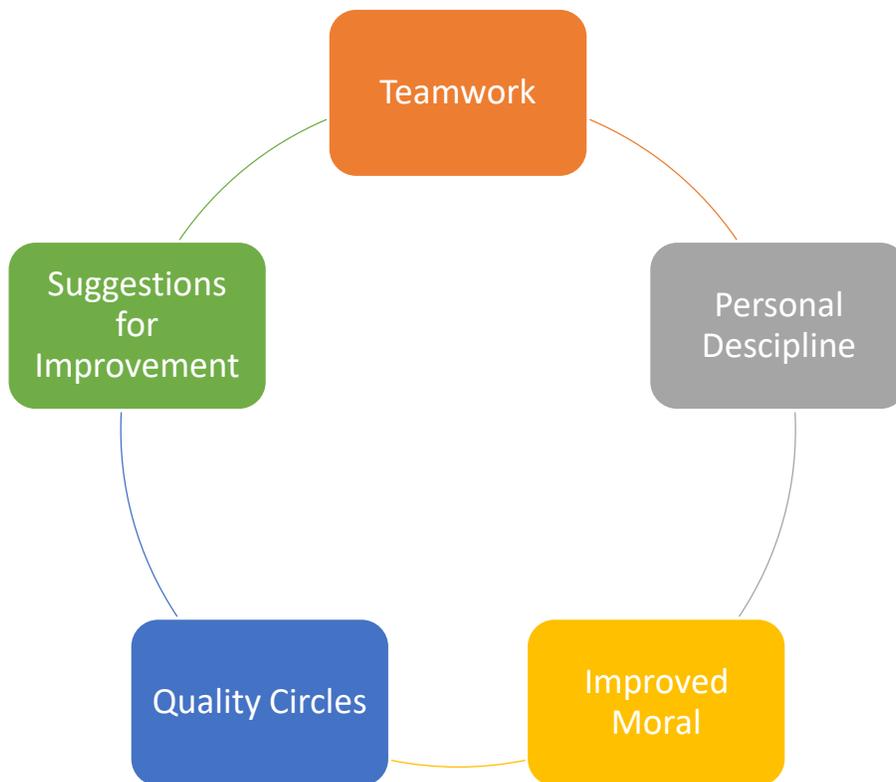


Hoshin Kanri





Kaizen approach



With reference to our first phase of implementing PDCA approach as shown below, we approach this within our academic and administrative operations; we included 3 examples on how we are working to integrate the PDCA in our procedures:

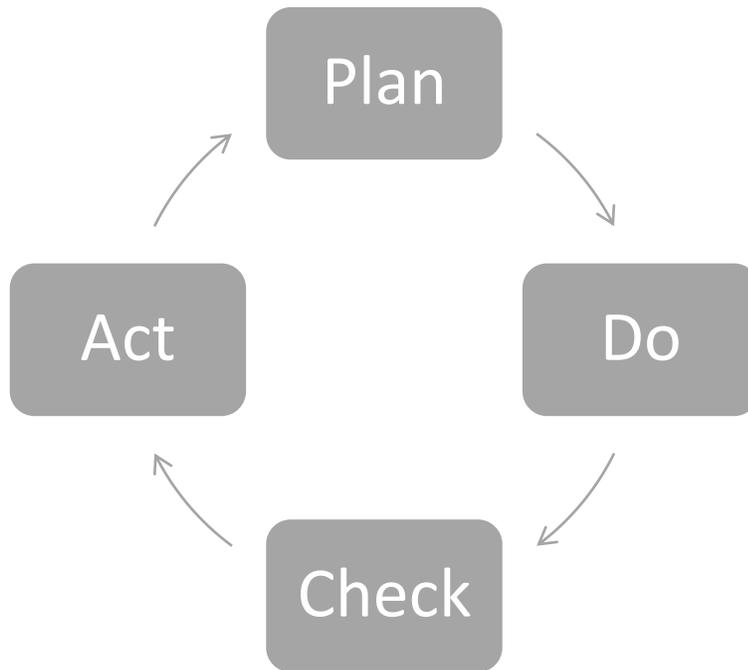


Figure 2: University Quality Enhancement Cycle

- PLAN ... identify and define what we want to achieve and develop an approach for achieving those goals
- Do ... identify and schedule actions for achieving our goals and implement those strategies
- Check ... monitor how we are progressing towards achieving our goals
- ACT... programme and implement actions for achieving our goals then, identify changes that need to be made so that we can better meet our goals and, possibly, reconsider the appropriateness of those goals through continuous improvement

Some Selected Examples on our Implementation of PDCA:

Pursuing TQM for total implementation at ULF we began with several of its principles and provided some selected examples on how we are applying it in our academic and administrative operations.

We recognise that Hoshin Kanri describes the key stages of his model or policy management which also complements the Kaizen and the PDCA cycle that are considered a culture beyond methodologies and are based on communication and collaboration among organisational members to improve Lean processes. We also accept that Kaizen is a living creature that can be applied to various fields of specialisation that are offered at the University. (TQM thoughts and concepts on Quality Control, Just-in-Time Inventory Strategy, Standardized operation, Efficient use of equipment, Waste disposal, are being explored to be integrated in our operations).

Work structure:

Each administrator's and academic's activities are carried out within the framework of TQM principles. The Director of Quality Management is also responsible for issuing total quality management directives twice a year to all university personnel to ensure that these principles are followed in all activities.

Initiation of total quality business transformation:

The PDCA approach of kaizen (plan, do, check, and act) will be used in this academic year (2021–2022) at ULF, but it will be developed and integrated with the other previously explained principles.

1. Examples: PDCA cycle of Course offering Scheduling Process

- create a course offering time schedule for the designated semester and year.
- the course offering preparation documents
- the DES invites the DDES for a scheduling meeting
- The DES asks the AAES to get the instructor's availability for the particular semester

Plan

- The DDES meets with the DES and work on the course offering schedule
- DES and the DDES will prepare a hand written course scheduling form by adding nest to each course offered the name of the instructor, day, and time.
- The DES approves the hand written course scheduling form.

Do

Act

- The DDES makes two copies of the hand written course scheduling form.
- The original one will be given to the DES and the copy will be archived in the course offering preparation file at the DDES's office.
- The DDES will give another copy to the AAES
- Adapt this cycle to create course offering, timing schedule and make some adaption incase Covid-19 cases increased and we were obliged to give online courses.

Check

- there won't be a conflict between the courses.

2. Examples: PDCA cycle of Course Offering Finalization Process

- finalize and print the course offering
- The AAES receive the needed documents and information for printing
- The AAES receives a copy of the Hand written course scheduling form from the DDES.
- The AAES type the information of the hand written course offering form on a new excel document.

Plan

- The AAES e-mails the DES the Excel scheduling form and CC it to the DDES
- The DDES cross reference the hand written course offering form with the excel scheduling.

Do

- The AAES gets the DES's signature on the course offering document and post it in a visible place in the University Lobby.
- The AAES archives a soft copy of the course offering in a folder named course offering for the designated semester and year.
- The AAES archives a hard copy of the course offering in a folder named course offering for the designated semester and year.

Act

- The DES asks the AAES to inform the instructors about their respective course title and scheduled time.
- check if any instructor has an issue with the scheduled course time, he or she will verbally contact the AAES to inform her about the issue.
- The AAES gets the DES's approval on the needed course timing amendment.
- The AAES use the information on the excel scheduling form to create a course offering document for the corresponding semester.

Check

3. Examples: PDCA cycle of MBA Course Offering Preparation Process

- generate a course offering for the designated semester and year for the MBA, E-MBA.
- The AAES study all MBA, E-MBA files and enters the needed data on the excel database.

Plan

- The AAES prints the excel sheet.
- The AAES gives them a hard copy of the printed document to the DDES to be studied.
- The DDES select the courses to be open for the upcoming semester and write it down on the document.

Do

- The AAES post the signed MBA, E-MBA course offering on the designate board in the University Lobby.
- The AAES Store a hard copy of the MBA, E- MBA course offering and the MBA, E-MBA course offering excel document in a designated file.
- The AAES saves the soft copy of the MBA, E-MBA course offering in a designated folder on her computer.

Act

- The DES either approves or disapproves.
- In case of disapprovals, the DDES change the recommended selected course for the MBA, E-MBA.
- In case of approvals, The DES signs the MBA, E-MBA course offering excel document.
- The AAES take the signed document and based on it types the MBA, E-MBA course offering.
- The AAES take the signature of the DES on the MBA. E-MBA course offering

Check

Risk management

The strategic planning, academic and administrative reviews processes are enforced by university-overall strategic and operational risk assessments, risk management planning in addition to various independent reviews and monitoring functions and activities in relation of all processes conducted by the University in accordance with our Risk Management Policy and in line with our obligations as a higher education institutions subject to the local laws, rules and regulations and international standards through our quality and excellence operations with our international accreditors and certifications organisations and their Standards.

These regulations and international standards maintain a risk assessment of the University to local laws, rules, regulations and international standards requirements.

Our Risk Assessment Framework, which is used as a key reference point as part of the University's operations is also pre-requisite for compliance with local rules and regulations and for international accreditations and quality management systems certifications re-registration process.

The outcomes of our University risk assessment and risk management procedures are used as a reference to:

- a. set priorities and direct the preparations and development of adequate strategies which leads the achievement of the University's strategic goals and strategic priorities; and
- b. evaluate the university performance in working towards their achievement.

Monitoring

The strategic planning, academic and administrative reviews are monitored at institutional level through the University's Quality Council, Academic Council, Committees, the University Council and ultimately through the Strategic Planning and Reporting Structure within the University functions, activities and processes.

The University entrusted the responsibility for monitoring the Vice-President (also Director of the University Quality Management and Chairman of the University Quality Council) in strict coordination with the University Academic Council and the University Committees, reporting directly to the University President for guidance, review, approval and decisions. The University President coordinates such process outcomes with the University Board of Trustees for final approval and decisions.