



# **ZCW Strategic Plan (2025/2021)**



«إن الاهتمام بقطاع التعليم بمختلف أنواعه ومستوياته وتوفير البيئة الداعمة والمحفزة للبحث العلمي والابتكار سوف يكون في سلم أولوياتنا الوطنية، وسنمده بكافة أسباب التمكين باعتباره الأساس الذي من خلاله سيتمكن أبنائنا من الإسهام في بناء متطلبات المرحلة المقبلة.»

«إن شراكة المواطنين في صناعة حاضر البلاد ومستقبلها دعامة أساسية من دعائم العمل الوطني، ونحرص على أن تتمتع فيه المرأة بحقوقها التي كفلها القانون، وأن تعمل مع الرجل جنبا إلى جنب، في مختلف المجالات خدمة لوطنها ومجتمعها، مؤكداً على رعايتنا الدائمة لهذه الثوابت الوطنية، التي لا محيد عنها ولا تساهل بشأنها.»

صاحب الجلالة السلطان هيثم بن طارق - حفظه الله ورعاه -



«قد أولينا، منذ بداية هذا العهد اهتمامنا الكامل لمشاركة المرأة العمانية، في مسيرة النهضة المباركة فوفرنّا لها فرص التعليم والتدريب والتوظيف ودعمنا دورها ومكانتها في المجتمع، وأكدنا على ضرورة إسهامها في شتى مجالات التنمية، ويسرنا ذلك من خلال النظم والقوانين التي تضمن حقوقها وتبين واجباتها، وتجعلها قادرة على تحقيق الارتقاء بذاتها وخبراتها ومهاراتها من أجل بناء وطنها، وإعلاء شأنه. ونحن ماضون في هذا النهج، - إن شاء الله - لقناعتنا بأن الوطن في مسيرته المباركة، يحتاج إلى كل من الرجل والمرأة فهو بلا ريب، كالطائر الذي يعتمد على جناحيه في التحليق إلى آفاق السماوات، فكيف تكون حاله إذا كان أحد هذين الجناحين مهبطاً منكسراً هل يقوى على هذا التحليق؟».

صاحب الجلالة السلطان الراحل قابوس بن سعيد - طيب الله ثراه -



# **Al Zahra College for Women**

## **Strategic Plan (2021 – 2025)**

## CONTENTS

Preface .....	5
Introduction about Al Zahra College for Women (ZCW) .....	7
Methodology of ZCW Strategic Plan (21 – 25) Preparation .....	9
Sources of ZCW Strategic Plan (21 - 25) Design .....	11
I- Oman Vision 2040 .....	11
II- Oman’s National Strategy for Education 2040 .....	11
III- Oman’s Philosophy of Education .....	13
IV- Statistics and Quantitative Indicators for the last five years .....	13
V- Internal and External Environment Analysis at ZCW (SWOT Analysis) .....	21
ZCW New Strategic Plan (2021 – 2025) .....	28
ZCW Vision, Mission, Values, and Goals .....	28
ZCW Strategic Directions and Goals .....	30
1. Strategic Direction (1): Governance and Institutional Performance .....	31
1.1 Governance .....	31
1.2 Institutional Performance .....	32
1.3 Quality Management .....	33
1.4 Risk Management .....	34
2. Strategic Direction (2): Quality Education, Scientific Research, and Innovation .....	35
2.1 Academic Programs, Curricula, and Study Plans .....	35
2.2 Student Support, Academic Attainment and Success .....	36
2.3 Optimal Learning Environment .....	37
2.4 Academic and Administrative Development .....	39
2.5 Scientific Research, Authoring and Publishing .....	40
3. Strategic Direction (3): Community Engagement .....	41
3.1 Community Service .....	41
3.2 Enrichment of Communal Awareness and Values .....	41
3.3 Collaboration with Community Associations .....	42
ZCW SP Operational Workplan (2021 - 2025) .....	43
Appendices .....	106



## **Preface**

Al Zahra College for Women (ZCW) provides higher education services to women in the Sultanate of Oman and by virtue of this unique attribute aspires to be a university college among other higher education institutions in the Sultanate. Not only does the College seek to compete with the other higher education institutions in terms of the variety and quality of its learning outcomes, but also aspires to strengthen its competitive status among the private and governmental higher education institutions.

Besides the College graduates' competitiveness in the labor market, its learning environment constitutes the most significant threat both externally and internally. This aspect achieves greater significance in an era of communication and technology marked by rapid changes, which has revolutionized teaching and learning methods and actualized the diversification of knowledge sources. It has also modernized the use of these sources to build a knowledge-based foundation that fosters innovation and creativity and utilizes the community's potentials to serve in the aspired comprehensive development.

The College needs to be infused with dynamism and vigor to solidify the College competitiveness and advance it to a higher level. This will enable the College to meet the current requirements of the local markets and foresee the future ones too. It will allow for improvements in the College study plans to be compatible with the expected requirements. The internal learning environment in the College will thus cater to student distinction and innovation. External relationships will also be established to collaborate with the community and the various industrial sectors. All of this makes it crucial for the Strategic Plan to be designed in the light of Oman Vision 2040 and the related National Strategy for Education 2040 to provide clarity, better implementation of its mission and goals, and promotion of its values which are derived from Islam and the Omani culture.

Therefore, the College Strategic Plan (2021/2025) is based on a realistic simulation of the College's status in all its positive and negative aspects. ZCW Strategic Plan was based on the modern strategic planning approach and was later evaluated objectively to ensure its implementation according to measurable quantitative indicators. It is characterized by the flexibility that can serve to identify any deviations during the implementation process and help to make the corrective decisions accordingly while maintaining the major strategic directions and goals.

It is worth noting that the design of the College Strategic Plan relies primarily on the optimal utilization of the College's human and material resources together with the available technical and technological potentials. This utilization contributes positively to the overall accomplishment of the College's vision and mission, the achievement of its values and goals, and the advancement of academic and

administrative processes of the current learning environment. Such knowledge-based strategic planning is an assurance of developing the College and advancing its competitiveness by enhancing its learning outcomes which mirror all its academic and administrative activities.

Lastly, the Strategic Plan Preparation Committee at Al Zahra College for Women extends sincere thanks and appreciation to all stakeholders with their different positions and titles and who are directly or indirectly related to the College. The spirit of collaboration was evident among all College stakeholders (Board of Directors 'BoD', Board of Trustees 'BoT', Shareholders' Council, Industrial Advisory Board 'IAB', Student Council, academic and administrative staff members, alumnae, students, and their guardians). They all showed a great sense of responsibility by providing the required information and timely suggestions via the electronic surveys made for this purpose. These visions and recommendations constituted the backbone of the Strategic Plan for Al Zahra College for Women in the five coming years. The assigned Committee also requests all College employees to spare no efforts in developing their potentials, improving their skills and updating their knowledge, each in their own specialization. Everyone is requested to make the best use of the huge advancement in technology and communication offering a variety of easily accessible educational sources. All of this can be collectively deployed to help in the correct implementation of the Strategic Plan at ZCW, leading to the transformation of the College and its outcomes as per the job market requirements. Thus, the College can actively contribute to the renewed renaissance of Oman, led by his majesty, Sultan Haitham bin Tariq Aal Said (May Allah protect him) following in the footsteps of the late Sultan Qaboos bin Said (May Allah have mercy on him).

*Best wishes*

**Strategic Plan Preparation Committee**

Dr. Amer Mohammad Alabdullah	ZCW Acting Dean
Dr. Ibrahim Khalaf Ulais	Head of Managerial and Financial Sciences Department
Prof. Shuaib Ahmad Ahmad	Head of Postgraduate Studies Committee
Ms. Shaikha Salim Rashid Al-Sayabi	Acting Head of Quality Assurance Department
Mr. Thaer Al-Abdullah	GFP Faculty Member

**Translation:**

Mr. Thaer Al-Abdullah

\* In case of any discrepancies, the Arabic version of the Strategic Plan (21/25) shall prevail.

## **Introduction about Al Zahra College for Women**

Al Zahra College for Women was established in 1999 as the first Higher Education institution specialized in delivering higher education services to women exclusively. It is academically affiliated with Al-Ahliyya Amman University (AAU) in the Hashemite Kingdom of Jordan. It later became a distinguished educational monument contributing to the renewed renaissance of Oman by qualifying and graduating female nationals who meet the local market requirements in all the specializations offered by the College.

## **ZCW Vision in the previous Strategic Plan (2016/2020)**

Al Zahra College for Women aspires to being one of the reputable Higher Education Institutions for the education of women in the Sultanate of Oman, the region, and internationally.

### **Mission**

The mission of Al Zahra College for Women is to graduate well-educated women with the knowledge, skills, attitudes, and values to contribute positively to society.

### **Values**

- 1- Academic Integrity
- 2- Professionalism and Ethical Conduct
- 3- Teamwork and Cooperation
- 4- Transparency and Accountability
- 5- Adherence to Islamic Values
- 6- Respect for Diversity

### **Goals**

- 1- Enhance Academic Standards
- 2- Enrich Teaching & Learning
- 3- Optimize the Use of Information & Learning Technology
- 4- Promote Research.
- 5- Foster Community Engagement
- 6- Enhance Management
- 7- Maintain Adequate Staffing.
- 8- Provide Appropriate Physical Resources

## ZCW Academic Programs, Specializations, and Degrees

The College has five academic Departments, offering ten undergraduate programs and one master's degree in Business Administration, in addition to the General Foundation Program.

Academic Department	Programs	Degrees		
		Diploma	BA	MA
Managerial and Financial Sciences	Business Administration	√	√	√
	Banking and Finance	√	√	
	Accounting	√	√	
Information Technology	Computer Science	√	√	
	Science of Software Engineering		√	
English Language and Literature/Translation	English Language and Literature	√	√	
	English Language and Translation		√	
Design	Graphic Design	√	√	
	Interior Design		√	
Law	Law		√	
General Foundation Program	General Program			

To achieve excellence and increase its competitiveness among other Higher Education institutions, Al Zahra College undertakes updating its study plans in continuous cooperation with Al-Ahliyya Amman University (university of academic affiliation). It also aims at attracting outstanding academic staff members for all the offered specializations and provides all the material and non-material needs that help the faculty members to perform their duties efficiently.

The College has backed its academic process with six supporting Departments in different administrative and logistic areas. They provide the subsidiary support to ensure that all academic and administrative processes operate properly without any bureaucratic obstruction.

Considering the authentic values and traditions of the Omani society which are based on the pristine teachings of Islam, the College aims to actively engage in community service and build effective communal collaborations with numerous organizations and associations. To this end, all efforts are made to achieve the College's sublime mission in preparing educated generations. This is backed by the timely provision of the required learning environment and all the attendant infrastructure equipment. These steps will be consistently developed to achieve the highest level of academic preparedness and attainment within the framework of the education philosophy referred to in Oman's Vision 2040 and specified in the National Strategy for Education.



## **The Methodology of ZCW Strategic Plan Preparation (2021 - 2025)**

To prepare the College's Strategic Plan (2021 - 2025), a committee was formed by the College Scientific Council (CSC) decision no. 6/16/2019-2020 on 02 July 2020, approved by the BoD decision no. 3/7/2019-2020 on 28 July 2020, and by the BoT decision no. 6/3/2019-2020 on 6 July 2020. The Committee team held several meetings to discuss the methodology of Strategic Plan preparation and set up a general framework for this purpose. It is based on the College's vision, mission, goals, and values, which will be revised considering the feedback provided by the concerned stakeholders. It will also aim to showcase the necessity for excellence in education by improving the existing academic programs and the available learning environment on the one hand, and by adhering to the standards of quality assurance in the areas of teaching, learning, scientific research, and community service, on the other hand.

In the light of the aforementioned, the Committee set up the following principles and pillars to serve as a premise for the College's Strategic Plan design:

**Principle (1):** Developing the College and promoting its competitiveness among other Higher Education Institutions by focusing on the educational environment and academic programs, updating study plans in the light of the changing requirements of the labor market, and ensuring the quality of education and the implementation of institutional and academic accreditation in accordance with Oman's Vision 2040 and the related National Strategy for Education 2040.

**Principle (2):** Building on the College's previous Strategic Plan (2016 - 2020) by highlighting the strategic directions for which the College achieved high rates of performance indicators taking into careful consideration the strategic directions which were not fully achieved as per the required performance indicators. This is especially evident in the second strategic direction (Community Engagement) where the College could not establish strong relationships with the Industry Sector which represents the labor market for the College graduates. In the new Strategic Plan (2021 – 2025), however, more community engagement has been planned for by providing cultural, educational, and consultancy services, expanding greater collaboration with the local community associations and signing more memoranda of understanding (MoUs) with the Industry Sector to train the College's students and graduates.

**Principle (3):** Promoting the principles of governance and risk management in the College by upgrading their level of importance from regular areas of focus in the previous Strategic Plan (16-20) to separate strategic goals in the new Strategic Plan (21-25) to be consistent with the College's new vision revised in the light of the provided SWOT Analysis feedback.

**Principle (4):** Evaluating the College's status with full transparency and responsibility by benefiting from the conclusions and recommendations reached through the conducted internal and external environment analysis (SWOT). This is also accompanied by close observation of the College's future status in the light of the education quality assurance and the standards of academic and institutional accreditation. This includes all components of the College, represented in the following four fundamental pillars:

- 1-** Academic processes: faculty members, students, academic programs, study plans, teaching philosophy, and teaching methods.
- 2-** Administrative processes: learning resources, administrative, technical, technological, and logistic services.
- 3-** Infrastructure: classrooms, facilities, equipment, laboratories, internet network, computer software and programs.
- 4-** External environment: relationships with the University of academic affiliation, internal and external higher education institutions, the local community, the Industry Sector, the labor market, employers, and other vocational institutions.

### **Sources of ZCW Strategic Plan (2021 - 2025)**

The assigned Committee depended mainly on the following sources in preparing and building up the College Strategic Plan (2021 - 2025):

- 1- Oman's Vision 2040.
- 2- The National Strategy for Education in Oman 2040.
- 3- The Philosophy of Education in Oman.
- 4- The Statistics and Quantitative Indicators for the College Academic and Administrative Processes (16-20).
- 5- SWOT Analysis for the College Internal and External Environments.

#### **First: Oman's Vision 2040**

To ensure that the new Strategic Plan is operational, it had to be designed in the light of the comprehensive national vision of Oman which is envisaged in the strategic direction of Oman's vision 2040 and the prioritization of teaching, learning, and scientific research within the framework of national qualifications.

It is worth noting that Oman's Vision 2040 primarily focuses on the necessity of education comprehensiveness and the sustainability of learning processes and encourages scientific research and its diversified financial sources. This would serve to build a knowledge-based economy and society to achieve a governance-based and high-quality educational system that empowers national human capabilities and meets international standards. The Vision also stresses the genuine values and traditions of the Omani society which are derived from the principles of Islam. On the same footing, it seeks to provide the best conditions for sustainable and comprehensive development as well as future-oriented skills and knowledge diversity.

#### **Second: The National Strategy for Education in Oman 2040**

The National Strategy for Education in Oman 2040 is based on Oman's Vision 2040 and the future foresight of education in terms of national prioritization of learning, teaching, scientific research, and national capabilities. The education vision in Oman is based on the national education philosophy, the values of the Omani society, and the recommendations of five-year development plans in the Sultanate. It is also consistent with the principles of Islam, His Majesty's thought, and the Sultanate's basic statute. All of this led to the crystallization of the education vision in the

Sultanate and the cultivation of an intensive focus on the development of human capabilities that are equipped with the needed values, skills, and knowledge to be productive in the world of a knowledge-based economy, qualified to adapt to the current rapid changes but still preserve their cultural identity and values, and capable to contribute to the advancement of human civilization.

The vision basically highlights the significance of preserving the Islamic and Arabic culture and promoting the national identity. It prioritizes education by diversifying its tracks and encouraging scientific research and innovation. It sheds light on the human capabilities and their efficient potentials by promoting work ethics and encouraging effectiveness in the era of the preeminence of the knowledge-based economy.

The National Strategy for Education 2040 also aspires to advance education planning and to enhance its learning/teaching outcomes. This would be performed by reinforcing the administrative and financial autonomy of educational institutions through the gradual transformation of their duties to meet the labor market requirements.

Furthermore, the Strategy adopts several practical measures to implement and enhance the best educational administration like establishing the Omani Authority for Academic Accreditation (OAAA) to emphasize the importance of the program and institutional accreditation, developing its E-system for more effectiveness in the Management of Information Systems, and striving to align the Omani educational system locally and internationally.

The National Strategy generally intends to support the labor market with more students according to their higher education qualifications, provide a teaching and learning environment and special cadres for the disabled students, highlight the substantial role of vocational training and guidance centers, encourage students towards the private sector, enhance their entrepreneurship skills, and contribute positively to the community.

The National Strategy also pays close attention to the national capabilities in quality assurance, stressing the importance of long-term plans to prepare national capabilities to reach 60% of Omanization by 2040.

To bring about the best learning outcomes, the National Strategy recommends the adoption of the Standard Classification of Higher Education and the establishment of collaborations with international universities. This association will assist the local HEIs to benefit from their experience, promote institutional performance by benchmarking, adopt a student-centered approach of teaching, and diversify methods of follow-up and continuous assessment for graduates

to meet the requirements of the labor market. It would also serve to take advantage of the modern technologies for digital education and the development of the e-learning system.

The Strategy enforces the crucial role of scientific research in building a knowledge-based economy by stressing the importance of aligning all scientific research plans in other institutions with the National Strategy for Scientific Research. It supports the spread of research awareness by establishing collaboration among higher education institutions, conducting research works that serve the community, providing the required funding and incentives for interested researchers, and encouraging students' research skills.

Lastly, the Strategy would strongly recommend looking for other ways of funding education and sustaining its sources through proper rationing of spending and developing comprehensive plans to finance the institutional infrastructure and basic facilities.

### **Third: The Philosophy of Education in Oman**

The College teaching philosophy is based on the philosophy of education in Oman, which is issued by the Council of Higher Education in the Sultanate. The latter is an aggregation of several religious, educational, national, and international principles. These principles serve to refine learners' skills and provide them with all the requirements of comprehensive development. The principles of educational philosophy are basically derived from Islamic teachings, His Majesty's thought, the country's basic statute, Omani society and traditions, contemporary educational approaches, learners' attributes, international charters, and contemporary international issues.

### **Fourth: Statistics and Quantitative Indicators for Academic and Administrative Processes**

Based on the College statistical data, the related quantitative indicators are considered one of the most significant sources for the Strategic Plan preparation Committee. It is well-known that the connection and the logical integration between quantitative indicators and the results of SWOT Analysis are the mainstays of the new Strategic Plan (2021 - 2025). This is particularly because their results reflect the current situation of the College and further contribute to the overall preparation of its strategic planning.



The following tables show the most important statistics and quantitative indicators for Al Zahra College for Women in the last five years (2016 - 2020):

**1- Student/Teacher Ratios at the College - (Table no. 1):**

Academic Year																Academic Department
Average student/teacher ratio in 5 years	2021/2020			2020/2019			2019/2018			2018/2017			2017/2016			
	Student/teacher ratio	Number of teachers	Number of students	Student/teacher ratio	Number of teachers	Number of students	Student/teacher ratio	Number of teachers	Number of students	Student/teacher ratio	Number of teachers	Number of students	Student/teacher ratio	Number of teachers	Number of students	
31	27	8	212	21	11	230	23	13	295	34	10	338	51	8	411	Managerial & Financial Sciences
34	21	7	147	30	7	207	48	5	240	35	8	283	37	8	296	Information Technology
28	20	9	184	22.2	10	222	37	7	262	28	11	309	31	11	341	English
26	20	9	179	23	9	203	29	10	292	24	13	314	34	13	447	Design
21	17	17	281	19	18	342	23	14	317	27	9	240	21	7	148	Law
16	15	13	196	17	14	242	14	16	223	17	18	299	20	17	332	GFP

The College student/teacher ratios are significant quantitative indicators approved in the area of educational quality. The ratios may differ according to the nature of academic programs and specializations (humanities and sciences). The standard student/teacher ratios are 25/1 for scientific fields and 30/25 for humanities. In this context, the table above shows that the College student/teacher ratios in the last five years (2016 - 2020) are within the normal limits in most of the academic Departments, with very slight variations in other Departments.

## 2- Ph.D./MA Staff Qualification Ratios at the College - (Table no. 2):

Academic Year																Academic Department
Average Ph.D/staff ratio	2021/2020			2020/2019			2019/2018			2018/2017			2017/2016			
	Ph.D/staff ratio	MA Holders	Ph.D Holders	Ph.D/staff ratio	MA Holders	Ph.D Holders	Ph.D/staff ratio	MA Holders	Ph.D Holders	Ph.D/staff ratio	MA Holders	Ph.D Holders	Ph.D/staff ratio	MA Holders	Ph.D Holders	
0.74	0.75	2	6	0.55	5	6	0.62	5	8	0.8	2	8	1	0	8	Managerial & Financial Sciences
0.35	0.43	4	3	0.43	4	3	0.4	3	2	0.25	6	2	0.25	6	2	Information Technology
0.30	0.3	7	3	0.36	7	4	0.33	6	3	0.27	8	3	0.27	8	3	English
0.53	0.44	5	4	0.44	5	4	0.6	4	6	0.62	5	8	0.54	6	7	Design
0.69	0.65	6	11	0.67	6	12	0.64	5	9	0.78	2	7	0.71	2	5	Law

The College Ph.D./MA staff qualification ratios are 3/1, which indicates that 75% of the College staff are Ph.D. holders and that 25% hold MA degrees. Looking at the table above, the ratio is completely met in the Department of Managerial and Financial Sciences, largely met in the Department of Law (69% for Ph.D. and 31% for MA), partially met in the Department of Design (51% = 1/1), and slightly met in the Departments of Information Technology and English Language and Literature/Translation (1/3).

### 3- Full-time/Part-time Staff Ratios at the College - (Table no. 3):

Academic Year																Academic Department
Average full-time/staff ratio	2021/2020			2020/2019			2019/2018			2018/2017			2017/2016			
	Full-time/staff ratio	Part-time staff members	Full-time staff members	Full-time/staff ratio	Part-time staff members	Full-time staff members	Full-time/staff ratio	Part-time staff members	Full-time staff members	Full-time/staff ratio	Part-time staff members	Full-time staff members	Full-time/staff ratio	Part-time staff members	Full-time staff members	
0.82	0.88	1	7	0.67	4	8	0.67	4	8	0.9	1	9	1	0	8	Managerial & Financial Sciences
0.89	0.86	1	6	0.86	1	6	1	0	5	0.88	1	7	0.88	1	7	Information Technology
0.85	0.8	2	8	0.9	1	9	0.89	1	8	0.8	2	9	0.8	2	9	English
0.90	0.89	1	8	0.89	1	8	0.9	1	9	0.92	1	12	0.92	1	12	Design
0.31	0.35	11	6	0.22	14	4	0.07	13	1	0.33	6	3	0.57	3	4	Law
0.96	1	0	16	0.87	2	13	0.94	1	15	1	0	18	1	0	17	GFP

This College full-time/part-time staff ratio is generally high for the full-time staff members in the College, which indicates institutional sustainability in terms of the teaching process and its ensured stability. The table above shows that this ratio is ideal for the College i.e., 80% to 95% in all the Departments, except for the Law Department (31%). Therefore, it is highly important to maintain these ratios in the College as they showcase the institution's academic stability, and it will play a vital role in the process of achieving the desired program accreditation in the future after completing the institutional one. However, it is also important to increase this ratio in the Department of Law during the first two years of the new Strategic Plan (2021 - 2025). This is crucial because one of the most important strategic goals in the second strategic direction is related to starting new programs; the MA in Law will be the priority in this regard, so there must be a complete cadre that is qualified to prepare and start this program.

#### 4- Student/Administrative Staff Ratios at the College - (Table no. 4):

Academic Year															
Average student/administrative staff ratio	2021/2020			2020/2019			2019/2018			2018/2017			2017/2016		
	Student/administrative staff ratio	Number of administrative staff	Number of students	Student/administrative staff ratio	Number of administrative staff	Number of students	Student/administrative staff ratio	Number of administrative staff	Number of students	Student/administrative staff ratio	Number of administrative staff	Number of students	Student/administrative staff ratio	Number of administrative staff	Number of students
25.12	19.89	57	1134	25.1	56	1406	25.18	60	1511	25.83	66	1705	29.60	63	1865

The above table shows that there is a great increase in the number of administrative staff members compared to the numbers of students in the College. The ratio is 25/1 which is higher than the student/teacher ratios in some academic Departments. This requires a proper improvement in the ratio to be 40/1 during the five coming years (2021 - 2025). However, there is a possibility that the ratio returns to normal limits if the students' numbers double in the future.

**6- Academic/Administrative Staff Ratios at the College - (Table no. 5):**

Academic Year															
Average academic/administrative staff ratio	2021/2020			2020/2019			2019/2018			2018/2017			2017/2016		
	Academic/administrative staff ratio	Number of administrative staff	Number of academic staff	Academic/administrative staff ratio	Number of administrative staff	Number of academic staff	Academic/administrative staff ratio	Number of administrative staff	Number of academic staff	Academic/administrative staff ratio	Number of administrative staff	Number of academic staff	Academic/administrative staff ratio	Number of administrative staff	Number of academic staff
0.53	0.54	57	67	0.56	56	71	0.52	60	66	0.51	66	69	0.50	62	64

The table above shows that the academic/administrative staff ratio is 1/1, which confirms what was concluded in the previous indicator (table no. 4).



**6- The College Staff Scientific Production (PhD. Holders) - (Table no. 6):**

Average research publication	Academic Year					Academic Department
	2021/2020	2020/2019	2019/2018	2018/2017	2017/2016	
	Number of research publications	Number of research publications	Number of research publications	Number of research publications	Number of research publications	
5	-	3	1	6	10	Managerial & Financial Sciences
13.5	-	17	8	8	21	Information Technology
2	-	1	2	5	0	English
1.25	-	0	0	2	3	Design
1.25	-	5	0	0	0	Law
23	-	26	11	21	34	Total

The scientific production for academic staff members is a significant indicator of Higher Education Institutions Classification. It mirrors the HEIs' vital roles in the overall development of the community by countering its problems and seeking viable solutions for the challenges it faces. This is all achieved with the help of the findings and recommendations of scientific research work in academic institutions.

It is worth noting that the College's new Strategic Plan (2021 - 2025) has highlighted the necessity for publishing and authoring by making it a strategic goal to encourage the College staff to increase their scientific production in the future. This is especially evident in the collected feedback of the members of BoD, BoT, Shareholders' Council, and CSC, who unanimously commit to providing all the material requirements to achieve this goal in the College Strategic Plan.

In the light of the aforementioned, the assigned Committee summarizes the most important results of the College statistics and quantitative indicators (2016 - 2020) and the recommendations to be fulfilled in the new Strategic Plan (2021 - 2025).

**7- Results and Recommendations - (Table no. 7):**

Planned value in the Strategic Plan (21–25)	Current value	Indicator title (ratio)	م
Maintained with a margin of (±2)	1:26	Student/teacher ratio	1
1:3	2:2	Ph.D/MA staff qualification ratio	2
Maintained with a margin of (±1)	%79	Full-time/part-time staff ratio	3
1:40	1:25	Student/administrative staff ratio	4
1:2	1:1	Academic/administrative staff ratio	5
50	23	Staff research production	6

### **Fifth: SWOT Analysis for the Internal and External Environments**

SWOT Analysis forms the cornerstone of the Strategic Plan preparation as it relies on data collection from different sources and classifies them into the main constituents of SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats). It is also vital because its results help to formulate the main strategic directions of the College together with the related strategic goals, all in alignment with the national prioritization of teaching and learning in Oman's Vision 2040 and the National Strategy for Education in the Sultanate 2040.

Due to the significance of SWOT Analysis for the Strategic Plan preparation, the Committee set up a clear and transparent mechanism that ensures accessibility to most of the College stakeholders. It aims to collect all the views and suggestions that are related to the SWOT Analysis components in the College. However, due to the pressing circumstances of Covid-19 and the difficulty to connect with the concerned stakeholders directly, the Committee designed 9 electronic surveys via Google Forms to facilitate the process of data collection. The surveys were supplemented with a guide on the conducted SWOT Analysis and were then disseminated to the nine groups of stakeholders. The latter were requested to provide their honest views and recommendations about the College's main components (students, academic and administrative staff, academic programs, and infrastructure). The whole process aimed to elicit as many views as possible and identify any possible strengths, weaknesses, opportunities, and threats for each component. The stakeholders were also given the chance to connect directly with the assigned Committee to clarify any emerging inquiries.

To ensure that views and suggestions are collected with complete objectivity, the stakeholders were asked not to provide any personal details (names, job positions, mobile phone numbers, email addresses, etc.), which maintained transparent and reliable data collection.

The targeted nine groups of stakeholders were as follows:

- |                                                |                                 |
|------------------------------------------------|---------------------------------|
| 1- Board of Directors                          | 2- Shareholders' Council        |
| 3- Board of Trustees                           | 4- Academic Staff Members       |
| 5- Administrative Staff Members                | 6- Students and their Guardians |
| 7- Alumnae                                     | 8- Industrial Advisory Board    |
| 9- Employers in the Public and Private Sectors |                                 |

The groups above actively responded to the electronic surveys, and the complete responses submitted to the assigned Committee mounted to 261 responses (around 1067 pages). The collected sample is relatively big and has a statistical value in comparison to the study population. Therefore, the collected views and recommendations can be considered reliable to carry on the Strategic Plan preparation. The collected responses were then disseminated to various groups of the College academic and administrative staff members to organize and classify them into the four areas of SWOT Analysis. The aim of this step was not only to save time for the Strategic Plan preparation but also to engage the College stakeholders in the feedback collection process. This will help in enlightening them about the different views and suggestions submitted by the stakeholders and compare them with their own views as they were also participants in this study. In this case, identical or similar views can be combined, and the unique views are categorized into their suitable SWOT constituents, thus constituting a solid base for the Strategic Plan build up. In the light of the aforementioned procedures, the College status was evaluated through the SWOT Analysis and the four components (strengths, weaknesses, opportunities, and threats) were identified. The collected feedback helped to connect and benchmark with the strategic directions and goals of the previous Strategic Plan (2016 – 2020). It also served to identify the planned-for performance indicators and the achieved ones. This would help to bridge the existing gaps when designing the new Strategic Plan for the College (2021 - 2025), which will all be built on the data and sources referred to earlier. The purpose of this link is expected to keep pace with the rapid changes of technological developments and make proper use of it in meeting the requirements of the labor market by improving the learning process and refining its outcomes. In doing so, the College's current vision, mission, values, and goals need to be reconsidered besides the strategic directions and goals of the previous Strategic Plan. The purpose is to make these directions and goals more comprehensive and flexible without changing their essence and to make the accompanied operational workplan measurable quantitatively. It is worth concluding that the assigned Committee showed the draft of the Strategic Plan in progress to an expert in strategic planning before sending it to the College Department Councils (CDCs) and the College Scientific Council (CSC) for discussion and review. Based on the provided feedback, the Plan was initially approved and submitted to the College Board of Trustees and the Board of Directors for discussion and final approval, respectively.

## **SWOT Analysis Findings**

### **I- Internal Analysis**

The results of the SWOT internal analysis showed that the College has several strengths that can raise the College profile if utilized properly. These aspects can contribute to the realization of the College vision and mission, the achievement of its goals, and the inculcation of its values, hence strengthening the College competitiveness among other HE institutions.

On the other hand, the results demonstrated that the College is afflicted with a number of weaknesses, which constitute a real challenge for the institutional advancement and hinders it from achieving its vision, mission, and strategic goals. It is a common feature to find both strengths and weaknesses in any institution regardless of the nature of its activities. However, from a strategic point of view, there must be a solid plan to maintain the existing strengths and neutralize the weaknesses and turn them into strengths (appendix no. 1).

### **II- External Analysis**

The results of the SWOT external analysis revealed that the College has several opportunities that must be utilized perfectly to improve its competitiveness among other HE institutions. In other words, the College has more than 10 opportunities that form real pillars for its stability and advancement if they are strategically exploited.

Like other HEIs, the College also faces some risks that threaten its stability and development if they are not properly neutralized. These threats can also be turned into real opportunities for the College if dealt with wisely and with effective strategic decisions (appendix no. 2).

## **SWOT Analysis Recommendations**

The four components of SWOT Analysis have been arranged based on their priority and given value weightage accordingly. They were inserted in the structure of the Strategic Plan, whether under the main directions or the other goals. The feedback collected has also been analyzed and reformulated into recommendations. The assigned Committee took these recommendations into careful consideration while designing the current Strategic Plan, especially when it comes to the College vision, mission, values, and goals. This necessitated that all Department Councils had to be involved in the comprehensive revision process for these items and compare them with the provided suggestions to come up with final formulations.



The following are the main recommendations suggested by the assigned Committee:

- 1- The College vision, mission, values, and goals should be revised and rephrased to be aligned with the prospective stage.
- 2- All human and material resources must be mobilized to achieve institutional accreditation as it forms the main challenge for the College in the foreseeable future. In this regard, the College had already submitted its portfolio (Institutional Standards Reassessment Application) to the Omani Academic Accreditation Authority (OAAA), but the Panel visit was postponed due to the Covid-19 pandemic. The College currently works on updating its portfolio to be resubmitted on 1<sup>st</sup> Dec 2020, and the Panel visit is expected to be in March 2021.
- 3- After achieving the institutional accreditation, the College must be ready to work on the portfolio of program accreditation. This can be planned for in the new Strategic Plan (2021 – 2025) by harnessing its strategic directions and goals, and whatever it takes, to achieve this target in the medium and long term.
- 4- More attention must be paid to the needs of the local community through expanding the College's scope of engagement and contribution in the comprehensive development. It can be achieved by directing all the College cadres to conduct research works that serve communal issues, provide academic consultations, and deliver specialized services according to the offered programs in the College.
- 5- Effective partnerships need to be established with the Industry Sector, including the companies of the public, private, productive, or service sectors. This would help to establish strong collaboration with these parties, based on an exchange of experience and training opportunities for the College students, which will reflect positively on both sides.
- 6- It is highly recommended to increase the number of the signed memoranda of understanding (MoUs) between the College and other local, regional, and international academic institutions. These signed MoUs need to be activated particularly in the areas of benchmarking, exchange of experience, and joint research works for the benefit of both parties.
- 7- All are required to adhere to the genuine values and traditions of the Omani society, which are derived from Islamic teachings, emphasizing the principles of tolerance and respect for other cultures among the College staff members.

- 8- It is strongly advised to adhere to the standards of quality at all academic and administrative levels and establish an internal control system to follow up with the implementation of the approved policies and procedures, monitor, and identify any deviations (if any), and make the corrective decisions accordingly.
- 9- The quality of the College graduates must be upgraded by equipping them with the required knowledge attainment, integrating their knowledge with proper practical training, and refining their skills. In doing so, they can compete with their peers from other HE institutions in the labor market.
- 10- The College academic programs are recommended to be comprehensively developed by updating their study plans, revising their course syllabi, and getting ready to issue new versions upon graduating the students enrolled therein.
- 11- The College shall expand its plan to offer new academic programs vertically (adding new specializations to the existing academic programs) and horizontally (starting new academic departments).
- 12- It is also suggested that new postgraduate programs are opened. The initial step can be the MA programs in Law and Accounting and Finance, in addition to the existing MBA program, hence requiring an independent department for postgraduate studies.
- 13- The College staff members are encouraged to increase their scientific production in quality and quantity. A special emphasis is placed on the quality of the published research works that can practically benefit from internally (by integrating their findings into the existing teaching curricula ‘research-teaching nexus’ and enriching the respective areas of specializations) and externally (by contributing to the community’s needs for solutions to its social, economic, legal, and technical issues, etc.).
- 14- It is advised to benefit from the academic expertise of the College staff members in publishing and authoring. This can be best activated through encouraging the competent staff to author coursebooks and specialized study sources and transferring this production electronically to enrich the College's e-library while maintaining its copyrights.
- 15- There should be proper activation for the College's administrative governance and sound implementation of institutional work practices. It can be achieved through developing regulations and updating the organizational structure in a way that ensures a competent governance system for the College administration.

- 16- The College infrastructure needs to be developed to ensure optimal exploitation of its new buildings. The feedback provided highlighted the need for renovating some service facilities, renewing some of the laboratories' equipment (projectors and PCs), and refurbishing classroom furniture, and providing smartboards. This can be a work in progress throughout the span of the new Strategic Plan (21 - 25).
- 17- Building on the successful experience of distance and blended education during Covid-19, the College electronic learning platform must be enhanced and reinforced with all material, human, and technical/technological requirements. The concerned staff members will also be continually trained and encouraged to attend the related workshops and conferences to keep pace with the new advancements in online education.
- 18- The College must consider the necessity to improve staff performance indicators through specialized professional training programs, promote their sense of belonging to the College, establish a culture of teamwork, and improve the level of satisfaction for all stakeholders. These measures will reflect positively on the staff productivity and serve to create a proper internal work environment that encourages creativity and innovation.
- 19- A strategic and ambitious Marketing Plan is crucial to address all the challenges faced by the College. It should consider the online marketing methods that depend on digital marketing and the use of online platforms to promote the College's reputation and reach all groups of society, particularly targeting women locally and regionally. With sufficient financial allocations, a specialized team can be formed to prioritize the establishment of a brand name for the College, representing its academic identity. The team will be responsible for marketing the College consultancy services and the activities of the vocational training and guidance centers, which are planned for after obtaining the required licenses and approvals from MoHE.
- 20- Sound financial planning is also found necessary for the stability, diversity, and sustainability of the College's resources. This is achieved through the following principles:
- I- Gradually shifting from the complete reliance on government scholarships to the attraction of students studying on their own expenses, while focusing on attracting expatriate students. In this context, the College may take the advantage of the awarded degrees which are recognized in all the Arab counties that have large communities in the Sultanate.

II- Working on obtaining licenses for vocational training and guidance centers for all the College Departments. The College may initially start with the most popular services, then gradually expanding the plan for other Departments. The College Entrepreneurship Center which was started two years ago must also be reactivated.

\* It should be noted that the above principles need to be added to the College Strategic Marketing Plan.

21- The strategic importance of a private hostel for College female students necessitates proper reconsideration. This is achieved either by rehabilitating its facilities and turning it into financial support to the College or by investing a near-by land and establishing a new hostel. The latter option seems to be the most feasible one with clear economic, financial, and marketing indicators.

22- Lastly, it is recommended to establish advisory bodies from the Industry Sector, which are directly connected with the Department Councils and the College Council.

## **The College New Strategic Plan (2021-2025)**

The assigned Committee depended on its methodology to prepare the new Strategic Plan for Al Zahra College for Women (2021 - 2025), which was centered around Oman's vision 2040, the executive summary of the National Strategy for Education 2040, and the educational philosophy in the Sultanate. It also relied heavily on the recommendations of the conducted SWOT Analysis and the results of the statistics and quantitative indicators for the College's last five years (2016 - 2020). In the light of the aforementioned, the Committee reformulated the vision, mission, values, and goals of the College, and the strategic directions and goals for the new Strategic Plan. All formulations were sent to the academic and administrative Departments to be discussed with their Department Councils' members and provide any observations or suggestions. They were also sent to CSC, BoT, and BoD for discussions and final approvals, respectively.

Therefore, the assigned Committee concluded the following:

### **First- The College Vision, Mission, Values, and Goals:**

The vision, mission, values, and goals of Al Zahra College for Women have been revised and mentioned below in the new Strategic Plan (2021 - 2025):

#### **ZCW Vision**

Al Zahra College for Women aspires to be a pioneering university college locally, regionally, and internationally, providing a sustainable knowledge-based environment that fosters innovation and creativity, and emerges as the first choice in students' consciousness.

#### **ZCW Mission**

Al Zahra College for Women aims to offer high-quality academic programs that prepare qualified students equipped with leadership and entrepreneurship skills, enable them to work autonomously, or engage efficiently in the labor market to contribute positively to the community.



### **ZCW Values**

- 1- Professionalism and Teamwork
- 2- Academic Integrity
- 3- Excellence, Innovation and Creativity
- 4- Transparency and Accountability
- 5- Upholding Ethical Values
- 6- Tolerance and Respect for Other Cultures

### **ZCW Goals**

- 1- Promoting institutional work
- 2- Enhancing academic standards and quality education
- 3- Developing infrastructure and e-learning services
- 4- Updating academic programs to meet the requirements of community and labor market
- 5- Spreading the culture of entrepreneurship, innovation, and creativity
- 6- Attracting outstanding academic staff by developing recruitment and retention policies
- 7- Adopting academic and research-based initiatives to boost the College reputation and status
- 8- Establishing collaboration with the local, regional, and international communities
- 9- Diversifying the financial resources and maintaining their sustainability

## **Second- ZCW Strategic Directions and Goals**

The College's new Strategic Plan (2021 - 2025) consists of three strategic directions, twelve strategic goals, and various related objectives, as follows:

### **1. Strategic Direction (1): Governance and Institutional Performance**

- 1.1 Governance
- 1.2 Institutional Performance
- 1.3 Quality Management
- 1.4 Risk Management

### **2. Strategic Direction (2): Quality Education, Scientific Research, and Innovation**

- 2.1 Academic Programs, Curricula, and Study Plans
- 2.2 Student Support, Academic Attainment and Success
- 2.3 Optimal Learning Environment
- 2.4 Academic and Administrative Development
- 2.5 Scientific Research, Authoring and Publishing

### **3. Strategic Direction (3): Community Engagement**

- 3.1 Community Service
- 3.2 Enrichment of Communal Awareness and Values
- 3.3 Collaboration with Community Associations

## **1. Strategic Direction (1): Governance and Institutional Performance**

### **1.1 Governance**

1.1.1 Transparency: All management levels are required to report all information to their respective authorities in accordance with their hierarchy in the College organizational structure, approved periodically.

1.1.1.1 The College Deanship commits to submit and report all the information and data related to the College academic activities to the Board of Trustees.

1.1.1.2 The College Deanship commits to submit and report all the information and data related to the College administrative activities to the Board of Directors.

1.1.1.3 The Board of Directors commits to report all College activities to the Shareholder's Council.

1.1.2 Responsibility and Accountability: the various Councils are collectively responsible to help the College succeed in achieving its long-term goals. All academic and administrative levels are also required to be aware of their responsibility for executive decisions before their respective Councils.

1.1.2.1 The Board of Directors commits to perform all their duties towards the College and the stakeholders in accordance with the College community responsibility.

1.1.2.2 The BoD may not interfere in the daily work routine and other operational issues in the College.

1.1.2.3 All duties and responsibilities for the College employees are clearly communicated in the light of the approved job descriptions.

1.1.2.4 The role of internal accountability is highlighted through proper activation of evaluation systems and grievance procedures.

1.1.2.5 The Department Councils are responsible and accountable to the College Scientific Council, which is, in turn, accountable to the BoD and BoT.

1.1.2.6 The Board of Directors is accountable to the Shareholders' Council for all the decisions made.

1.1.2.7 The College Deanship is accountable to the BoT and BoD for the academic and administrative decisions, respectively.

1.1.2.8 The Academic and Administrative Departments are accountable to the College Deanship as per the College hierarchy.

**1.1.3 Justice and Equity:** The Board of Directors and the executive management are committed to treating all the College staff fairly without bias and with full transparency.

1.1.3.1 Justice and equity is ensured for all the stakeholders of the College.

1.1.3.2 All the College stakeholders are oriented about the various types of penalties for any academic or administrative violations committed in the College, and the policies and procedures related to penalties and rewards are periodically revised.

1.1.3.3 The mechanisms of rewards and penalties are well defined and fairly applied to all the College employees without any bias. They are also periodically revised to ensure the best and fair implementation of these practices.

1.1.3.4 Transparency in accountability and grievance cases is maintained with all employees in the College.

1.1.3.5 Equal opportunities are ensured for all employees in the College with full transparency.

## **1.2 Institutional Performance**

**1.2.1 Establishing a culture of institutional work among all employees of the College.**

1.2.1.1 The College adheres to all instructions and regulations of the Ministry of Higher Education.

1.2.1.2 All regulations in the College are complied with, periodically revised, and developed.

1.2.1.3 Professionalism, work ethics, and teamwork are promoted in the College.

**1.2.2 Approving the organizational structure as a communication guide for the administrative hierarchy between the College management and other academic and administrative units.**

1.2.2.1 The College's current organizational structure is reconsidered and approved by the concerned Councils to be more compatible with the new Strategic Plan (21 – 25).

**1.2.3 Developing all the regulations applicable in the College.**

1.2.3.1 Periodically reviewing and updating the College regulations based on the prospective requirements.

1.2.3.2 Reviewing the College Staff Handbook in the light of the College regulations' updates.

1.2.3.3 Reviewing the terms of references for all the College central and sub-committees and updating their duties and responsibilities for more clarity.

**1.2.4 Unifying the authority of decision making and avoiding duplication.**

1.2.4.1 All academic and administrative levels are committed to the decision-making hierarchy.

1.2.4.2 The subordinate staff in the College are involved in the decision-making processes through the concerned Councils.

### **1.3 Quality Management**

#### **1.3.1 Implementing the principles of quality assurance and disseminating its culture in the College.**

1.3.1.1 The policy of quality is disseminated in the College in the light of the requirements of quality education approved by the Ministry of Higher Education and the standards of the Academic Accreditation Authority.

1.3.1.2 Developing a work plan to spread the culture of quality assurance and promote it in the College.

#### **1.3.2 Academic and Administrative Procedures.**

1.3.2.1 Developing a mechanism for the Quality Assurance Department to monitor all academic and administrative policies and procedures.

1.3.2.2 Developing a guiding plan to achieve the institutional accreditation as an initial stage and the program accreditation as a second stage, all in the light of the framework approved by the Ministry of Higher Education and the Academic Accreditation Authority.

1.3.2.3 Developing a mechanism to review all performance indicators through the feedback of the College employees.

1.3.2.4 Discussing the results of the provided feedback in the concerned Councils and making the corrective decision accordingly.

#### **1.3.3 Strengthening the College relations with the University of academic affiliation to develop the academic process.**

1.3.3.1 Developing a communication mechanism between the College and the University of academic affiliation.

1.3.3.2 Preparing a program for the annual visits of the academic supervising committees.

1.3.3.3 Reviewing the affiliation agreement with the University of academic affiliation.

1.3.3.4 Obtaining the required approval from the University of academic affiliation to start new undergraduate and postgraduate programs.

## **1.4 Risk Management**

### **1.4.1 Financial Risks: sound management and precautionary procedure to avoid financial risks.**

- 1.4.1.1 Developing the financial and operational planning process in the College.
- 1.4.1.2 Reviewing and updating the financial regulations in the light of the new Strategic Plan (21 – 25).
- 1.4.1.3 Diversifying the sources of income and maintaining financial stability in the College.
- 1.4.1.4 Signing agreements with the Arabic embassies and their communities' clubs in the Sultanate.
- 1.4.1.5 Developing an effective Marketing Plan for the academic programs and community services.
- 1.4.1.6 Activating the Entrepreneurship Center in the College to provide more financial resources.
- 1.4.1.7 Establishing the vocational training and guidance centers in the College and marketing them to ensure more financial resources for the College.

### **1.4.2 Human Resource Risks.**

- 1.4.2.1 Developing a plan to counter the HR shortage in academic and administrative staff members.
- 1.4.2.2 Obtaining prior approval for the appointment of academic staff members (full-time and part-time) from the Ministry of Higher Education.

### **1.4.3 Information Security and Data Saving Risks.**

- 1.4.3.1 Developing a mechanism to deal with information security and data saving risks.
- 1.4.3.2 Developing a policy for College cybersecurity.
- 1.4.3.3 Securing the firewall system in the College and monitoring cyberattacks.
- 1.4.3.4 Periodic maintenance of the electronic security systems.

### **1.4.4 Health and Safety Risks.**

- 1.4.4.1 Reviewing the health and safety procedures and ensuring the security systems are effective.
- 1.4.4.2 Training all College staff members to deal with emergency cases.
- 1.4.4.3 Developing the College Clinic and connecting it with the concerned centers in Muscat.
- 1.4.4.4 Developing a plan to deal with natural disasters.

### **1.4.5 College Defamation Risks.**

- 1.4.5.1 Developing a mechanism to deal with electronic defamation cases and rumors.
- 1.4.5.2 Developing a plan to showcase the distinctive College graduates.
- 1.4.5.3 Highlighting the College strengths on social media platforms.
- 1.4.5.4 Countering campaigns of defamation with legal prosecution.

## **2. Strategic Direction (2): Quality Education, Scientific Research, and Innovation**

### **2.1 Academic Programs, Curricula, and Study Plans**

#### **2.1.1 College Teaching Philosophy**

- 2.1.1.1 Adopting a student-centered method of teaching.
- 2.1.1.2 Supervising and guiding students about learning strategies, critical thinking, and other study skills.
- 2.1.1.3 Encouraging students to engage actively in solid discussions that enrich their knowledge.
- 2.1.1.4 Balancing the theoretical and the practical contents of course syllabi.
- 2.1.1.5 Developing students' self-learning abilities and avoiding rote learning that weakens creativity.

#### **2.1.2 Curricula and Study Plans**

- 2.1.2.1 Issuing new study plans at the end of every graduating cohort in coordination with the University of academic affiliation.
- 2.1.2.2 Benefiting from the feedback of the graduates' annual surveys in reviewing the College study plans.
- 2.1.2.3 Developing the current study plans in the light of the review of results stated earlier.
- 2.1.2.4 Maintaining conformity between study plans, curricula, College graduates' attributes, and the requirements of the labor market to promote graduate competitiveness.

#### **2.1.3 Benchmarking**

- 2.1.3.1 Resorting to the academic standards referred to in the Oman Standards Classification of Education Framework (OSCED) as a key reference in the design of all study plans.
- 2.1.3.2 Benchmarking all study plans and curricula with local, regional, and international institutions.

#### **2.1.4 New and Competitive Academic Programs**

##### **2.1.4.1 Postgraduate Studies (MA):**

- Preparing all the documents needed for licensing the MA program in Law.
- Preparing all the documents needed for licensing for the MA program in Accounting and Finance (in Arabic).
- Preparing all the documents needed for licensing for the MBA program (Arabic language medium).

##### **2.1.4.2 Undergraduate Studies (BA and Diploma):**

- Preparing all the documents needed for obtaining a license for the Diploma in Teaching Arabic to Speakers of Other Languages (TASOL).
- Completing the requirements of licensing for the Network Security program in the Department of Information Technology.



2.1.4.3 Considering the possibility of making the programs of the Design Department (Graphic Design and Interior Design) into bilingual medium programs.

#### **2.1.5 Textbooks and References**

2.1.5.1 Providing paper and electronic learning resources (textbooks and references) to cover the need in the study curricula.

2.1.5.2 Developing a mechanism to periodically evaluate the existing textbooks and references.

### **2.2 Student Support, Academic Attainment and Success**

#### **2.2.1 Empowerment of GFP Students**

2.2.1.1 Developing a plan to improve the General Foundation Program students and refine their skills.

2.2.1.2 Providing the required textbooks and materials for all study areas from specialized publishers.

2.2.1.3 Developing a proposal to orient the 3<sup>rd</sup> trimester of the GFP Department towards students' prospective specializations.

2.2.1.4 Identifying students' need to equip them with refined English skills for the academic Departments.

2.2.1.5 Benefiting from the recent teaching methods to promote effective students' engagement in the learning process.

#### **2.2.2 Empowerment of Department Students**

2.2.2.1 Providing students with the needed knowledge and information in a methodological way that is based on the highest academic standards.

2.2.2.2 Properly training students on information technology to make the best use of its advantages.

#### **2.2.3 Academic Advising**

2.2.3.1 Academically advising students and guiding them through effective supervisory plans derived from the offered study plans.

#### **2.2.4 Promotion of Self-learning**

2.2.4.1 Encouraging students to attend training courses, conferences, and workshops.

2.2.4.2 Activating the role of the Learning Resources Center in providing a healthy learning environment.

### **2.2.5 Curricular Activities and Training**

2.2.5.1 Developing annual plans for curricular activities that complement and support students' academic attainment (competitions, educational exchange programs, etc.) and establishing a Dean's List for distinctive students.

2.2.5.2 Highlighting the importance of field training for students to refine their practical skills and prepare them well for the labor market.

### **2.2.6 Achievement of Student/teacher Standard Ratio**

2.2.6.1 Ensuring the best student/teacher ratios to promote students' academic achievement and success.

### **2.2.7 Updating Academic Regulations**

2.2.7.1 Reviewing and updating the academic regulations in the light of the academic regulations of the University of academic affiliation.

2.2.7.2 Adopting modern assessment methods to evaluate student's academic attainment.

2.2.7.3 Training academic staff members on the recent assessment methods and electronic examination.

## **2.3 Optimal Learning Environment**

### **2.3.1 Educational Infrastructure**

2.3.1.1 Developing the College infrastructure to provide a healthy learning environment for students and promote their effective and creative performance.

2.3.1.2 Gradually supplying classrooms with smartboards.

2.3.1.3 Enhancing the College's electronic infrastructure and e-learning platforms.

2.3.1.4 Benefiting from the available e-learning platforms in increasing students' participation in the learning process.

2.3.1.5 Developing the infrastructure of the College hostel by renting it to an investment company experienced in internal hostel management.

### **2.3.2 Laboratories, Electronic Equipment, and College Website**

2.3.2.1 Improving the College laboratories and supplying them with the needed software programs, information systems, and databases to serve the learning process.

2.3.2.2 Periodic maintenance for the equipment and electronic devices of laboratories (PCs, printers, etc.).

2.3.2.3 Updating the College website periodically as well as the information related to the College activities.

2.3.2.4 Shifting all the College data to Cloud Storage Systems (I-Cloud).

### 2.3.3 Attraction of Competent Academic Staff

2.3.3.1 Attracting highly qualified academic staff for the College specializations.

2.3.3.2 Reviewing and updating the College HR policies to retain and develop distinguished academic staff.

### 2.3.4 Learning Outcomes and Labor Market Requirements

2.3.4.1 Emphasizing the strategic importance of aligning the learning outcomes with the labor market requirements.

2.3.4.2 Periodically evaluating the alignment of learning outcomes with the labor market requirements.

### 2.3.5 Competitive Learning Environment

2.3.5.1 Maintaining a competitive environment for students that fosters creativity and innovation.

2.3.5.2 Developing a Marketing Plan to attract expatriate students and ensure a diversified learning environment.

### 2.3.6 Extracurricular Activities

2.3.6.1 Boosting extracurricular activities in the College to cultivate students' personalities and promote their personal initiatives.

2.3.6.2 Developing annual plans for extracurricular activities to refine students' personalities and promote active participation.

2.3.6.3 Encouraging participation of students and staff in all cultural, sport, and social activities.

2.3.6.4 Holding the Annual Graduates' Day and honoring distinctive students to encourage competitiveness and excellence among them.

### 2.3.7 Learning and Teaching

2.3.7.1 Promoting the culture of learning and teaching through scientific research and scholarships.

2.3.7.2 Promoting the sense of professionalism and accountability among all students and adherence to the principles of academic integrity and the ethics of the learning process.

### **2.3.8 Promotion of the Learning Process**

2.3.8.1 Promoting the learning process continuously through the proper implementation of the teaching philosophy of the College.

2.3.8.2 Encouraging the students to express their views freely and avoid hesitation and indecisiveness.

2.3.8.3 Employing the staff and students' evaluation to propose suggestions for improving the learning process.

## **2.4 Academic and Administrative Development**

### **2.4.1 Professional Development for Academic Staff**

2.4.1.1 Implementing annual professional development plans for academic staff to improve their technical skills, academic knowledge, and professional experiences.

2.4.1.2 Providing training courses for academic staff on the most recent pedagogical approaches and new teaching trends.

2.4.1.3 Conducting training workshops on the uses of modern teaching technologies to promote the online teaching system and students' self-learning.

2.4.1.4 Training the academic faculty members on question banks and their application.

### **2.4.2 Professional Development for Administrative Staff**

2.4.2.1 Implementing annual professional development plans for administrative staff to improve their technical skills, general knowledge, and professional experiences.

2.4.2.2 Nominating administrative staff members to attend training courses specialized in their own areas of work.

2.4.2.3 Training administrative staff members on the new technologies and administrative programs used in the administrative Departments.

### **2.4.3 Enhancement of Human Resources**

2.4.3.1 Developing an annual Human Resource Plan to support the academic and administrative Departments with qualified staff members.

2.4.3.2 Identifying the requirements of the academic and administrative Departments in the College.

2.4.3.3 Orienting new staff members about the work environment and the related regulations.

## **2.5 Scientific Research, Authoring and Publishing**

### **2.5.1 Encouraging Scientific Research**

2.5.1.1 Developing a College-level Scientific Research Plan based on the College vision, mission, and goals.

2.5.1.2 Encouraging the faculty members to increase their production of the scientific research work on the local, regional, and international levels.

2.5.1.3 Spreading the culture of academic integrity, the ethics of scientific research, and the respect for intellectual property rights.

2.5.1.4 Conducting workshops to increase the staff scientific research work and spread the research culture.

2.5.1.5 Promoting the culture of teamwork and joint research work among the College staff members.

2.5.1.6 Establishing a database for the research publications of the College staff members.

2.5.1.7 Organizing internal scientific conferences and participating in external ones too.

2.5.1.8 Developing a mechanism to link the staff research productions with the indicators of annual performance evaluation.

### **2.5.2 Cooperation with the Scientific Research Council**

2.5.2.1 Collaborating with the Scientific Research Council and obtaining funds for the staff research work.

### **2.5.3 Authoring and Publishing of Textbooks and References**

2.5.3.1 Encouraging the College staff members to author and publish electronic and paper textbooks and scientific references, solely or jointly.

2.5.3.2 Emphasizing the importance of observing publishing copyrights, academic integrity, ethics of scientific research, and intellectual property rights.

2.5.3.3 Developing a mechanism to evaluate paper and electronic staff publications.

2.5.3.4 Developing a reward system for authoring and publications.

### **2.5.4 Research-teaching Nexus**

2.5.4.1 Stressing the importance of research-teaching nexus by focusing authentic research in the areas of specializations and incorporating them into the study curricula in the light of the approved procedures.

2.5.4.2 Utilizing the authentic research in the related fields of study in improving the current study curricula.

### **2.5.5 Engaging Students in Joint Research Work**

2.5.5.1 Encouraging joint research between undergraduate students and their project supervisors.

2.5.5.2 Encouraging joint research between postgraduate students and their thesis supervisors.

### **3. Strategic Direction (3): Community Engagement**

#### **3.1 Community Service**

##### **3.1.1 Social Services**

- 3.1.1.1 Providing diversified social services that contribute to the fulfillment of the local community needs.
- 3.1.1.2 Signing memoranda of cooperation with the Centers of Social Services.
- 3.1.1.3 Making the College facilities available for any social activities.

##### **3.1.2 Academic Services**

- 3.1.2.1 Providing diversified academic services that contribute to the fulfillment of the community needs.
- 3.1.2.2 Inviting representatives of the local community organizations to join the Department Councils and the central committees in the College.
- 3.1.2.3 Providing academic services to special-needs students and facilitating all the procedures that support them in the College.
- 3.1.2.4 Providing scholarships and study fee discounts to low-income and social security students.

##### **3.1.3 Volunteer Activities**

- 3.1.3.1 Promoting the culture of volunteer work among all the College employees.
- 3.1.3.2 Signing a memorandum of cooperation with Oman's Association of Volunteer Work.

#### **3.2 Enrichment of Communal Awareness and Values**

##### **3.2.1 Community Awareness**

- 3.2.1.1 Raising communal awareness among all staff and students in accordance with the College's vision and mission.
- 3.2.1.2 Conducting lectures and forums to raise communal awareness about cultural and social themes.

##### **3.2.2 Promoting Community Values**

- 3.2.2.1 Promoting the Omani community values which are based on the principles of tolerance and respect for other cultures.
- 3.2.2.2 Promoting the communal culture of nationalism and social cohesion.
- 3.2.2.3 Deploying the learning process in promoting the sense of nationalism by focusing on the issues that serve to solve community problems.

### **3.3 Collaboration with Community Associations**

#### **3.3.1 Partnership with the Omani Women's Association**

3.3.1.1 Strengthening the relationship with the Omani Women's Association and conducting meetings to discuss the prospective mutual activities with students and staff.

3.3.1.2 Developing the annual Activity Plan with the Omani Women's Association and highlighting Omani women's achievements and their roles in the comprehensive development.

#### **3.3.2 Partnership with the Industry Sector and Employers**

3.3.2.1 Forming a College-level Advisory Committee (CAC) to replace the Industrial Advisory Board in the College.

3.3.2.2 Establishing strong relationships with potential employers.

#### **3.3.3 Partnership with Vocational Associations**

3.3.3.1 Developing the relationship with the professional and semi-governmental associations.

#### **3.3.4 Memoranda of Understanding**

3.3.4.1 Expanding the number of memoranda of understanding (MoUs) with the local, regional, and international academic institutions to exchange academic and administrative experiences.

3.3.4.2 Activating the signed agreements in the areas of benchmarking and joint research works for the benefit of both parties.

#### **3.3.5 The Role of Alumnae in Community Partnerships**

3.3.5.1 Activating the College graduates' role in connecting the College with the local community.

3.3.5.2 Activating the Graduate Club to boost communication between the College and its graduates.

3.3.5.3 Conducting training and career guidance fairs in cooperation with similar institutions of Higher Education to orient students towards the requirements of the labor market.



### Third- ZCW Strategic Plan Operational Workplan (2021 - 2025)

#### 1. Strategic Direction (1): Governance and Institutional Performance

##### 1.1 Governance

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.1.1 Transparency	1.1.1.1 The College Deanship commits to submit and report all the information and data related to the College academic activities to the Board of Trustees.	Dean  DDAA	BoD Chairperson	13000 OMR	Continually	Feedback Report  BoT Survey results  BoT meeting minutes	3	100%
	1.1.1.2 The College Deanship commits to submit and report all the information and data related to the College administrative activities to the Board of Directors.	Dean  ADAA	BoD Chairperson		Continually	Feedback Report  BoD Survey results  BoD meeting minutes	4	100%
	1.1.1.3 The Board of Directors commits to report all College activities to the Shareholder's Council.	BoD Chairperson	Shareholders' Council	48000 OMR	Continually	Annual Report  Council's meeting minutes	1	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.1.2 Responsibility and Accountability	1.1.2.1 The Board of Directors commits to perform all their duties towards the College and the stakeholders in accordance with the College community responsibility.	BoD Chairpersons	Shareholders' Council		Continually	BoD meeting minutes and decisions	4	100%
	1.1.2.2 The BoD may not interfere in the daily work routine and other operational issues in the College.	Deanship	BoD Chairperson  Strategic Plan Follow-up Committee		Continually	CSC Meeting minutes and decisions  Deanship decisions	15	100%
	1.1.2.3 All duties and responsibilities for the College employees are clearly communicated in the light of the approved job descriptions.	HRD	Dean  QAD		Annually	Staff Handbook	1	100%
	1.1.2.4 The role of internal accountability is highlighted through proper activation of evaluation systems and grievance procedures.	Dean  Concerned Committee Heads	BoD Chairperson		Continually	Deanship and Committee meeting minutes and decisions		100%

	1.1.2.5 The Department Councils are responsible and accountable to the College Scientific Council, which is in turn accountable to the BoD and BoT.	Deanship  HoDs	BoD Chairperson  BoT Chairperson		Continually	BoD and BoT decisions		100%
	1.1.2.6 The Board of Directors is accountable to the Shareholders' Council for all the decisions made.	BoD Chairperson	Shareholders' Council		Annually	Shareholders' Council decisions	1	100%
	1.1.2.7 The College Deanship is accountable to the BoT and BoD for the academic and administrative decisions, respectively.	Deanship	BoD Chairperson  BoT Chairperson		Continually	BoD and BoT decisions		100%
	1.1.2.8 The Academic and Administrative Departments are accountable to the College Deanship as per the College hierarchy.	HoDs	Deanship  QAD		Continually	Deanship decisions		100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.1.3 Justice and Equity	1.1.3.1 Justice and equity is ensured for all the stakeholders of the College.	Deanship	BoD Chairperson		Continually	Related applied regulations  Job contracts		100%
	1.1.3.2 All the College stakeholders are oriented about the various types of penalties for any academic or administrative violations committed in the College, and the policies and procedures related to penalties and rewards are periodically revised.	DDAA  ADAA	Dean  QAD		Beginning of the academic year	Term meeting minutes  Distributed regulations  Staff Handbook	2  1	100%

	1.1.3.3 The mechanisms of rewards and penalties are well defined and fairly applied to all the College employees without any bias. They are also periodically revised to ensure the best and fair implementation of these practices.	Deanship  HRD Head	BoD Chairperson		Annually	Policies of reward and penalties  Meeting minutes and decisions of the committee in charge		100%
	1.1.3.4 Transparency in accountability and grievance cases is maintained with all employees in the College.	Deanship  HR Committee Head	BoD Chairperson		Continually	Policies of reward and penalties  Meeting minutes and decisions of the committee in charge	100%	100%
	1.1.3.5 Equal opportunities are ensured for all employees in the College with full transparency.	Deanship  HR Committee Head	BoD Chairperson		Continually	Term and annual staff evaluation reports  Reward reports  Promotion decisions		100%

## 1.2 Institutional Performance

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.2.1 Establishing a culture of institutional work among all employees of the College.	1.2.1.1 The College adheres to all instructions and regulations of the Ministry of Higher Education, Scientific Research, and Innovation.	Deanship  QAD	BoD Chairperson		Continually	Report of MoHE annual visit	1	100%
	1.2.1.2 All regulations in the College are complied with, periodically revised, and developed.	Deanship  QAD	BoD Chairperson		Continually	Awareness sessions on institutional work	2	100%
	1.2.1.3 Professionalism, work ethics, and teamwork are promoted in the College.	HR Committee Head	Deanship  QAD		Continually	Periodic meetings with staff	2	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.2.2 Approving the Organizational Structure	1.2.2.1 The College's current organizational structure is reconsidered and approved by the concerned Councils to be more compatible with the new Strategic Plan (21 – 25).	Deanship  QAD	BoD Chairperson		20/21	Approved organizational structure  Related meeting minutes and decisions	1	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.2.3 Developing all the regulations applicable in the College.	1.2.3.1 Periodically reviewing the College regulations and updating them in accordance with the prospective requirements.	Deanship  QAD	BoD Chairperson		Annually	Updated regulations and approved by the concerned councils	Once a year	100%



	1.2.3.2 Reviewing the College Staff Handbook in the light of the College regulations' updates.	HRD Head	Deanship QAD		Annua lly	Staff Handbook distributed to all staff	Once a year	100%
	1.2.3.3 Reviewing the terms of references for all the College central and sub-committees and updating their duties and responsibilities for more clarity.	QAD Head	Dean		Annua lly	Updated committees' terms of reference  The related meeting minutes and decisions		100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.2.4 Unifying the Authority of Decision Making.	1.2.4.1 All academic and administrative levels are committed to the hierarchy of decision-making processes.	Deanship	BoD Chairperson		Continually	Meeting minutes and decisions following the College hierarchy		100%
	1.2.4.2 The subordinate staff in the College are involved in the decision-making processes through the concerned Councils.	Deanship HoDs	BoD Chairperson		Continually	Meeting minutes documenting staff involvement in decision-making processes		100%

### 1.3 Quality Management

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.3.1 Implementing the Principles of Quality Assurance	1.3.1.1 The policy of quality is disseminated in the College in the light of the requirements of quality education approved by the Ministry of Higher Education and the standards of the Academic Accreditation Authority.	Deanship QAD HoDs	BoD Chairperson	15000 OMR	Continually	Awareness sessions and workshops for academic and administrative departments	4 + 4 sessions	100%
	1.3.1.2 Developing a work plan to spread the culture of quality assurance and promote it in the College.	QAD Head	Dean QAD		Continually	The approved Workplan  Feedback reports	100%	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.3.2 Academic and Administrative Procedures.	1.3.2.1 Developing a mechanism for the Quality Assurance Department to monitor all academic and administrative policies and procedures.	Deanship QAD	BoD Chairperson		Annually	The related documents  Meeting minutes and decisions of approving policies	80%	100%
	1.3.2.2 Developing a guiding plan to achieve the institutional accreditation as an initial stage and the program accreditation as a second stage, all in the light of the framework approved by the Ministry of Higher Education and the Academic Accreditation Authority.	Deanship QAD	BoD Chairperson	100000 OMR	20/21 institutional accreditation  21/25 program accreditation	The approved Guiding Plan	100%  15%	100%  80%

	1.3.2.3 Developing a mechanism to review all performance indicators through the feedback of the College employees.	QAD	Deanship		End of semester	Statistical analysis results of feedback	90%	100%
	1.3.2.4 Discussing the results of the provided feedback in the concerned Councils and making the corrective decision accordingly.	QAD Head	Deanship		End of semester	Meeting minutes and decisions of the concerned councils		

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.3.3 Strengthening the College relations with the University of academic affiliation	1.3.3.1 Developing a communication mechanism between the College and the University of academic affiliation.	Deanship  QAD	BoD Chairperson		Annually	communication guide  Liaison officer appointment decisions for both parties	1  1	100%  100%
	1.3.3.2 Preparing a program for the annual visits of the academic supervising committees.	Deanship	BoD Chairperson	50000 OMR	Annually	Visit program  Visit reports	Twice a year	100%
	1.3.3.3 Reviewing the affiliation agreement with the University of academic affiliation.	Deanship  QAD	BoD Chairperson	400000 \$	20/22 22/24	The signed agreement	Every 2 years	100%
	1.3.3.4 Obtaining the required approval from the University of academic affiliation to start new undergraduate and postgraduate programs.	Deanship	BoD Chairperson		21/25	Approval of licensing new programs	2 BA programs and 1 MA program	75%

## 1.4 Risk Management

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.4.1 Financial Risks	1.4.1.1 Developing the financial and operational planning process in the College.	Deanship RM Committee	BoD Chairperson		Annually	The estimated budget  Financial Report	1  1	100%  100%
	1.4.1.2 Reviewing the financial regulations in the College and updating them in the light of the new Strategic Plan (21 – 25).	Deanship RM Committee	BoD Chairperson		Annually	Updated and approved financial regulations	1	100%
	1.4.1.3 Diversifying the sources of income and maintaining financial stability in the College.	Deanship RM Committee	BoD Chairperson		Continually	The estimated budget  Financial Report	1  1	100%  100%
	1.4.1.4 Concluding agreements with the Arabic embassies and their community clubs in Oman.	Deanship	BoD Chairperson		Continually	Signed agreements	Number of signed agreements	

	1.4.1.5 Developing an effective Marketing Plan for the College and its academic programs and community services.	Deanship  PRM Head	BoD Chairperson	75000 OMR	Annua lly	Approved Marketing Plan	1	100%
	1.4.1.6 Activating the Entrepreneurship Center in the College to provide more financial resources.	Deanship  Head of Entreprene urship Center	BoD Chairperson	75000 OMR	Conti nually	Starting the Entrepreneurs hip Center at the College	1	100%
	1.4.1.7 Establishing the vocational training and guidance centers in the College and marketing them to ensure more financial resources for the College.	HoDs  PRM Head	Deanship		21/25	The licensed vocational training and guidance centers	One center a year	100%



Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.4.2 Human Resource Risks.	1.4.2.1 Developing a plan to counter the shortage in human resources of academic and administrative staff members.	Deanship HoDs HRD Head	BoD Chairperson	25000 OMR	Continually	Risk register  RM Committee Plan (HR related)	100%	100%
	1.4.2.2 Obtaining prior approvals for the appointment of academic staff members (full-time and part-time) from the Ministry of Higher Education.	Deanship HoDs HRD Head	BoD Chairperson		Annually	Departments nomination decisions  MoHE approval	100%	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.4.3 Information Security and Data Saving Risks.	1.4.3.1 Developing a mechanism to deal with information security and data saving risks.	TSD Head RM Committee	Deanship QAD		Continually	Risk register  TSD Workplan	100%	100%
	1.4.3.2 Developing a policy for College cybersecurity.	Head of IT Department TSD	Deanship QAD		Continually	Updated and approved Cybersecurity Policy	100%	100%
	1.4.3.3 Securing the firewall system in the College and monitoring cyberattacks.	TSD	Deanship		Continually	Mechanism of securing the firewall  Electronic risk register	100%	100%
	1.4.3.4 Periodic maintenance of the electronic security systems.	TSD	Deanship		Continually	Periodic maintenance reports	100%	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.4.4 Health and Safety Risks.	1.4.4.1 Periodically reviewing the health and safety procedures in the College and ensuring the security systems are effective.	ADAA RM Committee	Dean QAD		Annually	Risk register  Updated and approved health and safety procedures	80%	100%
	1.4.4.2 Training all College staff members to deal with emergency cases.	ADAA RM Committee	Dean		Continually	Training Plan  Implemented training courses	100%	100%
	1.4.4.3 Developing the College Clinic and connecting it with the concerned centers in Muscat.	ADAA RM Committee	Dean		21/22	Contracts with health centers	100%	100%
	1.4.4.4 Developing a plan to deal with natural disasters.	Head of RM Committee Maintenance Unit	Deanship QAD		Annually	Record of Civil Defense visits  Implemented workshops	100%	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
1.4.5 College Defamation Risks.	1.4.5.1 Developing a mechanism to deal with electronic defamation cases and rumors.	Deanship  PRM Head  TSD Head	BoD Chairperson		Continually	Risk register  Approved policy for dealing with rumors	75%  80%	100%  100%
	1.4.5.2 Developing a plan to showcase and highlight the distinctive College graduates.	DDAA  PRM Head  Graduate Club Head	Dean  QAD		Annually	Approved Plan  Meetings with the distinctive graduates on the College website and social media	100%	100%
	1.4.5.3 Highlighting the College strengths on social media platforms.	PRM Head	Deanship		Continually	Meetings on social media platforms	100%	100%
	1.4.5.4 Countering campaigns of defamation with legal prosecution.	ADAA	BoD Chairperson  College legal consultant		Continually	Defamation campaigns  Documented legal prosecution	100%	100%

## 2. Strategic Direction (2): Quality Education, Scientific Research, and Innovation

### 2.1 Academic Programs, Curricula, and Study Plans

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.1.1 College Teaching Philosophy	2.1.1.1 Adopting a student-centered method of teaching.	Dean  DDAA  HoDs	BoT  QAD Head		Continually	Meeting minutes, workshop, and feedback analysis results related to the College teaching philosophy	3 meeting minutes (Departments, College, and BoT)  3 workshops	100%  100%
	2.1.1.2 Supervising and guiding students about learning strategies, critical thinking, and other study skills.	HoDs	Dean  DDAA		Every semester	Documented students' orientation meetings on critical thinking	2 meetings in each department	100%
	2.1.1.3 Encouraging students to engage actively in solid discussions that enrich their knowledge.	HoDs	Dean  DDAA		Every semester	Documented students' orientation meetings on interactive learning	2 meetings in each department	100%

	2.1.1.4 Balancing the theoretical and the practical contents of course syllabi.	DDAA  CSP Committee	Dean  QAD		End of every graduating cohort (new issue of study plan)	Study and Advisory Plans  Course syllabi  Meeting minutes and decisions of the concerned committee		100%
	2.1.1.5 Developing students' self-learning abilities and avoiding rote learning that weakens creativity.	Faculty members	HoDs		Continually	Documented students' orientation meetings on a self-learning	2 meetings in each department	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.1.2 Curricula and Study Plans	2.1.2.1 Issuing new study plans at the end of every graduating cohort in coordination with the University of academic affiliation.	DDAA  HoDs	Dean  QAD		End of every graduating cohort	The new issues of study plans		100%
	2.1.2.2 Benefiting from the feedback of the graduates' annual surveys in reviewing the College study plans.	DDAA  CSP Committee  TCGA Head	Dean  QAD		Annually	Employers' feedback analysis results  Meeting minutes of the concerned committee		100%

	2.1.2.3 Developing the current study plans in the light of the review results stated earlier.	DDAA  CSP Committee	Dean  QAD Head		Continuall y	Updated study plans  Meeting minutes of the concerned committee	20%	100%
	2.1.2.4 Maintaining conformity between study plans and curricula with the attributes of the College graduates and with the requirements of the labor market to promote graduate competitiveness.	DDAA  CSP Committee	Dean  QAD Head		Continuall y	Employers' feedback analysis results  Meeting minutes of the concerned committee	100%	100%



Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.1.3 Benchmarking	2.1.3.1 Resorting to the academic standards referred to in the Oman Standards Classification of Education Framework (OSCED) as a key reference in the design of all study plans.	DDAA  Benchmarking Committee	Dean  QAD Head		Continually	Meeting minutes of the Benchmarking Committee	100%	100%
	2.1.3.2 Benchmarking all study plans and curricula with similar local, regional, and international institutions.	DDAA  Benchmarking Committee	Dean  QAD Head		Continually	Meeting minutes of the Benchmarking Committee with the similar HEIs	100%	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.1.4 New and Competitive Academic Programs	2.1.4.1 Postgraduate Studies (MA):	Deanship	BoD Chairperson			The MA program proposal	100%	100%
	- Preparing all the documents needed for licensing the MA program in Law.	Concerned HoD	BoT Chairperson		21/22	Meeting minutes and decisions of the concerned committees and councils	100% (in the same planned year)	100%
	- Preparing all the documents needed for licensing the MA program in Accounting and Finance (Arabic language medium).	CSP Committee			23/24	Approval of the University of academic affiliation	100%	100%
	- Preparing all the documents needed for licensing the MBA program (Arabic language medium).				21/22	Letter of submitting the documents to the Department of Program Supervision (MoHE).		

	2.1.4.2	Deanship	BoD			The proposed program	100%	100%
	Undergraduate Studies (BA and Diploma):	Concerned HoD	BoT Chairperson			Meeting minutes and decisions of the concerned committees and councils	100%	100%
	- Preparing all the documents needed for licensing the Diploma in Teaching Arabic to Speakers of Other Languages (TASOL).	CSP Committee			21/22	Approval of the University of academic affiliation	100%	100%
	- Completing the requirements of licensing for the Network Security program in the Department of Information Technology.				21/22	Letter of submitting the documents to the Department of Program (MoHE) Supervision		

	<p>2.1.4.3</p> <p>Considering the possibility of making the programs of the Design Department (Graphic Design and Interior Design) into bilingual medium programs.</p>	<p>Graphic Department Council CSP Committee</p>	<p>Dean DDAA QAD</p>		22/23	<p>Meeting minutes of Graphic Department Council and the CSP Committee</p> <p>Approval of the University of academic affiliation</p> <p>Letter of submitting the documents to the Department of Program Supervision (MoHE)</p>		
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------	----------------------	--	-------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.1.5 Textbooks and References	2.1.5.1 Providing paper and electronic learning resources (textbooks and references) to cover the need in the study curricula.	DDAA  HoDs  Printing and Publications Committee (PP)	Dean  QAD	Allocated funds in the annual estimated budget	Every semester	Meeting minutes approving textbooks and resources  Course syllabi reference  List of electronic resources  Purchase invoices	100%	100%
	2.1.5.2 Developing a mechanism to periodically evaluate the existing textbooks and references.	DDAA  HoDs  TSD Head	Dean  QAD Head		Every semester	Meeting minutes and decisions of the concerned committees and councils	80%	100%

## 2.2 Student Support, Academic Attainment and Success

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.2.1 Empowerment of GFP Students	2.2.1.1 Developing a plan to improve the General Foundation Program students and refine their skills.	GFP HoD	Dean  QAD Head		Annually	GFP Improvement Plan	100%	100%
	2.2.1.2 Providing the required textbooks and materials for all study areas from specialized publishers.	DDAA  GFP HoD  PP Committee	Dean	Allocated funds in the annual estimated budget	Annually	Number of books  Meeting minutes of the concerned committees and councils  Purchase invoices		100%
	2.2.1.3 Developing a proposal to orient the 3 <sup>rd</sup> trimester of the GFP Department towards students' prospective specializations.	GFP  HoDs  CSP Committee	Deanship		21/22	Proposal  Staff and department students survey  Meeting minutes and decisions of the concerned committees and councils	80%	100%

	2.2.1.4 Identifying students' needs to enable them with the required English skills after the GFP completion.	HoDs	Dean  QAD		Continually	Report on the conducted study  CDCs Meeting minutes		
	2.2.1.5 Benefiting from the recent teaching methods to promote effective students' engagement in the learning process.	GFP HoD  TSD Head	E-learning Management Committee (ELM)  QAD		Continually	The available learning technologies  Survey results	100%	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.2.2 Empowerment of Department Students	2.2.2.1 Providing students with the needed knowledge and information in a methodological way that is based on the highest academic standards.	Faculty members	HoDs		Continually	Analysis results of staff and course evaluation	Twice a year (end of the semester)	100%
	2.2.2.2 Properly training students on information technology to make the best use of its advantages.	TSD	DDAA QAD		Continually	Students' attendance lists for the training sessions  TSD Reports	Number of attending students	100%



Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.2.3 Academic Advising	2.2.3.1 Academically advising students and guiding them through effective supervisory plans derived from the offered study plans.	HoDs  Academic advisors  RAD	DDAA		Continually	Academic meeting minutes and reports	4 meetings	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.2.4 Promotion of Self-learning	2.2.4.1 Encouraging students to attend training courses, conferences, and workshops.	HoDs  Academic advisors  SAD	DDAA		Continually	Certificates of students' attendance	Number of certificates	
	2.2.4.2 Activating the role of the Learning Resources Center in providing a healthy learning environment.	Head of Learning Resources Center (LRC)  Library, Publications, and Learning Resources Support Committee  TSD	DDAA		Continually	Library visit record  Workshops for students on using library and e-learning resources	100%	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.2.5 Curricular Activities and Training	2.2.5.1 Developing annual plans for curricular activities that complement and support students' academic attainment (competitions, educational exchange programs, etc.) and establishing a Dean's List for distinctive students.	HoDs	DDAA	5000 OMR	Annually	Annual Plan for Curricular Activities	80%	100%
	2.2.5.2 Highlighting the importance of field training for students to refine their practical skills and prepare them well for the labor market.	HoDs TCGA	DDAA		Continually	Reports of students' field training courses	Number of reports	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.2.6 Achievement of Student/teacher Standard Ratio	2.2.6.1 Ensuring the best student/teacher ratios in the College to promote students' academic achievement and success.	HoDs RAD	Dean QAD		Annually	Annual report	25:1 30:1	25:1 30:1

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.2.7 Updating Academic Regulations	2.2.7.1 Reviewing and updating the academic regulations in the light of the academic regulations of the University of academic affiliation.	Dean DDAA HoDs	BoT Chairperson QAD		Annually	- Updated academic regulations - Meeting minutes and decision of the concerned councils	100%	100%
	2.2.7.2 Adopting modern assessment methods to evaluate student's academic attainment.	Dean DDAA HoDs	BoT Chairperson QAD		Annually	- Evaluation policies and procedure - Meeting minutes and decision of the concerned councils - Course syllabus	100%	100%
	2.2.7.3 Training academic staff members on the recent assessment methods and electronic examination.	DDAA HoDs Examination and Academic Integrity Committee TSD	Dean QAD Head		Continually	Training workshop	4 workshops	100%

## 2.3 Optimal Learning Environment

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.3.1 Educational Infrastructure	2.3.1.1 Developing the College infrastructure to provide a healthy learning environment for students and promote their effective and creative performance.	Deanship	BoD Chairperson	Allocated funds in the annual estimated budget	Continually	Infrastructure Development Plan  The estimated budget  Purchase invoices	20%	100%
	2.3.1.2 Gradually supplying classrooms with smartboards.	Deanship  TSD  Purchase Committee	BoD Chairperson	Allocated funds in the annual estimated budget	Annually	Number of smartboards	6 smartboards	100%
	2.3.1.3 Enhancing the College's electronic infrastructure and e-learning platforms.	Deanship  TSD  Purchase Committee	BoD Chairperson	Allocated funds in the annual estimated budget	Continually	Technical Development Plan  The estimated budget  Purchase invoices	25%	100%

	2.3.1.4 Benefiting from the available e-learning platforms in increasing students' participation in the learning process.	HoDs TSD SAD	Dean DDAA QAD		Continually	Available e-learning platforms  Feedback survey results (students' attainment)	100%	100%
	2.3.1.5 Developing the infrastructure of the College hostel by renting it to an investment company experienced in internal hostel management.	ADAA SAD SSD	Dean		Continually	Contract with the investment company	100%	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.3.2 Laboratories, Electronic Equipment, and College Website	2.3.2.1 Improving the College laboratories and supplying them with the needed software programs, information systems, and databases to serve the learning process.	Deanship  TSD  Purchase Committee	BoD Chairperson	Allocated funds in the estimated budget according to the signed contracts with the suppliers	Annually	Laboratory Improvement Plan  Number of devices and software programs  Signed contracts	100%	100%
	2.3.2.2 Periodic maintenance for the equipment and electronic devices of laboratories (PCs, printers, etc.).	ADAA  TSD  SSD  Suppliers	Dean	Allocated funds in the estimated budget according to the signed contracts with the suppliers	Continually	Periodic maintenance reports  Signed contracts	100%	100%

	2.3.2.3 Updating the College website periodically as well as the information related to the College activities.	TSD  PRM  College Website Supervision Committee	Dean  E-learning Service Improvement Committee	5000 OMR	Continually	Updated information on the College website	100%	100%
	2.3.2.4 Shifting all the College data to Cloud Storage Systems (I-Cloud).	TSD	Dean  E-learning Service Improvement Committee	Allocated funds in the estimated budget according to the signed contracts with the suppliers	20/21	TSD Reports  Signed contract with service suppliers	100%	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.3.3 Attraction of Competent Academic Staff	2.3.3.1 Attracting highly qualified academic staff for the College offered specializations.	HoDs  HRD	Dean  HR and Professional Development Committee		Continually	Appointment profiles  Related meeting minutes and decisions  Signed contracts	100%	100%
	2.3.3.2 Reviewing and updating the College HR policies to retain and develop distinguished academic staff.	DDAA  ADAA	Dean  HR and Professional Development Committee  QAD		Continually	Updated and approved policy  Employee turnover ratio	100%	100%



Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.3.4 Learning Outcomes and Labor Market Requirements	2.3.4.1 Emphasizing the strategic importance of aligning the learning outcomes with the labor market requirements.	Dean  HoDs  CSP Committee	BoT  College Advisory Committee  QAD		Continually	Meeting minutes and decisions of the concerned committees and councils  Study plans	100%	100%
	2.3.4.2 Periodically evaluating the alignment of learning outcomes with the labor market requirements.	DDAA  HoDs  TCGA	Dean  College Advisory Committee  QAD		Continually	Employers' feedback analysis results  Alumnae survey analysis results	Once a year	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.3.5 Competitive Learning Environment	2.3.5.1 Maintaining a competitive environment for students that fosters creativity and innovation.	DDAA HoDs SAD	Dean QAD		Continually	Student survey on the environment	50%	100%
	2.3.5.2 Developing a Marketing Plan to attract expatriate students and ensure a diversified learning environment.	Deanship SAD PRM Head	BoD Chairperson QAD		Continually	Related Marketing Plan  Number of expatriate students	25%	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.3.6 Extracurricular Activities	2.3.6.1 Boosting extracurricular activities in the College to cultivate students' personalities and promote their personal initiatives.	DDAA HoDs SAD	Dean QAD	Allocated funds in the estimated budget	Continually	Meetings with students	Twice a year	100%
	2.3.6.2 Developing annual plans for extracurricular activities to refine students' personalities and promote active participation.	DDAA HoDs SAD	Dean QAD	Allocated funds in the estimated budget	Annually	Extracurricular Activity Plan  Implemented activities	80%	100%
	2.3.6.3 Encouraging students' and staff's participation in all cultural, sport, and social activities.	SAD Students Council	DDAA		Continually	Number of extracurricular activities		100%
	2.3.6.4 Holding the annual Graduates' Day and honoring distinctive students to encourage competitiveness and excellence among them.	TCGA Graduate Club	Deanship	5000 OMR	Annually	Documented annual meeting	Once a year	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.3.7 Learning and Teaching	2.3.7.1 Promoting the culture of learning and teaching through scientific research and scholarships.	Deanship  HoDs	BoT Chairperson  QAD	Allocated funds in the estimated budget	Continually	Related workshops  Number of scholarship students	25%	100%
	2.3.7.2 Promoting the sense of professionalism and accountability among all students and adherence to the principles of academic integrity and the ethics of the learning process.	DDAA  HoDs  EAI Committee	Dean  QAD		Continually	Minutes of student and HoDs meetings	Twice a year	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.3.8 Promotion of the Learning Process	2.3.8.1 Promoting the learning process continuously through the proper implementation of the teaching philosophy of the College.	Deanship  HoDs	BoT  QAD		Continually	Annual report  Meeting minutes of the concerned councils	25%	100%
	2.3.8.2 Encouraging the students to express their views freely and avoid hesitation and indecisiveness.	Faculty members  SAD  Students Council	Dean		Continually	Staff and course evaluation forms	Twice a year	100%
	2.3.8.3 Employing the staff and students' evaluation to propose suggestions for improving the learning process.	QAD	Dean		Every semester	Results of staff and course evaluation	Twice a year	100%

## 2.4 Academic and Administrative Development

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.4.1 Professional Development for Academic Staff	2.4.1.1 Implementing annual professional development plans for academic staff to improve their technical skills, academic knowledge, and professional experiences.	DDAA HR Committee	Dean QAD	30000 OMR	Annually	Annual PD Plan	100%	100%
	2.4.1.2 Providing training courses for academic staff on the most recent pedagogical approaches and new teaching trends.	DDAA HR Committee	Dean QAD		Continually	Number of implemented training courses	3 courses	15 courses
	2.4.1.3 Conducting training workshops on the uses of modern teaching technologies to promote the online teaching system and students' self-learning.	HoDs TSD	Dean QAD		Continually	Number of the implemented training courses  Evaluation forms	Twice a year	100%
	2.4.1.4 Training the academic faculty members on the basics of question banks and their uses.	HoDs TSD	Dean QAD		Continually	Number of the implemented training courses	Twice a year	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.4.2 Professional Development for Administrative Staff	2.4.2.1 Implementing annual professional development plans for administrative staff to improve their technical skills, general knowledge, and professional experiences.	ADAA  HR and Profession Development Committee	Dean  QAD Head	20000 OMR	Annually	Annual PD Plan	100%	100%
	2.4.2.2 Nominating administrative staff members to attend training courses specialized in their own areas of work.	ADAA  HR and Profession Development Committee	Dean  QAD Head		Continually	Nominees' number	6 a year	100%
	2.4.2.3 Training administrative staff members on the new technologies and administrative programs used in the administrative Departments.	ADAA  TSD	Dean  QAD		Continually	Number of the implemented training courses Training evaluation forms	Twice a year	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.4.3 Enhancement of Human Resources	2.4.3.1 Developing an annual Human Resource Plan to support the academic and administrative Departments with the required qualified staff members.	Deanship  HR and Professional Development Committee	BoD Chairperson	Allocated funds in the estimated budget	Annually	The approved Employment Plan	100%	100%
	2.4.3.2 Identifying the requirements of the academic and administrative Departments in the College.	HR and Professional Development Committee	Dean  QAD Head		End of the academic year	Department Needs Form	When required	
	2.4.3.3 Orienting new staff members about the work environment and the related regulations.	Dean  HR and Professional Development Committee	BoD Chairperson		Beginning of the academic year	Minutes of the orientation meeting	Twice a year	100%



## 2.5 Scientific Research, Authoring and Publishing

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.5.1 Encouraging Scientific Research	2.5.1.1 Developing a Scientific Research Plan in the light of the College vision, mission, and goals.	SRC	Dean  QAD	Allocated funds in the estimated budget	Annually	The approved Scientific Research Plan		100%
	2.5.1.2 Encourage the faculty to increase the scientific research production on the local, regional, and international levels.	DDAA	Dean  QAD		Continually	Number of research works	20%	100%
	2.5.1.3 Spread the academic integrity culture, ethics of scientific research, and respect for intellectual property rights.	SRC	Dean  QAD		Continually	Workshops  College website  Ethical Research Form	3 workshops a year	100%
	2.5.1.4 Conduct workshops to increase the staff's scientific research work and spread its culture.	SRC	Dean		Continually	Related workshops	3 workshops a year	100%

	2.5.1.5 Promoting the culture of teamwork and joint research works among the College staff members.	SRC	Dean QAD		Continually	Samples of joint research works	6 research works	100%
	2.5.1.6 Establishing a database for the research publications of the College staff members.	SRC TSD College website supervisor	Dean		21/22	Research database	50%	100%
	2.5.1.7 Organizing internal scientific conferences and participating in external ones too.	Deanship Conference and Fair Committee	BoD Chairperson	Allocated funds in the estimated budget	Annually	Annual Research Activity Report	One conference	100%
	2.5.1.8 Developing a mechanism to link the staff research productions with the indicators of annual performance evaluation.	DDAA HoDs QAD Head	Dean		Annually	Research Activity Evaluation Form	Once a year	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.5.2 Cooperation with the Scientific Research Council	2.5.2.1 Collaborating with the Scientific Research Council and obtaining funds for the staff research work.	DDAA SRC Head	Dean		Continually	Number of funded research works	1	5

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.5.3 Authoring and Publishing of Textbooks and References	2.5.3.1 Encouraging the College staff members to author and publish electronic and paper textbooks and scientific references, solely or jointly.	DDAA HoDs Library, Publications, and Learning Resources Support Committee	Dean	Allocated funds in the estimated budget	Continually till the completion of all curricula	Decisions of authoring assignment  Number of authored books	20%	100%

	2.5.3.2 Emphasizing the importance of observing publishing copyrights, academic integrity, ethics of scientific research, and intellectual property rights.	DDAA HoDs Library, Publications, and Learning Resources Support Committee	Dean QAD		Continually	Similarity reports  Instructions of academic integrity	100%	100%
	2.5.3.3 Developing a mechanism to evaluate paper and electronic staff publications.	DDAA SRC	Dean QAD	Referees' remunerations	Continually	External reviewers' decisions	100%	100%
	2.5.3.4 Developing a reward system for authoring and publications.	Dean FAD Head	BoD Chairperson		21/22	Regulations of authoring rewards	1	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.5.4 Research-teaching Nexus	2.5.4.1 Stressing the importance of research-teaching nexus by benefiting from authentic research works in the areas of specializations and incorporating them into the study curricula in the light of the approved procedures.	Dean  DDAA  HoDs  SRC	BoT		Continually	Related policies and procedures	1	100%
	2.5.4.2 Utilizing the authentic research works in the related fields of study in improving the current study curricula.	DDAA  Faculty members	Dean  HoDs		Continually	Updated course syllabi  Research-Teaching Nexus Form  Number of research works used	10%	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
2.5.5 Engaging Students in Joint Research Works	2.5.5.1 Encouraging joint research works between the undergraduate students and the academic supervisors of their projects.	Academic advisors	Concerned HoD		Continually	Number of joint research works	25%	100%
	2.5.5.2 Encouraging joint research works between the postgraduate students and the academic supervisors of their theses.	Academic advisors	Concerned HoD  Postgraduate Studies Committee		Continually	Number of joint research works	25%	100%

### 3. Strategic Direction (3): Community Engagement

#### 3.1 Community Service

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5- Year Target
3.1.1 Social Services	3.1.1.1 Providing diversified social services that contribute to the fulfillment of the local community needs.	HoDs  CSC Community representative  Social and Community Engagement Committee	Dean  QAD		Continually	Documented social services	20%	100%
	3.1.1.2 Signing memoranda of cooperation with the Centers of Social Services.	Dean  College legal consultant	BoD Chairperson		Continually	Signed memoranda of cooperation	Twice a year	100%
	3.1.1.3 Making the College facilities available for any social activities.	Deanship  SSD	BoD Chairperson		Continually	Number of social activities using College facilities		100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
3.1.2 Academic Services	3.1.2.1 Providing diversified academic services that contribute to the fulfillment of the local community needs.	Deanship  CSC Community representative  Social and Community Engagement Committee	BoD Chairperson		Continually	Documented academic services	20%	90%
	3.1.2.2 Inviting representatives of the local community organizations to join the Department Councils and the central committees in the College.	DDAA  CAC	Dean  QAD		Annually	Number of representatives	25%	80%
	3.1.2.3 Providing academic services to special-needs students and facilitating all the procedures that support them in the College.	DDAA  HoDs	Dean QAD		Continually	Number of students getting study fees discounts	25%	80%



	3.1.2.4 Providing academic services (scholarships and study fee discounts) to low-income and social security students.	Deanship FAD	BoD Chairperson		Continually	Number of scholarships (partial/full)	20%	90%
--	------------------------------------------------------------------------------------------------------------------------	-----------------	--------------------	--	-------------	---------------------------------------	-----	-----

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
3.1.3 Volunteer Activities	3.1.3.1 Promoting the culture of volunteer work among all the College employees.	Deanship HoDs SAD Students Council	BoD Chairperson		Continually	Meeting encouraging volunteer work	2	100%
	3.1.3.2 Signing a memorandum of cooperation with Oman's Association of Volunteer Work.	Dean	BoD Chairperson		20/21	Signed memorandum of cooperation	1	100%

### 3.2 Enrichment of Communal Awareness and Values

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
3.2.1 Community Awareness	3.2.1.1 Raising communal awareness among all staff and students in accordance with the College's vision and mission.	Social and Community Engagement Committee  CSC Community representative  SAD  Students Council  PRM	Dean  QAD		Continually	College website  College social media platforms		100%
	3.2.1.2 Conducting lectures and forums to raise communal awareness about various cultural and social themes.	Social and Community Engagement Committee (external lecturers)  CSC Community representative  SAD  Students Council  PRM	Dean		Continually	Awareness lectures and forums	8 lectures a year	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
3.2.2 Promoting Community Values	3.2.2.1 Promoting the Omani community values which are based on the principles of tolerance and respect for other cultures.	Social and Community Engagement Committee  Omani community representatives	Dean		Continually	Number of invitations  Documented meetings	4 a year	100%
	3.2.2.2 Promoting the communal culture of nationalism and social cohesion.	Social and Community Engagement Committee  SAD	Dean QAD		Continually	Number of national and social occasions	6 a year	100%
	3.2.2.3 Deploying the learning process in promoting the sense of nationalism by focusing on the issues that serve to solve community problems.	DDAA  HoDs  External lecturers	Dean QAD		Continually	Related activities	4 a year	100%

### 3.3 Collaboration with Community Associations

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
3.3.1 Partnership with the Omani Women's Association	3.3.1.1 Strengthening the relationship with the Omani Women Association and conducting meetings to discuss the prospective mutual activities with students and staff.	Community representative  Social and Community Engagement Committee  SAD	Dean  QAD		Continually	Nominating students to the Omani Women's Association  Mutual visits  Participation of the Omani Women's Association in the College	Number of students  4 visits	100%
	3.3.1.2 Developing the annual Activity Plan with the Omani Women Association and highlighting Omani women's achievements and their roles in the comprehensive development.	Community representative  Social and Community Engagement Committee  Omani Women's Association	Dean  QAD		Continually	Activity Plan prepared with the Omani Women's Association		100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
3.3.2 Partnership with the Industry Sector and Employers	3.3.2.1 Forming a College-level Advisory Committee to replace the Industrial Advisory Board in the College.	Dean  QAD  TCGA	BoD Chairperson  Representative(s) of the Industry Sector in BoT		Continually	CAC forming decision	100%	100%
	3.3.2.2 Establishing strong relationships with potential employers.	Deanship  TCGA Head	BoD  BoT		Continually	Number of employed alumnae  Inviting employers to attend graduation projects and organize related activities		100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
3.3.3 Partnership with Vocational Associations	3.3.3.1 Developing the relationship with the professional and semi-governmental associations.	Deanship  Concerned HoDs  QAD	BoD		Continually	Documents and signed MoUs with these associations  Representatives membership in the College councils	4 activities	100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
3.3.4 Memoranda of Understanding	3.3.4.1 Expanding the number of memoranda of understanding (MoUs) with the local, regional, and international academic institutions to exchange academic and administrative experiences.	Deanship  QAD	BoD		Continually	Signed MoUs	4 MoUs	100%
	3.3.4.2 Activating the signed agreements in the areas of benchmarking and joint research works for the benefit of both parties.	DDAA  HoDs	Dean  QAD		Continually	Joint lectures Joint research works  Benchmarking		100%

Objective	Procedure	Responsibility	Follow-up & Human resource	Material Resources	Time frame	Key Performance Indicators		
						Indicator	Annual Target	5-Year Target
3.3.5 The Role of Alumnae in Community Partnerships	3.3.5.1 Activating the College graduates' role in connecting the College with the local community.	DDAA TCGA Head of Graduate Club	Dean QAD		Continually	Alumnae participation in College activities	One annual meeting	100%
	3.3.5.2 Activating the Graduate Club to boost communications between the College and its graduates.	DDAA TCGA Head of Graduate Club	Dean QAD		Continually	Annual Graduate Day  Number of alumnae registered in the Graduate Club  Graduate Club Head visit to employers		100%

	3.3.5.3 Conducting training and career guidance fairs in cooperation with similar institutions of Higher Education to orient students about the requirements of the labor market.	DDAA TCGA Head Head of Graduate Club	Dean QAD		Continually	Participation in the annual training and career guidance fairs (in the College, in other institutions, or joint fairs)	3 fairs	100%
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------	-------------	--	-------------	------------------------------------------------------------------------------------------------------------------------	---------	------



## Appendices

### Appendix no. (1) – Internal Analysis

Students			
Weaknesses	Value	Strengths	Value
Admitting students with low scores in the General Secondary Diploma	5	Students appeal to obtain a degree that enables them to secure a job opportunity.	5
Lack of interactive initiative, reliance on teachers, and favoring rote learning.	3	Sense of comfort in a College learning environment for female students only.	5
No focus on specialized terms in the GFP.	5	Students' motivation to take part in curricular and extracurricular activities.	4
Poor communication between the College and alumnae, and the passiveness of the Graduates' Club.	3	Students' motivation to achieve a higher GPA to pursue postgraduate studies.	3
Adopting the Arabic language in the Design Department negatively affects students' competitiveness with similar majors.	3		
Academic Staff Members			
Weaknesses	Value	Strengths	Value
Teachers' load of varied courses.	4	Coverage of all narrow specializations and the offered academic programs.	5
Weak scientific research production.	4	Holders of Ph.D and MA degrees.	5
Not adhering to office hours, especially in the evening.	3	Various nationalities with qualifications from universities of different schools of thought.	4
		Academic and professional experiences.	4
		Devoted to improving the College with a sense of belonging.	4
		Possibility of promoting academic staff members.	4
		Cooperation among the academic departments to achieve the College goals.	4

Administrative Staff Members			
Weaknesses	Value	Strengths	Value
No specialized marketing department.	5	The availability of specialized departments to meet the College requirements.	5
Centralized decision-making negatively affecting staff performance indicators and experience.	4	Cooperating with the academic staff with a sense of teamwork.	5
Reporting to many administratives in some departments.	4	Approving the job ranks and positions for the College administrative faculty.	4
Delay of processes and not responding to phone calls in the peak times in some departments.	3	The efficient and effective performance of the administrative departments (Registration and Admission, and Technical Support) in supporting the academic departments.	4
		Timely fulfillment of the College requirements.	4
Learning Environment			
Weaknesses	Value	Strengths	Value
Unstable internet network due to the excessive use of e-learning systems, especially at the peak times.	5	Advanced study plans that meet the requirements of the labor market.	5
Unavailability of paper and electronic coursebooks.	5	Flexible curricula and study plans to be improved as per the scientific and practical updates.	5
Unavailability of modern learning technologies like smartboards.	3	Possibility of starting new academic programs.	5
1 postgraduate program is offered.	3	The availability of teaching/learning equipment.	4
		Balanced theoretical and practical contents of study plans.	4
		Effective e-learning platforms.	4
		Funding supports for conference participation.	4
		Availability of the Learning Resources Center.	4
		Availability of the moot court.	3

Infrastructure			
Weaknesses	Value	Strengths	Value
Unavailability of a place for entertainment activities.	3	Modern building as per the HE standards.	5
Few toilets for students.	3	Availability of a theater for various activities.	5
Few offices for academic staff.	3	Availability of all health and safety requirements in the College buildings.	5
		The strategic location of the College in Muscat.	4
		Availability of service facilities like the Canteen and the Clinic.	4
		Availability of hostel and transport services.	4
		Availability of parking spaces for the students, staff, and visitors of the College.	4

## Appendix no. (2) – External Analysis

External Environment			
Threats	Value	Opportunities	Value
Academic accreditation in 2021.	5	The government interests in supporting HE for comprehensive development.	5
The decrease in students' numbers in departments and some specializations.	5	The policy of economic diversification and the advancement of the national economy, raising the need for more HE graduates.	5
The College reliance on governmental scholarships in ensuring its revenues.	5	Adopting Omanization policy for positions and businesses.	5
Unavailability of a marketing plan that adopts modern marketing techniques to market the College majors.	5	The possibility of starting new programs (horizontally) in accordance with the requirements of the labor market.	4
Conformity among the following three trends: - Attracting more students. - Admitting low-level students. - Graduating highly qualified students.	4	The possibility of adding new specializations to the existing departments (vertically).	4
Community engagement is unsatisfactory	4	Starting new postgraduates' programs (MA).	4
Relationships with the industry sector and employers are unsatisfactory.	4	The possibility of starting evening studies in some academic programs.	4
MoUs with similar HEIs are not completely activated.	3	The possibility of supporting distinctive students to pursue MA and/or Ph.D studies.	3
Competitiveness with other government and private institutions, especially in the light of the orientation of colleges integration to form universities and obtain MoHE support.	4	Benefiting from the strategic location of the College and the fact that it is for female students only.	5
The possibility of competing with another college for female students.	3	The possibility of ensuring bank finances for some students in the College.	3

### Appendix no. (3) – List of Abbreviations

The abbreviations and acronyms below are used in the Strategic Plan (2021 - 2025) to refer to the meanings assigned to them:

Abbreviation / Acronyms	Meaning
AAU	Al Ahliyya Amman University
ADAA	Assistant Dean for Administrative Affairs
BoD	Board of Directors
BoT	Board of Trustees
CAC	College Advisory Committee
CDCs	College Department Councils
CSC	College Scientific Council
CSP	Curricula and Study Plans
DDAA	Deputy Dean for Academic Affairs
EAI	Examination and Academic Integrity
ELM	E-learning Management
FAD	Financial Affairs Department
GFP	General Foundation Program
HEI	Higher Education Institution
HoD	Head of Department
HR	Human Resources
HRD	Human Resources Department
IT	Information Technology
LRC	Learning Resources Center
MBA	Master of Business Administration
MoHE	Ministry of Higher Education
MoU	Memorandum of Understanding
OAAA	Oman Academic Accreditation Authority
PD	Professional Development
PP	Publication and Printing
PRM	Public Relations and Marketing

QAD	Quality Assurance Department
RAD	Registration and Admission Department
RM	Risk Management
SAD	Student Affairs Department
SRC	Scientific Research Committee
SSD	Services and Supplies Department
TCGA	Training, Career Guidance and Alumnae Follow Up
TSD	Technical Support Department
ZCW	Al Zahra College for Women



# ZCW Strategic Plan (2025/2021)