

Faculty of Pharmacy's Strategic Plan

(2019-2024)

This strategic plan was aligned with Middle East University's strategic priorities and future directions. It was prepared with the aim to contribute to the outlining of the university's strategic plan.

Chairman of the Board of Trustees' Message

It is my belief that finding a strategy for an academic research institution with a social responsibility to uphold, such is the case for Middle East University, is not at all an easy task. Although a university that teaches strategic management will unequivocally face an additional, greater challenge; it will be expected to present a flawless model in all preparation stages, immaculate methodology and terminology, clear aims and objectives, and exhaustive implementation and measurement procedures. To suit action to the word, the word to the action.

We held multiple brain-storming sessions to find a holistic and purposeful strategy. We analysed the lessons we have learned from the processes we followed to set previous strategies, and reviewed international examples.

Subsequently, we issued the university's strategic priorities and future directions for the years 2019-2024, as well as our permanent General Policy. We instructed our faculties, deanships, departments and centres to follow our lead in outlining their own strategic plans. We also promoted cooperation and team-work to arrive at the desired results.

The Faculty of Pharmacy's Strategic Plan would not have come to fruition if it wasn't for that group effort. Therefore, I expect nothing short of high efficiency and commitment from the University President, Dean of Pharmacy, faculty and administrative staff to diligently implement this strategy in a manner that achieves the set strategic objectives.

May Allah guide our way to success.

The University President's Message

Every step we took and will take—here at Middle East University—was and will be based on a pre-set strategic plan. That was always the immutable keystone of all our endeavours, which allowed us to attain academic, research and social achievements. Duly, we gained an excellent reputation on national international scales, which paved the way for numerous successes, such as obtaining the Golden Standard of the Quality Assurance Certificate and the ISO 9001, and acquiring a three-star rating by the QS University Rankings. We were also pleased to host and establish partnerships with formidable international universities, and we boast having our violence-free campus be the headquarters for the Arab Universities Governance Council. Appropriately, the university administration was bound to produce a thought-out strategy that would govern our performance and highlight our ethics.

Accordingly, we supervised and reviewed the preparation stages of faculties, deanships, departments and centres' strategic plans for the sole purpose of advancing and enhancing the followed methodology.

In view of the foregoing, the Faculty of Pharmacy's Strategic Plan was outlined to reflect its future outlooks and objectives. I hereby claim responsibility for providing the necessary support and consultancy during the implementation stage, and urge the Faculty Dean and staff to unite their efforts and combine their expertise to meet expectations and ensure success.

May Allah bless our efforts and guide us towards prosperity.

Dean's Message

The Faculty of Pharmacy at Middle East University looks to set an example for quality pharmaceutical education that produces highly professional pharmacists. We aim to assert and expand on the vital role pharmacists play within the healthcare sector alongside their fellow doctors, nurses and technicians.

To succeed in our endeavour, we constantly develop our study plans, recruit expert faculty, upgrade our infrastructure, and promote our partnerships with local and international sector influencers and with academic and professional institutions.

In response to the Chairman of the Board of Trustees and the University President's directions and based on the university's strategic priorities and General Policy, we prepared the Faculty of Pharmacy's Strategic Plan for the years 2019-2024, upon our review and evaluation of our previous strategic plan.

The current strategic plan revolves around five fundamental topics; strategic plan methodology, strategic plan references, strategic priorities, strategic plan general model and strategic plan stages.

We express our gratitude towards our faculty and partners who dedicated great efforts towards bringing this strategic plan to life. We aspire to have the next five years be full of distinction and achievement, and to continue on the path of advancing our pharmaceutical education to rival top universities around the world.

I end by making a pledge to the Chairman of the Board of Trustees, the University President and all councils to carefully implement this strategy with a team-work effort, and with the higher aim of advancing the university's reputation on local and international scales.

May Allah guide our way.

Faculty Council

- 1. Prof. Ammar Montaser al-Maaytah Head of the Council**
- 2. Dr Mohammad Ibrahim al-Aaraj Head of the National Department of Pharmacy**
- 3. Dr Rana Hani ash-Sheikh Representative of the Department of Pharmacy**
- 4. Mr Mohammad Ibrahim Local community representative/Purchasing Director at Pharmacy One**
- 5. Dr Fadia Samara Local community representative/Chief Executive and Founder of Himmetna Charity Organisation**

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University's General Policy

The university's General Policy was passed during the 11th Board of Trustees meeting, held on September 9, 2019, upon decision no. 10/11-2018/2019. It dictates the university's strategy.

Concerned with quality, Middle East University is a dynamically driven and modern university that believes in generating knowledge where knowledge is the way of life.

Middle East University's General Policy

The University's general policies are rooted in its being an international, humanitarian university that upholds its entrepreneurial role; and realizes its scientific, research, and social objectives. It adopts Islam as a source for its value system of respect, compassion, cooperation, and harmony amongst religions, civilizations, and cultures. It abides by laws, regulations, and adopts the principles of responsible freedom. Respects human rights and dignity; the right to learn, know, and participate in the decision-making process in order to achieve comprehensive advancement, sustainable development, and good standards of living. All of these provide the guiding principles for the following focal points:

1. Seriousness, commitment, and pursuit of learning

are the guiding principles of our university's strategy.

2. Strategy:

The University and all of its academic and administrative units operate according to executive plans drawn from an approved strategy.

3. Students

University students are professional and refined.

4. Faculty members:

Outstanding and committed teaching staff are well-protected

5. Programmes, specialisations, curricula, and study plans:

Keep pace with the latest developments in various fields and combine theory with practice to meet society's ever-changing needs.

6. Social responsibility:

The University promotes social responsibility through dedicating its capabilities to the service of the country and humanity at large.

7. Quality

An aim the University is committed to achieving and sustaining both locally and internationally.

8. Administrative staff:

Capable administrative staff members are well-appreciated.

9. Good governance:

The University adopts wise governance as a model for all its academic and administrative operations.

10. Scientific research:

Scientific research outputs promote the goals of sustainable development.

11. University Rankings:

The University aims to occupy advanced positions in national and international rankings.

12. Continuous learning:

The University seeks to encourage its students and staff members to always expand their knowledge and gain new skills and expertise.

13. International cooperation:

The University seeks to cooperate with prestigious international and national higher educational and professional institutions.

14. University outputs:

The University seeks to produce a spectrum of outputs that respond to market needs and keep pace with modernity.

15. Smart campus and education friendly environment:

A space that makes full use of the latest technologies and educational friendly environment.

16. Skills:

Developing student and staff professional and life skills through the creation of a learning friendly environment.

17. Activities:

Institutionalizing local, regional and international curricular and extracurricular activities.

18. Feedback (learned lessons):

The University adopts multi-source feedback to improve its performance.

19. Etiquette and protocol:

The University promotes the culture of etiquette and protocol amongst students and staff members.

20. Communication:

The university develops the effective interpersonal skills of its students and staff members.

21. Moral principles:

The University safeguards its image and reputation.

22. Image and reputation:

One of the inviolable and sacred fundamentals.

23. Cultural diversity:

The University encourages cultural diversity and differences in opinion.

24. Resources:

The university diversifies its source of income.

25. Organizational culture:

The University has an organizational culture that promotes excellence.

26. Blue Ocean Strategy:

Unlock new demand and capture new areas of need that the competition does not have the ability to seize.

Executive Summary

The Faculty of Pharmacy at Middle East University was established in the 2013/2014 academic year. Despite being a newly-founded faculty, it showed a keenness towards prominence and continuous development. It focused on keeping pace with all sector developments in order to teach its students the skills and techniques they need to start successful careers upon graduation.

The Faculty of Pharmacy's Strategic Plan for the years 2019-2024 stemmed from the feedback provided by our students, faculty and administrative staff. We also took into consideration the observations made by our local community and partner pharmaceutical organisations, as we required the cooperation of all stakeholders to ensure the plan's success, which would in turn sustain the quality of the pharmaceutical education we offer. The strategic plan was also set in the aim to advance all faculty operations, with special regard to the following four primary focal points:

First Focal Point: The Faculty's Identity and Progress

Second Focal Point: SWOT Analysis

Third Focal Point: The Faculty's Future Strategic Direction

Fourth Focal Point: The Required Initiatives to Implement the Strategic Plan

We believe our five-year strategic plan to be ambitious and definitive, but nowhere near impossible to achieve with the commitment and dedication of our excellent staff.

Quotes on Knowledge and Pharmaceutical Education

**“Illness is part illusion, a cure is part composure, and
patience is the first step towards healing.” [Translated]**

**Avicenna
Muslim scientist and physician**

**“Nothing in life is to be feared, it is only to be understood.
Now is the time to understand more, so that we may fear
less.”**

**Mary Curie
Winner of a Nobel Prize in Chemistry**

Identity and Progress

1.1. Establishment

The Faculty of Pharmacy at Middle East University was established in the 2013/2014 academic year.

2.1. Undergraduate Pharmacy Programme License

Middle East University received the approval to establish an undergraduate pharmacy programme in accordance with licensing decision no. 293, issued on August 7, 2013, by the Jordanian Ministry of Higher Education and Scientific Research. The Faculty later obtained private accreditation for the undergraduate programme and was allowed to start teaching on March 3, 2019, in accordance with decision no. 80/6/2014, issued by the Jordanian Accreditation and Quality Assurance Commission for Higher Education Institutions.

3.1. Capacity Development

The Faculty of Pharmacy started out with a capacity of 94 students. Two years later, it increased capacity to 200 students, followed by two successful attempts in 2018 and 2019 to increase capacity to reach 391 students.

Accordingly, the Faculty of Pharmacy admitted its first class in the first semester of the 2014/2015 academic year.

Table 1: Faculty of Pharmacy's capacity development during the years 2014-2019

Faculty	Programme	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Pharmacy	Pharmacy/Bachelor's	94	94	200	200	313	391

4.1. Joint Programmes

The Faculty of Pharmacy established a joint undergraduate pharmacy programme with the University of Strathclyde in 2018. It was approved by the Council of Higher Education on September 20, 2018, and was granted private accreditation on April 10, 2019, in accordance with decision no. 239/15/2019 issued by the Jordanian Accreditation and Quality Assurance Commission for Higher Education Institutions. It became the first and only faculty of pharmacy to offer a joint international pharmacy programme in the Middle East and North Africa.

5.1. Global Rankings and International Accreditations

We are currently working on applying for the national Quality Assurance Certificate awarded by the Jordanian Accreditation and Quality Assurance Commission for Higher Education Institutions. We also initiated our application process for obtaining ACPE accreditation in 2019.

We believe accreditations will pave the way for occupying advanced positions in national and international rankings.

6.1. Annual Budget

The university provides continuous support for all our endeavours by allocating a generous annual budget that is regularly increased. This budget is spent on developing our educational infrastructure, recruiting expert faculty and administrative staff, and funding scholarships and research efforts. The below table shows the Faculty of Pharmacy's budget development over the past few years.

Table 2: Faculty of Pharmacy's budget development during the years 2014-2019

Year	Total
2015/2016	32.280.0
2016/2017	168.000
2017/2018	84.600
2018/2019	143.855
2019/2020	221.670

7.1. Funding

We constantly seek local and international support from various sources and entities. We outlined a general policy for submitting research projects for funding by the Scientific Research Support Fund whenever funding rounds are made available. We also seek international funding for projects that are dedicated to capacity building through the European Union.

8.1. University Competency Exam Results

The Faculty of Pharmacy graduated its first class in the 2018/2019 academic year, who sat for the National Competency Exam in the same year. They were able to pass the first two sessions that were held during the first and second semesters of the 2018/2019 academic year, with a score of 53.56% and 55.56% respectively. We look to develop our results by constantly improving and evaluating our educational process, and by outlining on-going plans to ensure pharmacy students' fulfilment of all profession requirements.

Table 3: An overview of pharmacy students' University Competency Exam results

Year	Semester	Minor competency score
2016/2017	Second semester	66.67
2017/2018	First semester	55.56

9.1. The Faculty of Pharmacy at Middle East University insists on investing in the human capital and enriching its halls with prominent academics and researchers. For this purpose, we outlined a plan to award scholarships to distinct individuals. Up until 2019, we were able to award seventy PhD scholarships at top pharmacy schools in the aim to sustain the quality of our human factor.

Table 4: List of scholarships awarded by the Faculty of Pharmacy

#	Scholarship holder	Programme	University	Date of graduation
1.	Saif Addin Mohammad Jaber	Chemistry with Drug Discovery	Strathclyde/UK	4/1/2021
2.	Wejdan Ahmad Shroukh	Clinical Pharmacy	Manchester/UK	10/1/2020
3.	Maha Nour Addin Abu Hijleh	Pharmaceutics	University of Jordan/Jordan	9/1/2020
4.	Haya Yassin	Clinical Pharmacy	Strathclyde/UK	1/2/2022
5.	Mousa Mohammad Walid al-Batsh	Pharmacology	Strathclyde/UK	1/9/2022
Scholarship holders working at the Faculty				
6.	Iman Mohammad Hamdan	Industrial Pharmaceutics	Queen's University Belfast/UK	Graduated and currently a faculty member
7.	Noura Shahatheh Abu Hodaib	Clinical Pharmacy	University of Jordan	Graduated and currently a faculty member

10.1. Plans to Develop Faculty Skills, Including Training Courses and Workshops

We value advancement and improvement here at the university, as evident in the General Policy. Therefore, we organise annual courses and workshops to develop our staff's both teaching and administrative skills. We also encourage faculty to attend and participate in local and international conferences on pharmaceutical education and modern teaching methods. Below is a list of training workshops held in 2019.

Table 5: Training courses and workshops held for faculty in 2019

Day and date	Workshop	Objectives	Performance indicators
Monday 23/9/2019	Course File and Designing Study Plans	<ul style="list-style-type: none"> – Review file course and plan. – Ways to manage the course file. – Reference book 	<ul style="list-style-type: none"> – Faculty should prepare course file and plan with a 90% success rate.
Tuesday 24/9/2019	University Competency Exams	<ul style="list-style-type: none"> – Review university competency exams and how to improve student performance. 	<ul style="list-style-type: none"> – Excellent results in the University Competency Exam

Wednesday 25/9/2019	First round (theoretical): Evaluation and Exam Preparation	<ul style="list-style-type: none"> – Develop faculty's ability to evaluate students' learning outcomes and prepare exams with clear bases and purposes. 	<ul style="list-style-type: none"> – Productive brainstorming sessions with faculty – Prepare exams with clear bases and purposes. – Discuss examples/worksheets.
Saturday 28/9/2019	Second round (application): Evaluation and Exam Preparation	<ul style="list-style-type: none"> – Develop faculty's ability to evaluate students' learning outcomes and prepare exams with clear bases and purposes. 	<ul style="list-style-type: none"> – Prepare an exam with clear bases and purposes.
Wednesday 9/10/2019	First round (theoretical): Strategies for Effective Teaching	<ul style="list-style-type: none"> – Identify effective teaching/microteaching strategies. – Employ technology in teaching. 	<ul style="list-style-type: none"> – Productive brainstorming sessions with faculty – Faculty performance measurement
Sunday 29/9/2019	Mechanisms for Integrating Moodle into the Educational Process	<ul style="list-style-type: none"> – Discuss e-learning and how to follow-up with students online. 	<ul style="list-style-type: none"> – Ability to use and employ e-learning – Allocate grades online via the EduGate with high accuracy.
Monday 30/9/2019	Advanced PowerPoint Skills	<ul style="list-style-type: none"> – Present an overview of PowerPoint. – Integrate the use of PowerPoint into the work environment. 	<ul style="list-style-type: none"> – Ability to use and employ PowerPoint – Perform various work tasks using PowerPoint.
Sunday 6/10/2019	Education Management	<ul style="list-style-type: none"> – Identify the forms and concept of leadership. – Identify administrative leadership and how to manage successful change. 	<ul style="list-style-type: none"> – Case study – Worksheets – Selected examples
Monday 7/10/2019	Academic Guidance	<ul style="list-style-type: none"> – Identify the importance of academic guidance for students, and how it could be activated following thorough plans. 	<ul style="list-style-type: none"> – Activate academic guidance at faculties. – Form committees to supervise academic guidance.

11.1 Developing Study Plans

As for study plans, we formed exclusive committees to periodically review the undergraduate pharmacy programme's approved study plans. We issued a new plan for the programme in 2016 to expand on the skills gained by our graduates and facilitate their employment in local and international labour markets. We are currently working on developing a new study plan for the programme as we look to align our outputs with the new competencies announced in 2019 by the Jordanian Accreditation and Quality Assurance Commission for Higher Education Institutions. We also aim to keep pace with the rapid developments being made in the field, and fulfil the requirements of attaining ACPE accreditation. The new study plan is expected to be applied in the 2020/2021 academic year.

12.1 Faculty and Administrative Staff Evaluation

Based on the university's applied quality standards, we ensure periodic evaluation of our faculty and administrative staff. Faculty are evaluated by their students and counterparts, while the Head of the Department and Faculty Dean submit their own evaluations as well. We follow this procedure to ensure a comprehensive and transparent evaluation of our faculty, covering their teaching and interpersonal skills. In order to document and improve the evaluation process, we use the following forms, approved by the Deanship of Accreditation, Quality and Information and the university presidency:

- Student Evaluation of a Faculty Member Online Form
- Self-Evaluation Form for Faculty
- Co-worker Performance Evaluation Form for Faculty
- Head of Department Evaluation of Faculty Performance Form
- Dean Evaluation of Faculty Performance Form
- Head of Department and Dean Joint Evaluation of Faculty Performance Form

13.1 Faculty Meetings

Faculty committees and councils hold periodical meetings, as per their specialisations and assigned duties, to review and develop the Faculty's educational and administrative processes. Meetings are also held to ensure adherence to the university's guidelines and regulations, as well as the Higher Education and Jordanian Universities Law. We believe governance to be the optimal strategic choice for best management. Thus, we align our decisions and approved procedures with the faculty council and committees' recommendations, which are approved by the Council of the Department of Pharmacy, upon deliberation with the Advisory Council. The below table shows the total number of meetings held by the faculty council and departments during the years 2014-2019.

Table 6: Summary of the Faculty and Department's meetings and decisions for the years 2014-2019

Year	Number of Faculty Council proceedings	Number of department proceedings	Number of decisions
2014/2015	1	1	1
2015/2016	12	6	52
2016/2017	24	9	38
2017/2018	9	13	20
2018/2019	10	15	47

14.1 External Relations and Profession Development

We are always on the lookout for opportunities to establish strategic partnerships with international universities in the aim to globalise our programme offerings. Suitably, the Faculty Dean conducted three visits to the University of Strathclyde during the 2018/2019 academic year to discuss the specifics of launching the British joint undergraduate pharmacy programme (MPharm), which was approved by the Council of Higher Education and granted private accreditation by the Jordanian Accreditation and Quality Assurance Commission for Higher Education Institutions.

15.1 Student, Alumni and Employers' Feedback on Gained Skills

In commitment to the university's quality policy, we use various channels and methods to initiate periodic evaluation of our performance and outputs. One of these methods is to request feedback from students, alumni and employers on the skills gained from our programmes by designing surveys in cooperation with the Deanship of Accreditation, Quality and Information. The below table shows the summary of responses for the last three years.

Table 7: Summary of students, alumni and employers' feedback on gained skillsets for the years 2016-2019

Year	Average feedback
2016/2017	Very good
2017/2018	Very good
2018/2019	Very good

16.1 Student Training

We do not suffice with theoretical education here at the Faculty of Pharmacy. We make sure to send out our students to the market and allow them to experience various work environments during their studies. We offer field training courses that compel students to undergo 1440 training hours for Jordanians and 720 training hours for international students at pharmaceutical institutions. We also have a virtual pharmacy that provides students with the opportunity to train and gain multiple job skills.

17.1 Faculty Development

The Faculty of Pharmacy witnessed rapid expansion since its establishment, specifically in terms of the number of faculty as it doubled throughout the last five years. The below table shows the development of the number of available faculty for the years 2014-2019.

Table 8: Available faculty numbers development during the years 2014-2019

Years	Number of available faculty
2014/2015	7
2015/2016	10
2016/2017	10
2017/2018	14
2018/2019	16

We constantly encourage and stress the significance of all research efforts as a vital contributor to the development of our performance and to building knowledge. Our faculty have authored and co-authored a respectable number of research papers, and participated in various local and international conferences.

Table 9: Statistic of joint workshops and seminars held for academics and students during activities targeted at the local community for the years 2014-2019

Year	Number
2014/2015	7
2015/2016	6
2016/2017	5
2017/2018	10
2018/2019	12

18.1 Student Numbers Development

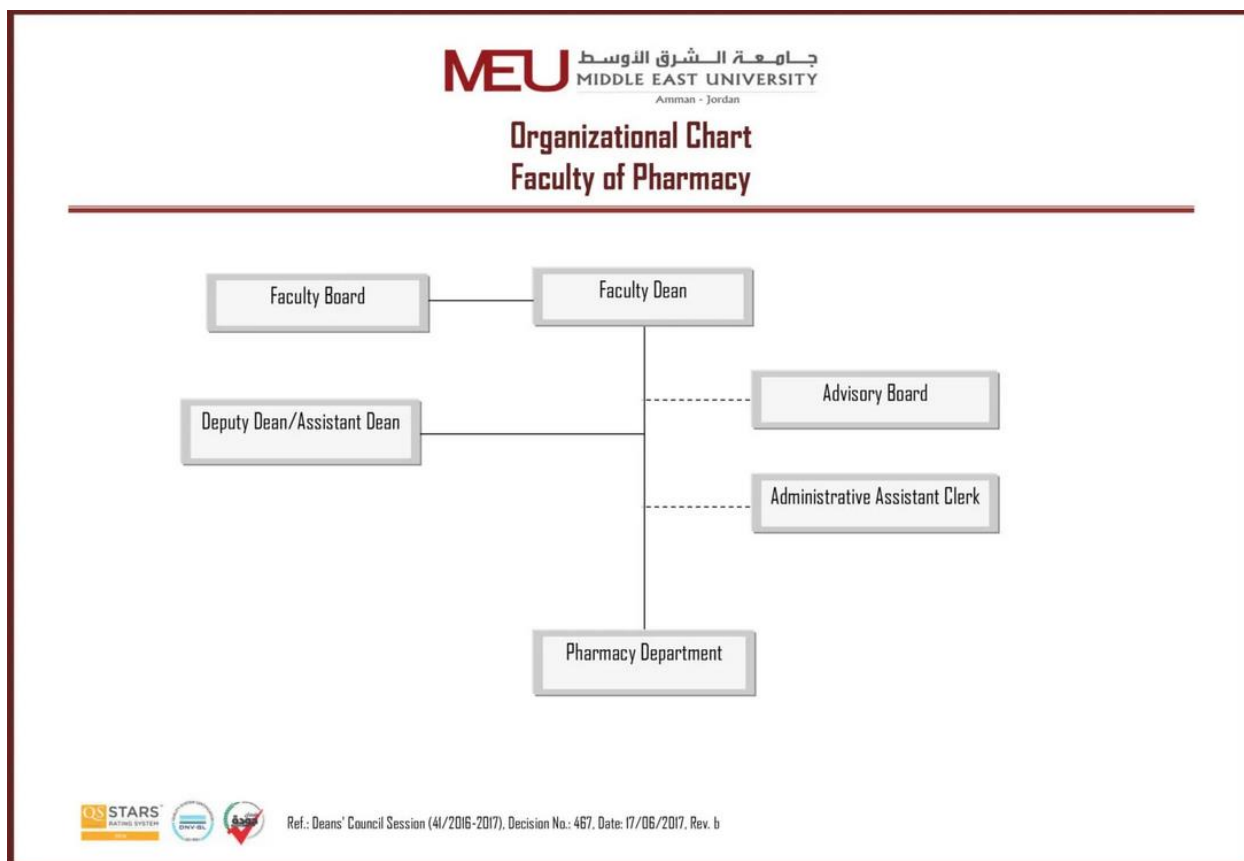
As for student recruitment and numbers, the number of pharmacy students has fleetly developed over the years. In its first year of establishment, the Faculty of Pharmacy had 69 students. A number that grew to 341 students in 2018, as shown in the table below.

Table 10: Student numbers development during the years 2014-2019

Year	Numbers development
2014/2015	69
2015/2016	131
2016/2017	161
2017/2018	203
2018/2019	460

We celebrated the graduation of our first class in the 2018/2019 academic year, which consisted of 62 graduates, making the total number of graduated students from the Faculty of Pharmacy reach 82 graduates, as we graduated 20 transferred and bridging students prior to the first class graduation. Arab and international students form 70% of our graduated students.

Figure 1: Faculty of Pharmacy's Organisational Structure by the end of the 2018/2019 academic year



Strategic Plan Structure

Figure 2 illustrates the ideological and procedural structure for outlining the Faculty of Pharmacy's strategy for the years 2019-2024. It was set during discussion sessions, training workshops and faculty council meetings.

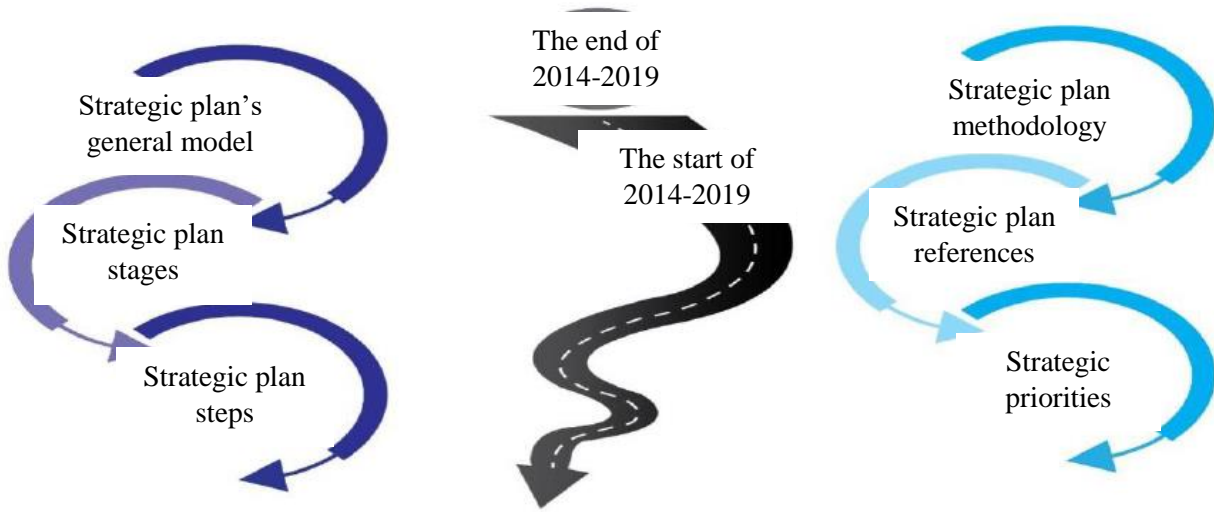


Figure 2: The Cognitive and Procedural Structure for Outlining the Faculty of Pharmacy's Strategy for the Years 2019-2024

2019-2024 Strategic Plan Topics

First Topic: Strategic Plan Methodology, which includes: plan methodology, aims, objectives, guiding principles and core assumptions.

1. Strategic plan justifications:

These are the Faculty of Pharmacy's strategic plan justifications:

- a. The strategic plan is a coherent methodology that paves the way for future decisions.
- b. It is the means for determining competitiveness and where we stand amongst our competition.
- c. It recognises all stakeholders and ranks them according to importance and strength.
- d. It is a theoretical methodology for allocating resources and setting strategic priorities.
- e. It is a methodology for identifying strategic trends.
- f. It is a methodology for determining the requirements and mechanisms for implementing, monitoring and assessing our strategy.

2. Strategic plan aims:

We undertook the outlining of the current strategic plan for these primary aims:

- a. To evaluate our performance through the outcomes of the previous 2014-2019 Strategic Plan.
- b. To define a methodological operational structure for our future objectives.
- c. To better invest our financial and human resources.
- d. To set a strategic frame for our 2019-2024 Operational Plan.

3. Strategic plan objectives:

The Faculty of Pharmacy's five-year strategic plan is the means to ensure achieving its mission within the frame of MEU's Strategic Plan.

Second Topic: Strategic Plan References

1. His Majesty King Abdullah II's Seventh Discussion Paper (April 2017)
2. The National Strategy for Developing Human Resources (2016/2025)
3. The Jordanian Law of Higher Education
4. The Jordanian Law for Universities
5. The Accreditation and Quality Assurance Commission for Higher Education Institutions Law
6. MEU's General Policy
7. Faculties' previous strategic plans
8. The Faculty of Pharmacy's previous operational plan
9. Internal and external stakeholders' vision for the Faculty of Pharmacy's future
10. SWOT Analysis
11. Best practices and benchmark comparisons

Third Topic: Strategic Priorities

1. Advance the quality of our educational and administrative performance by earning national and international accreditations.
2. Ensure the continuity and success of the British joint pharmacy programme (MPharm)
3. Adopt the latest education and management technologies within the university's plan to establish a SMART campus.
4. Offer entrepreneurial courses to meet market requirements and fulfil community needs.
5. Become an excellence and entrepreneurship centre in the field of pharmaceutical education.
6. Establish long-term partnerships with stakeholders and sector influencers.
7. Develop study plans to keep pace with the latest field developments.
8. Outline plans to manage future strategic gaps.

Fourth Topic: Strategic Plan's General Model

Figure 3 illustrates the General Model for MEU and its faculties' strategic plans for the years 2019-2024.

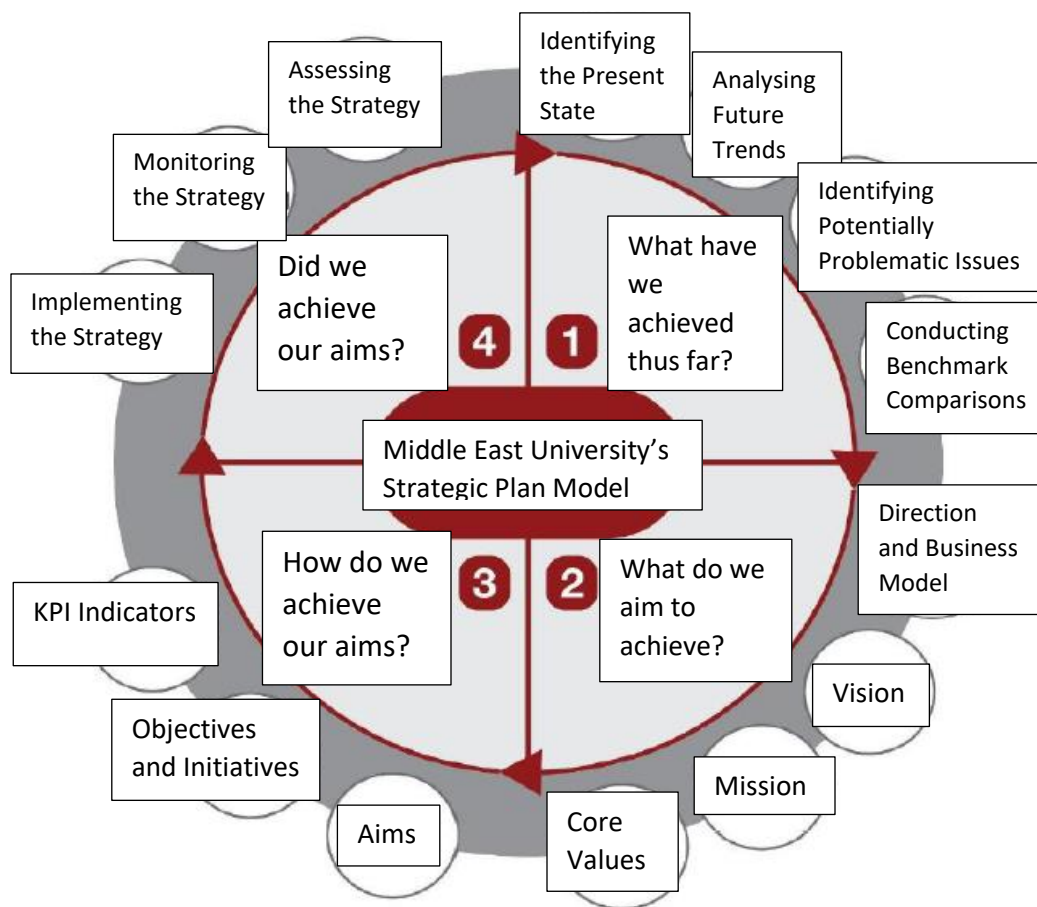


Figure 3: The General Model for MEU, its faculties and its deanships' strategic plans for the years (2019-2024)

Fifth Topic: Strategic Plan Stages and Steps

The followed stages and steps are:

First Stage: What Have We Achieved Thus Far?

- **First Step:** Identifying the Present State

In order to accurately identify the Faculty's present state, we conducted the following:

1. Deducing the general external factors (PESTEL)

- ❖ SWOT Analysis:

This analytical process requires the execution of the following steps:

- Holding discussion sessions between the heads of departments and faculty in order to introduce them to the concept of a SWOT analysis, alert them to its importance and familiarise them with what it entails and how it is carried out.
- Organising a workshop for faculty so that they can collaboratively identify the Faculty's strengths and weaknesses, and potential opportunities and threats.
- Deducing the general external factors (PESTEL) as illustrated in Figure 4.

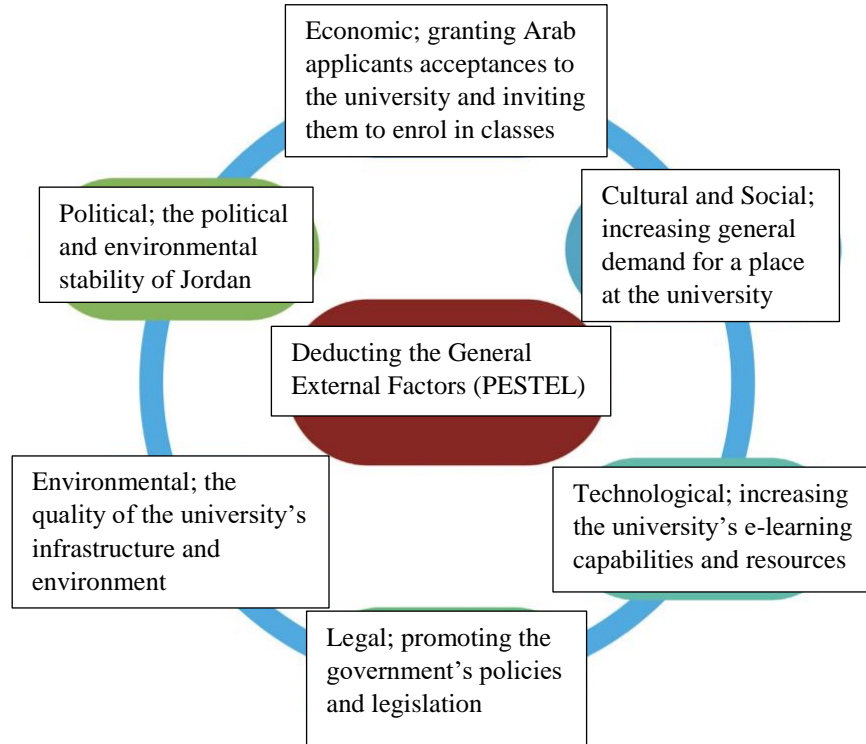


Figure 4: Deducing the General Factors of External Environment

2. SWOT Analysis

Carrying out a SWOT analysis required the following:

Preparing a summarised internal factors matrix (strengths and weaknesses) and a summarised external factors matrix (opportunities and threats) by determining the weight of each factor, how it was responded to and their probable mean as illustrated in the figure below.

Figure 5: SWOT Analysis

Internal environment	
Strength	Weakness
Updated study plans that keep pace with the latest programme and course offerings at top universities	Lack of sufficient space, and need for faculty offices and research labs
The full support of the university's higher administration to constantly develop faculty's teaching and research skills	Constant change of faculty
State-of-the-art teaching labs, supplied with the latest equipment	Somewhat lengthy administrative procedures to provide lab equipment
Commenced teaching the British pharmacy programme offered jointly with the University of Strathclyde	Lack of student facilities due to limited space
The ability to expand programme offerings in response to labour market requirements	New faculty are incapable of applying quality standards
The variety of faculty's specialisations and academic and cultural backgrounds	Inability to keep pace with the rapid developments in the field of education technology
Great increase of student numbers in the last few years	The need for faculty to teach primary specialisations
Distinct academic expertise on regional and international scales	Neglecting pharmaceutical training on the field and in simulation
External environment	
Opportunities	Threats
Jordanian and Arab students are greatly interested in studying pharmacy programmes	Faculty emigrate to work abroad due to the limited local income
Strong relations with the local pharmaceutical sector	High unemployment rates for the pharmacy profession in Jordan

International universities' willingness to establish academic partnerships with Jordanian universities in the field of pharmaceutical education	The increased number of pharmacy programme offerings by public and private universities
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3. Stakeholders Analysis

Level of importance		Level of influence
High	Low	
Strategy of Satisfaction Maintenance	Strategy of Involvement and Influence	
<ul style="list-style-type: none"> The Ministry of Higher Education and Scientific Research The Accreditation and Quality Assurance Commission for Higher Education Institutions Local community 	<ul style="list-style-type: none"> Students Faculty Alumni Jordan Pharmacists Association Field training partners Employers 	<p>High</p> <p>Low</p>

Figure 6: Stakeholders Matrix

Second Step: Analysing Future Trends

This step includes specifying all factors, variables and future indicators related to political, economic, social, legal and technological aspects, and analysing their direct and indirect effects on the Faculty's strategy. After reviewing a number of studies and reports and analysing their content, it will be possible to determine future trends that may affect the Faculty's strategy in the following ways:

- Determining what the labour market will look like in the future by determining the future available vacancies in the fields of pharmacy.
- Allowing the Faculty to become a hotbed for innovation, invention, creativity and entrepreneurship.
- Growing a need for the theory and application of governance at universities.
- Gaining approval for the operational plan and integrating components of the balanced scorecard.

Third Step: Identifying Potentially Problematic Issues

This entails monitoring current issues that directly affect the university's strategy and competitiveness. It also allows for examining theoretical and applied studies, or discussing common practices. The most important issues to monitor are:

1. Increasing number of pharmacy students.
2. Low income of pharmacists in Jordan.
3. Rapid increase of the number of pharmacies compared to international statistics.

4. High competitiveness between pharmaceutical education providers.
5. Recent technological advancements and their future impact on the pharmacy profession.
6. Western world's inclination towards expanding pharmacists' role in healthcare.
7. The international pharmaceutical sector's inclination towards encouraging pharmacists to offer healthcare services in exchange for payment.

The First Stage will be accomplished by executing the previously mentioned Steps One, Two, and Three. In doing so, the Faculty of Pharmacy will be capable of applying the initial features of the “Blue Ocean” technique. The “Blue Ocean” strategy represents a focus on innovation in specific fields, activities and specialties that our competitors are either neglecting to focus on or do not possess the resources to competitively pursue. Figure 7 demonstrates this technique's main features.

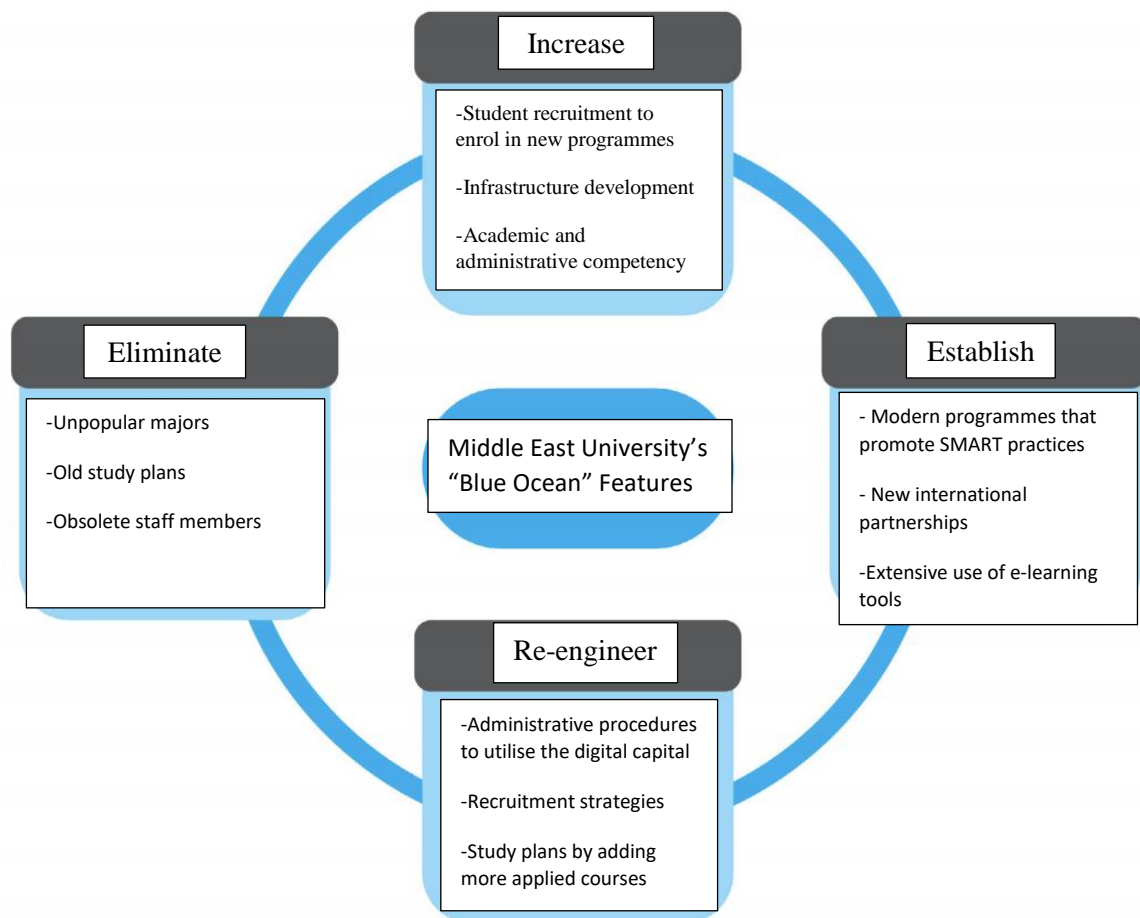


Figure 7: Faculty of Pharmacy's Blue Ocean Features

Fourth Step: Conducting Benchmark Comparisons

The Faculty of Pharmacy conducted benchmark comparisons with its counterparts at local and international universities to evaluate and develop its performance and outputs, and align its findings with labour market needs and the changes being made to the pharmacy profession.

Benchmark comparisons included:

- The University at Buffalo (International American university)
- Jordan University of Science and Technology (Local public university)
- University of Petra (Local private university)

Table 11: Benchmark comparisons for MEU's Faculty of Pharmacy with public and private counterparts on local and international scales

Characteristic	MEU	JUST	UoP	UB	Result
Vision	Achieve academic and professional notability and competitiveness in the field of pharmaceutical sciences on local and international scales	Achieving excellence in Pharmaceutical education and Pharmaceutical care.	The Faculty of Pharmacy is aspired to be the Faculty of choice in Jordan and the region for learners and scholars and to provide excellence in pharmaceutical education.	Excelling in pharmaceutical discovery to advance evidence-based practice and the development of leaders in pharmacy and the pharmaceutical sciences.	Similar to an acceptable degree
Mission	Provide the labour market with pharmacy professionals equipped with knowledge, skills and ethics; and promote research and community service.	The preparation of competitive efficient pharmacists through a distinct academic environment, promising scientific research and productive community partnership.	Provide students and researchers with the necessary tools to become distinct professionals and renowned researchers. [Translated]	To improve health through innovation and leadership in pharmacy education, clinical practice and research.	Very similar
Training on the field and in simulation	Mediocre	Mediocre	Mediocre	Highly advanced	Requires development

Use of modern teaching tools	Mediocre	Mediocre	Mediocre	Highly advanced	Requires development
Research productivity	Mediocre	Very high	High	Very high	Requires development

The best practices we were able to deduce from the benchmark comparisons can be summarised in the figure below.

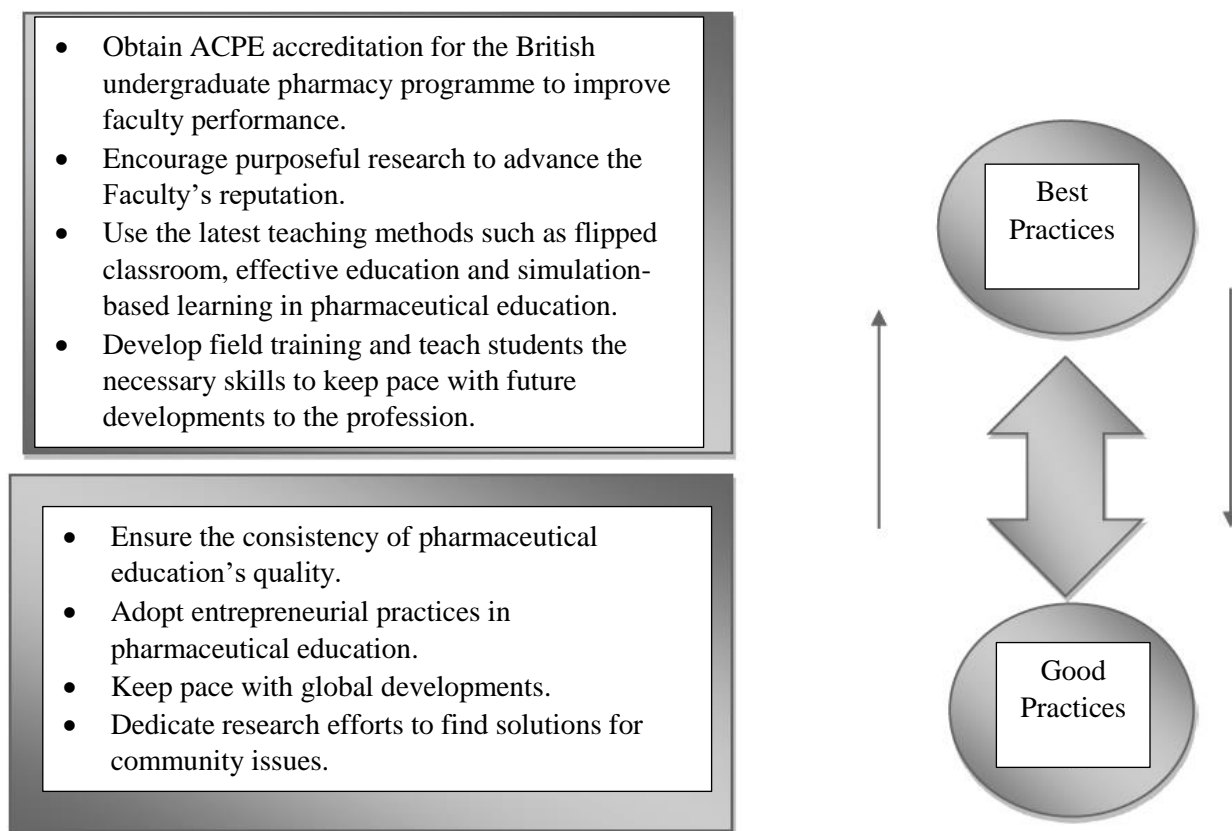


Figure 8: Summary of Best and Good Practices

The chief best practices we aim to achieve after conducting the benchmark comparisons are:

- Obtain ACPE accreditation for the British undergraduate pharmacy programme to improve faculty performance.
- Encourage purposeful research to advance the Faculty's reputation.
- Use the latest teaching methods such as flipped classroom, effective education and simulation-based learning in pharmaceutical education.
- Develop field training and teach students the necessary skills to keep pace with future developments to the profession.

Second Stage: What Do We Aim to Achieve?

In this stage, we will be able to form our identity by outlining our strategic direction and determining our vision, mission and core values.

Fifth Step: Identifying the Strategic Direction and Choosing a Business Model

This step includes determining five different factors including our vision, mission, core values, aims and objectives.

Sixth Step: Vision

Achieve academic and professional notability and competitiveness in the field of pharmaceutical sciences on local and international scales.

Seventh Step: Mission

Provide the labour market with pharmacy professionals equipped with knowledge, skills and ethics; and promote research and community service.

Eighth Step: Core Values

1. Distinction
2. Creativity
3. Professionalism
4. Learning and education
5. Governance
6. Community service
7. Globalisation
8. Fellowship and loyalty

Third Stage: How Do We Achieve Our Aims?

Ninth Step: Aims

1. Produce competent leaders capable of competing on local and international scales.
2. Offer distinct academic programmes within a modern educational environment.
3. Carry out effective community service and pharmaceutical care.
4. Conduct original research.

Tenth Step: Objectives and Strategic Initiatives

First: Objectives

1. Produce highly-competent pharmacists with adequate pharmaceutical knowledge.
2. Enhance the educational process for pharmaceutical sciences.
3. Expand student recruitment and promote student diversity.
4. Obtain local and international accreditations.
5. Develop quality academic programmes in medical and pharmaceutical specialisations.
6. Network with various influencers of the pharmaceutical manufacturing sector.
7. Dedicate academic expertise and available health services towards community service.
8. Enhance faculty and students' research output.

Second: Strategic Initiatives

Initiative 1: Develop study plans.

Initiative 2: Promote field training within international standards.

Initiative 3: Ensure the continuity of the British joint pharmacy programme (MPharm).

Initiative 4: Activate student extracurricular activities to offer pharmaceutical services to the local community.

Initiative 5: Advance faculty competencies in pharmaceutical education.

Initiative 6: Evaluate and enhance content for theoretical and applied courses.

Initiative 7: Develop infrastructure and student facilities.

Initiative 8: Set standard international competencies and outputs for the pharmacy profession.

Initiative 9: Re-evaluate admission requirements.

Initiative 10: Invest scholarships effectively.

Initiative 11: Prepare marketing plans to recruit outstanding students.

Initiative 12: Meet national quality assurance standards.

Initiative 13: Apply for the national Quality Assurance Certificate.

Initiative 14: Apply for ACPE accreditation.

Initiative 15: Conduct a comprehensive study of labour market needs for pharmacy professionals.

Initiative 16: Establish entrepreneurial programmes that provide the labour market with distinct professionals who are capable of contributing to local and regional development plans.

Initiative 17: Expand the British pharmacy programme (MPharm).

Initiative 18: Offer specialised vocational diplomas.

Initiative 19: Share faculty's expertise with national institutions in the aim to develop their capacities.

Initiative 20: Establish partnerships with the pharmaceutical manufacturing sector.

Initiative 21: Offer free medical services.

Initiative 22: Organise health awareness campaigns.

Initiative 23: Hold scientific days and seminars.

Initiative 24: Encourage faculty to increase knowledge production.

Initiative 25: Increase publication rate yearly by 20%.

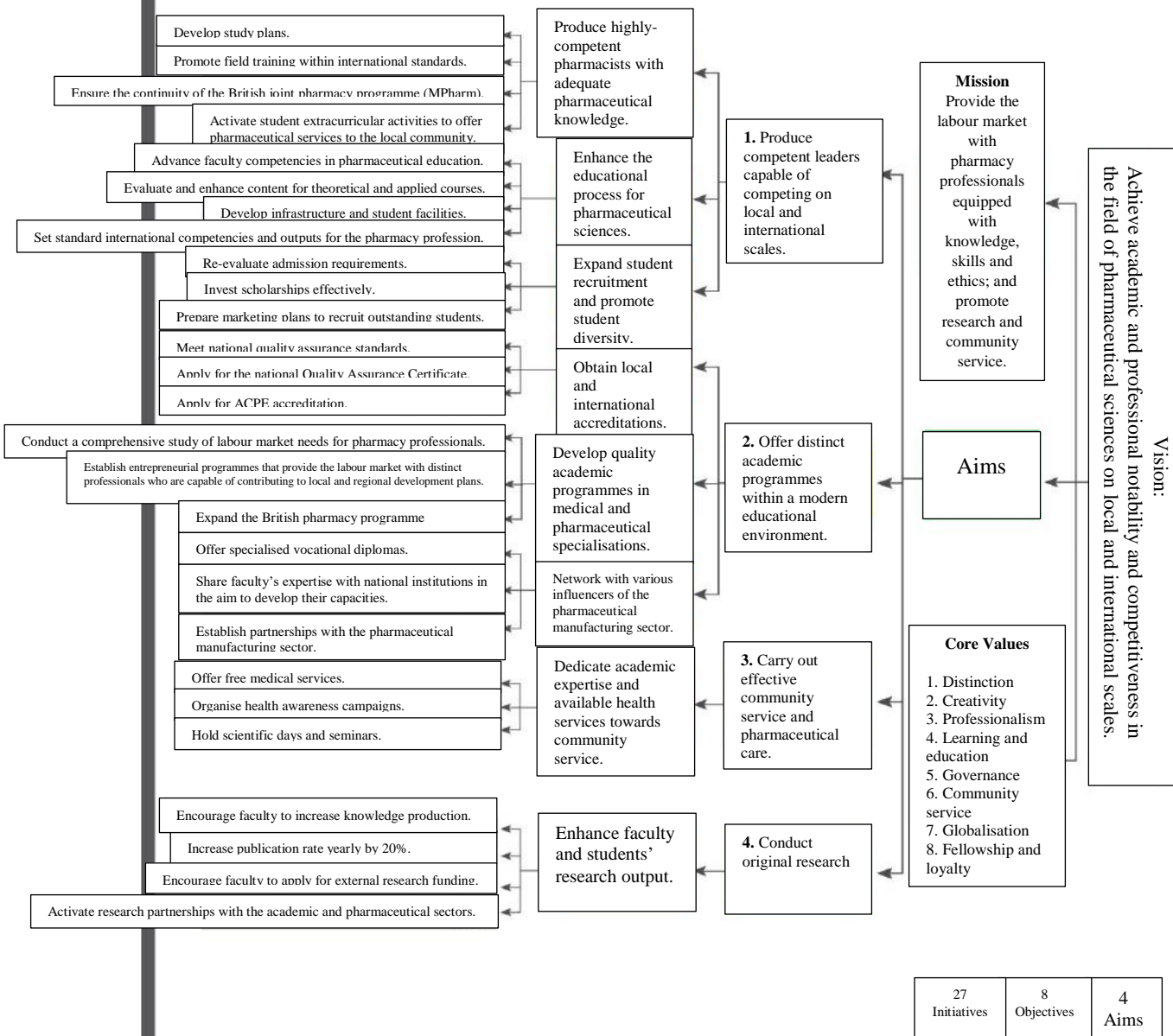
Initiative 26: Encourage faculty to apply for external research funding.

Initiative 27: Activate research partnerships with the academic and pharmaceutical sectors.

Table 12: Strategic Direction Summary

Aims	Objectives	Initiatives
1. Produce competent leaders capable of competing on local and international scales.	1.1 Produce highly-competent pharmacists with adequate pharmaceutical knowledge.	Develop study plans.
		Promote field training within international standards.
		Ensure the continuity of the British joint pharmacy programme (MPharm).
		Activate student extracurricular activities to offer pharmaceutical services to the local community.
	2.1 Enhance the educational process for pharmaceutical sciences.	Advance faculty competencies in pharmaceutical education.
		Evaluate and enhance content for theoretical and applied courses.
		Develop infrastructure and student facilities.
		Set standard international competencies and outputs for the pharmacy profession.
	3.1 Expand student recruitment and promote student diversity.	Re-evaluate admission requirements.
		Invest scholarships effectively.
		Prepare marketing plans to recruit outstanding students.
2. Offer distinct academic programmes within a modern educational environment.	2.1 Obtain local and international accreditations.	Meet national quality assurance standards.
		Apply for the national Quality Assurance Certificate.
		Apply for ACPE accreditation.

	2.2 Develop quality academic programmes in medical and pharmaceutical specialisations.	Conduct a comprehensive study of labour market needs for pharmacy professionals.
		Establish entrepreneurial programmes that provide the labour market with distinct professionals who are capable of contributing to local and regional development plans.
		Expand the British pharmacy programme (MPharm).
	2.3 Network with various influencers of the pharmaceutical manufacturing sector	Offer specialised vocational diplomas.
		Share faculty's expertise with national institutions in the aim to develop their capacities.
		Establish partnerships with the pharmaceutical manufacturing sector.
3. Carry out effective community service and pharmaceutical care.	3.1 Dedicate academic expertise and available health services towards community service.	Offer free medical services.
		Organise health awareness campaigns.
		Hold scientific days and seminars.
4. Conduct original research.	4.1 Enhance faculty and students' research output.	Encourage faculty to increase knowledge production.
		Increase publication rate yearly by 20%.
		Encourage faculty to apply for external research funding.
		Activate research partnerships with the academic and pharmaceutical sectors.



Summary of the Faculty of Pharmacy's Strategic Direction

Figure 9: Summary of Strategic Direction

Eleventh Step: Key Performance Indicators

We are adhering by the Guide to Middle East University's Key Performance Indicators, registered at the National Library under deposit number 4557/9/2018. It includes 197 KPIs for all of the university's activities and operations. This guide acts as a source for measuring and assessing performance.

Fourth Stage: Did We Achieve Our Aims?

This stage is made up of three steps that complete the eleven previous steps and are as follows:

Twelfth Step: Implementing the Strategy

Implementing the strategy means: carrying out the group of activities that are pursued through executing previously outlined administrative efforts that work to improve overall efficiency and accomplish the previously identified objectives.

This process requires that the following steps be executed:

1. Identifying Implementation Tasks:

This first step for ensuring the successful implementation of the strategy is to identify the tasks needed to do so, and includes:

- Translating the strategic plan into five implementation plans.
- Ensure the availability of the necessary personnel and resources to accomplish them.
- Developing effective budgets to support the provision of the necessary resources.
- Linking rewards to the successful completion of objectives.
- Make sure the university's organisational philosophy coincides with its strategic philosophy.
- Establish a leadership system to execute objectives and effectively take on any challenges that may arise during the strategy implementation process.

2. Identifying the Implementation Guidelines

The second step for ensuring the successful implementation of the strategy is identifying the implementation guidelines, which entails:

- Determining the parties and individuals who will be implementing the strategy.
- Determining the implementation methods that best coincide with the Faculty's new strategic direction.
- Determining the best teamwork strategy that will ensure success.

3. Identifying Implementation Activities

The third step for ensuring the successful implementation of the strategy is coordinating the implementation effort, which entails:

- Identifying each participating individual's role and coordinating their cooperative efforts.
- Tracking their progress.
- Encouraging their efforts.

Thirteenth Step: Monitoring the Strategy

The process of monitoring the strategy entails evaluating the implementation process, and following the correct procedures to accommodate for any deviations from the plan. It also entails evaluating the use of current resources, and focusing on issues that the university might face in the near future. This process will be carried out using a set of tools that will be adopted in the future, including:

1. Balanced scorecard
2. Benchmark comparisons
3. The RADaR technique
4. Continuous development

Fourteenth Step: Assessing the Strategy

Lessons learned facilitate our ability to innovate and adapt by determining the necessary changes it should apply in order to achieve or promote the desired organisational effects. Effects that prove to produce a positive change should be promoted, while effects that fail to cause any changes should be replaced. Examples of the desired effects include those that initiate a change in individual or organisational behaviour due to the lessons learned from previous experiences. Lessons learned from previous experiences are based on the results of key performance indicators.

Appendices

Appendix 1

Compatibility Matrix between the Faculty of Pharmacy's Objectives and Quality Assurance Primary and Sub Standards
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#	Criteria Objective	Strategic planning		Governance			Academic programmes			Research, scholarships and creativity			Financial, corporeal and human resources			Student services			Community service and external relations		Quality assurance management		
		Vision, mission, aims and values	Strategic plan	Legislations	Leadership and management	Organisational integrity	Education and learning policies	Study plans	Educational outputs evaluation	Research	Scholarships	Creativity	Financial resources	Corporeal resources	Human resources	Supporting services	Communicating with alumni	Community service	External relations	Quality advancement	Quality assurance framework	KPIs, criteria and comparisons	Independent evaluation review
1.	Produce highly-competent pharmacists with adequate pharmaceutical knowledge.						✓	✓	✓				✓	✓	✓	✓	✓			✓	✓	✓	
2.	Enhance the educational process for pharmaceutical sciences.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								✓
3.	Expand student recruitment and promote student diversity.	✓	✓				✓	✓	✓								✓	✓	✓	✓	✓	✓	
4.	Obtain local and international accreditations.	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.	Develop quality academic programmes in medical and pharmaceutical specialisations.	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓			✓	✓				

6.	Network with various influencers of the pharmaceutical manufacturing sector.	√	√																	√	√			
7.	Dedicate academic expertise and available health services towards community service.	√	√																	√	√			
8.	Enhance faculty and student's research output.	√	√		√					√	√	√	√	√	√									