

# Al-Baha University Faculty of Pharmacy Doctor of Pharmacy (Pharm. D) Program

## Faculty Strategic Plan (2023-2025)

Version 2 - October 2023



## Faculty Strategic Plan (2023-2025)

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## Dean's Message

The Dean of the Faculty of Pharmacy (FP) at Al-Baha University has conveyed a message emphasizing the faculty's commitment to provide quality education and research for the benefit of patients and the community. The faculty faces both opportunities and challenges, but has a strategic plan in place to achieve its mission. This plan includes clear goals and objectives, as well as defined roles for various bodies within the faculty.

To achieve our aim, we recruit expert faculty, we promote our infrastructure, and develop our local and international partnership.

We extend our appreciation to our faculty and partner for their dedicated efforts in realizing this strategic plan. Our goal is to achieve excellence and success in the next two years, and to further enhance our pharmaceutical education to compete with leading universities globally.

The FP is committed to complete implementation of this plan to effectively serve as a premier educational and research establishment in the kingdom.

Dean of the Faculty of Pharmacy

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## 1- Introduction

Due to the significant advancements and challenges in pharmaceutical education in Saudi Arabia, as well as intense competition among educational institutions at national, regional, and international levels, the Faculty of Pharmacy at the University of Al-Baha has taken a proactive approach to fulfill its commitment to providing high-quality education that meets the demands of the job market. To achieve this goal, the FP established a committee to develop and oversee the implementation of a strategic plan. The development of 2023-2025 strategic plan were made to better align faculty's priorities with the ever-changing of health landscape. These processing helps the improvement of accountability and transparency for better support public safety and optimal health for all KSA residents.

The faculty has updated pharmaceutical education program (2023-2025) that awards a Doctor of Pharmacy program (Pharm. D). The plan emphasizes the pursuit of educational excellence by faculty members, supported by partnerships between the FP and society, as well as a focus on applied scientific research that is essential for sustainable development and the knowledge economy. This FP strategic plan aligns with the faculty's vision and mission to provide advanced academic programs that meet international standards of excellence in education, scientific research, and community service.

The strategic plan established specific, measurable objectives that aligned with the FP's objectives. These objectives encompassed a range of areas, including improving teaching and learning, fostering scientific research, engaging in community service, creating an appealing university environment and enhancing administrative systems. Ultimately, this effort aims to contribute towards realizing the Kingdom 2030 vision.



## 1.1. About the Faculty

The Faculty of Pharmacy at Al-Baha University was established according to the Royal decision 5088 on 07-08-1432 H (08-07-2011). The faculty was established for the improvement of the health services and the advancement of the pharmacy profession and to cope with the educational policy of the kingdom, which is distinguished by applying the most advances in the technology and sciences in various fields.

The FP approved one academic program:

### *Doctor of Pharmacy Program (Pharm. D. Program)*

The FP has started to deliver Pharm. D. program in 1432/1433 H (2011-2012) to the male section, while the female section started in the academic year 1438/1439 H (2017/2018). The Pharm. D program was organized to offer a solid foundation in core pharmacy courses distributed on five departments:

- Pharmaceutics.
- Clinical Pharmacy.
- Pharmacognosy and Medicinal Herbs.
- Pharmaceutical Chemistry.
- Pharmacology and Toxicology

### *1.1.1 Pharmaceutics Department*

The Department teaches different courses to provide scientific knowledge and training in the domains of compounding, formulating, developing and evaluating various pharmaceutical forms drug delivery, good manufacturing practice (GMP), biopharmaceutics and pharmacokinetics. The department concerned with the theoretical and practical studies of the physical and chemical properties of the substances involved in the composition of pharmaceutical preparations and the effect of such substances on the effectiveness of prepared dosage forms.





Also, the department is concerning with conducting the necessary tests to ensure that all pharmaceutical formulations comply with the specifications contained in the Pharmacopoeia. In addition to leaning the students about the instructions should be given to the patient for the best way of drug administration.

### ***1.1.2 Clinical Pharmacy Department***

The Department of Clinical Pharmacy aims, along with the rest of the faculty departments, to serve the community by providing qualified national competencies to work in the medical field and to form a key link in the chain of medical competencies necessary to complete the health care system and medical services and raise health awareness among community members. The department has also gone along with several amendments to the study plan in line with the educational plan and the continuous development in education. The department offers a variety of clinical courses that prepare the students to play an effective role within the health care team after graduation, in line with the needs of the profession and its development. The courses provide the students with valuable information on therapeutics, clinical pharmacokinetics, Pharmaco-economics and epidemiological to ensure patient safety.

### ***1.1.3 Pharmacognosy and Medicinal Herbs Department***

The Department is involved the development of herbal drugs, phyto-pharmaceuticals and microbial products; quality control and analysis of principal components, enhanced in-vitro production of secondary metabolites, using plant tissue culture and fermentation technologies.



The department is committed to providing the community with highly qualified pharmacists in the field of pharmacognosy, complementary and alternative medicine, microbiology and biotechnology and able to provide the community with best health services.

#### ***1.1.4. Pharmaceutical Chemistry Department***

The department, with other departments at the faculty aims to prepare pharmacists to provide pharmaceutical and health services to all society members in both public and private sectors. The department has also kept pace with several modifications in its study plans in line with previous modifications occurred in the Pharmacy faculty study plan. The Pharmaceutical Chemistry Department seeks a distinction in teaching for all department's courses, providing learning experiences for male and female students, and giving a comprehensive information's in various field of Pharmacology, Toxicology, Medicinal Chemistry, Analytical Chemistry, Organic Chemistry and Biochemistry, as well as interest in scientific research to serve the community in order to achieve the faculty's mission.

#### ***1.1.5. Pharmacology and Toxicology Department***

The Department of Pharmacology and Toxicology was established at the Faculty of Pharmacy in 1445AH. Pharmacology is the science that is concerned with studying the physiology of the drug on the body, to know its side effect, or benefit on the body, to determine the contraindications to its use and its interactions with other drugs. Toxicology is concerned with studying the toxic and harmful effects of chemicals in all their various forms on the body, as well as methods of prevention and treatment of the.





The Department of Pharmacology and Toxicology seeks to support the vision and mission of the faculty and the university, which serves the Kingdom's 2030 vision by preparing, equipping and graduating highly qualified medical members to serve the country in various medical and research fields to raise its name highly.

The first 33 male-cohort of FPs student was enrolled in the academic year 2011-2012 (1432-1433H), which commenced their studies under the guidance of 13 faculty members. The female section has been established in 2018, with an enrollment of 21 female students, whose commenced their studies under the guidance of 3 female faculty members.

In 1437/1438H, the first male graduates (17 graduates male) from the program have been employed by Hospital Pharmacy, Research centers, Clinical Pharmacy, Community Pharmacy, Military services, and Ministry of health.

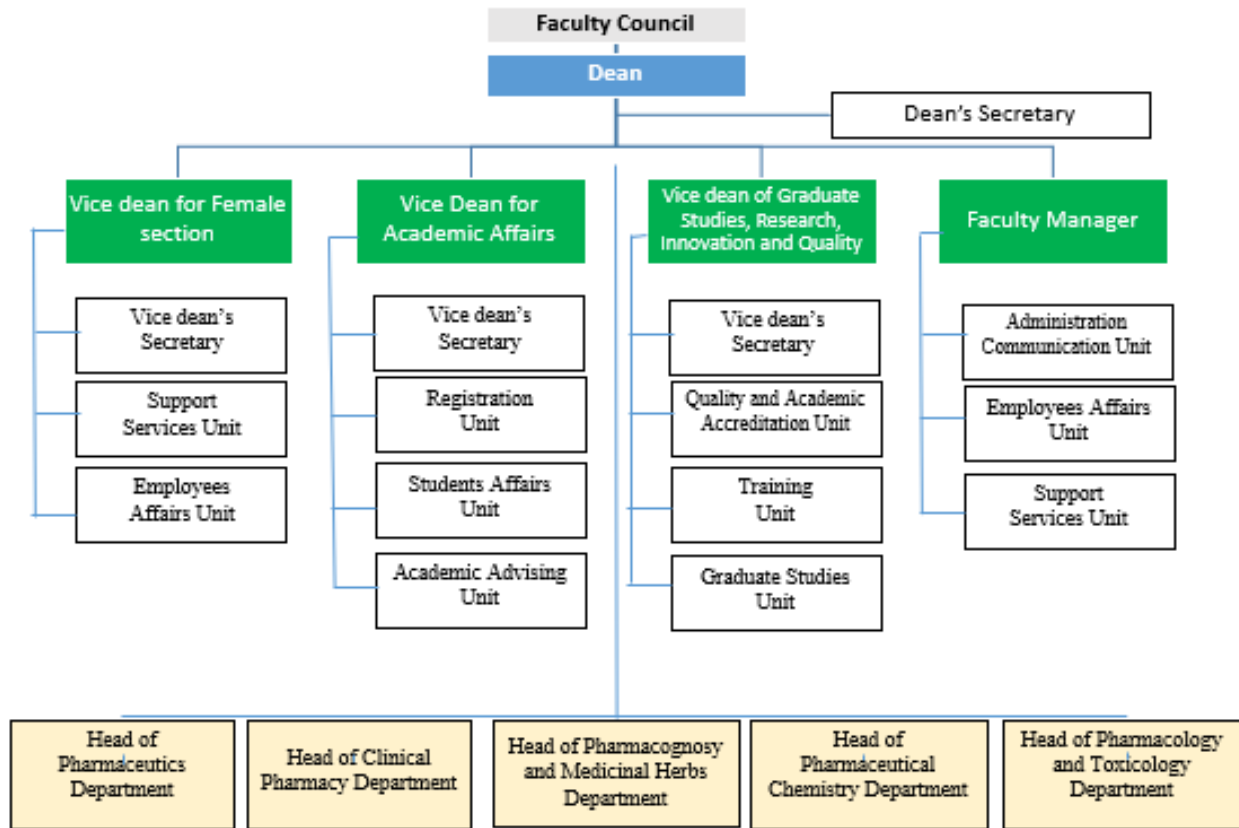
Since the founding of the Faculty of Pharmacy, the curriculum has been updated (1433, 1438 and 1445H) to keep pace with the rapidly changing pharmacy profession and meet the recommendations of the Education & Training Evaluation Commission (ETEC) and National Center for Academic Accreditation & Evaluation (NCAAA).

In 1444H, The FP PharmD program conducted a program review, through the establishment of a program review committee, and reviewed the Program Learning Outcomes, Graduates Attributes, Courses Learning Outcomes, extracurricular activities, assessment methods, field experience, criteria for selection of training sites and preceptor training. This include involving all concerned stakeholders and considering market needs and advancement in pharmacy profession.



## 1.2. Chart of the Faculty

The chart of the Faculty of Pharmacy is as follow:



## 2. Strategic Plan Components

The faculty's strategic plan began with the establishment of its vision and mission, which serve as the initial phase. The vision embodies the ultimate objective, future ambitions and our aspiration of the faculty, in accordance with its performance development policy. Consequently, the faculty transformed its vision into operational procedures and practices, reflecting its desired outcome through the involvement of faculty members, students, and all the stakeholders.

The Strategic plan committee has prepared the first proposal draft for vision, mission and core values of the Faculty of Pharmacy (FP) based on:

- The previous FP' vision and mission.
- Al-Baha University vision and mission.
- FP's Self Study Report (SSR-2022)



- Internal and external Benchmark: Vision and Mission of other Faculty of Pharmacy.
- The results of the brainstorming meetings of the working group.

Consequently, The FP's vision and mission were prepared accordance and aligned with Al-Baha University' vision and mission.

**BU Vision** "A distinguished university in education and research that contributes to building a knowledgeable society"

**BU Mission** "Providing distinguished education and scholarly research that contribute to building a knowledgeable society through an engaging academic environment and efficient use of the resources available"

**Faculty Vision** "To be an inspiring and leading faculty of pharmacy, nationally and internationally in pharmacy education, research and building the community knowledge".

**Faculty Mission** "The Faculty of Pharmacy provides the community with the next generation of competent pharmacists through high-quality curricula that includes high level of education and research to meet the needs and improve the health of the community".

Tables below show clearly and explicitly the consistency between FP and Al-Baha University visions and missions.

**Table 1: Consistency between Program Vision and BU Vision**

		BU Vision		
		Distinguished education	Distinguished Scientific research	Building a knowledge society
Program Vision	To excel in pharmacy education	√		
	Contributes to scientific research		√	
	enhances the well-being of the community.			√



**Table 2: Consistency between Program Mission and BU Mission**

		BU mission		
		Provide distinguished education	Provide distinguished scholarly research	Building a knowledge society
Program mission	Provide high quality distinguished academic pharmacy program	√		
	Prepare competent pharmacists who prioritize patient-centered care	√	√	√
	Advance pharmaceutical sciences through research		√	
	Positive impact the health and well-being of their communities			√

### 2.1. Importance of Strategic Plan

Strategic planning is the process a faculty follows to realize its vision of its ideal future, it's a roadmap for getting there. The faculty vision becomes a reality through the process that defines specific-objectives and initiatives.

Strategic planning is a long-term planning that takes into account the internal and external variables and identifies the method of competition. It is the highest level of management and clarifies overall objectives, leading to a unified effort towards a common goal.

Without planning, work can become chaotic and unproductive. Working without proper planning can be a tedious and unproductive process. It often leads to disorder and impromptu decision-making, making it difficult to achieve the desired outcome. Chaos and improvisation become widespread and achieving the objective is out of reach.

Strategic planning anticipates future surprises and fluctuations by setting future goals. The planning process comprises several essential elements, namely, defining objectives, predicting outcomes, establishing policies and programs, outlining procedures, and ultimately executing plans through implementation mechanisms.



## 2.2. Methodology of Strategic Plan's Development

The Development of five-year strategic plan (2023-2025) is essential to prosper the institutional capacity and educational effectiveness of the Faculty of Pharmacy. This plan was established through several consecutive steps:

- **The first step:** Assignment of committee to prepare and monitor the implementation of the faculty strategic plan.
- **The second step:** Collection of data and study of all documents, reports about Faculty of Pharmacy performance
- **The third step:** Environmental analysis. The committee conducted an environmental analysis of the Faculty of Pharmacy (FP) and the labor market needs study. A participatory approach must be adopted involving all identified stakeholders (Students, Alumni, teaching staff, employees, employers, practitioners and professionals) through, questionnaires, and interviews and brainstorm workshop for scanning internal and external environment.
- **The fourth step:** Definition of the priorities, challenges and difficulties according to the SWOT analysis.
- **The fifth step:** Formulation of the drafted strategic plan, that includes:
  - Establishing the FP's vision, mission, values.
  - Identifying the priorities, challenges and difficulties within the FP Based on the SWOT analysis.
  - Establishing FP's objectives that are aligned with the BU strategic objectives and with FP and BU vision and mission. These objectives are specific, measurable, achievable, relevant, and time-bound.
  - Developing initiatives that will help the achievement of FP's objectives.
  - Identifying the strategic key performance indicators, to measure the performances of objectives.
- **The sixth step:** The first version of the strategic plan was reviewed by the quality and Academic accreditation unit and department's councils





- **The seventh step:** Approval. The faculty strategic plan was presented to the Strategic planning Department at Al-Baha University to fulfill the requirements and standards of strategic planning. Then the final version was approved by the FP council to begin the executive and operative phase.

### 2.3. Strategic Plan Tools and Resources

The strategic plan of the Faculty of Pharmacy relied on a set of different tools and methods to collect data on the various activities of the faculty.

The most important of these tools:

- Workshops.
- Brainstorming meetings.
- Questionnaires.
- Sessions discussion with the various beneficiaries including all the stakeholders.

The involvement of FP stakeholders is crucial in both the planning and execution stages of the strategic plan. Moreover, incorporating their requirements and anticipations demonstrates the realism of this plan.

The FP's strategic plan has been adopted from several sources including:

- The vision of the kingdom 2030.
- The Al-Baha University Strategic Plan.
- Various reports and references, especially the FP's self-study evaluation report (2022).
- In addition to using data analysis methods known as SWOT analysis.
- Best practices from other similar Faculty of Pharmacy national and international.

The faculty has adopted the responsibility to offer exceptional pharmacy education to its students, so the strategic plan committee has initiated the process by identifying for comparison reputable Faculty of Pharmacy in





distinguished universities. As a result, the faculty has pinpointed some universities, both nationally and internationally, that align with their pursuit of excellence in pharmacy education.

#### 2.4. Strategic Plan Committee

This strategic plan was emerged on the basis of a team work with the adoption of the approach of encouraging the integration of diverse individuals and groups in the strategic planning process. The plan emphasizes the implementation of a team-based approach, which will involve conducting workshops, dialogues, discussions, and meetings. Their aim is to gather feedback from all the beneficiaries.

The development of two-year strategic plan 2023-2025 has started by establishment of a Strategic Planning Committee at the Faculty level. The committee developed a mission and vision statement that aligned with the Al-Baha University mission and vision, as well as a set of guiding principles or core values to serve as the foundation and roadmap for executing the strategic plan. Using these statements, specific measurable objective was established for Faculty strategic goal.

The preparation of this plan was also a mean that contributes to show the management of FP capacity and effectiveness to formulate the strategic objectives. Moreover, to achieve these objectives it was necessary to establish academic and administrative performance and human resources development in proper way.



The Strategic Plan committee consists of both the Male and Female members, as shown in the table below:

**Table 3: Members of the Strategic Plan Committee at FP.**

No.	Name	Position	E-mail address
1	Dr Salah Alghamdi	Dean	saleh.alghamdi@bu.edu.sa
2	Dr Adel Alghamdi	Vice Dean for Academic Affairs	ai.alghamdi@bu.edu.sa
3	Dr Jawher Abdelhak	Vice Dean for Development and Quality	Jabdelhak@bu.edu.sa
4	Dr Leila Baraket	Supervisor	l.altaher@bu.edu.sa
5	Dr Fatma Zahra Jomaa	Member	fgomaa@bu.edu.sa
6	Dr Bassant Barakat	Member	bbarakat@bu.edu.sa
7	Dr Salah Abderrassoul	Member	sabdulrasal@bu.edu.sa
8	Dr Amani Nawar	Member	a.rehab@bu.edu.sa

### 3. SWOT ANALYSIS

To create an effective Strategic plan, the FP analyzes internal as well as external environment. This can be achieved through a SWOT analysis, which evaluates the internal strengths and weaknesses in relation to external opportunities and threats. By conducting this analysis, the Faculty of pharmacy can identify academic programs that will give them a competitive advantage in their field. They must also address any weaknesses by developing strategies to minimize or convert them into strengths. By monitoring opportunities and threats, the FP shapes its approaches to take advantage of the opportunities and be aware of the threats.

#### 3.1. Risk management plan for the faculty's strategic plan

The implementation of strategic plans faces a number of risks that, depending on their type and severity, may affect the achievement of the faculty's strategic objectives.



So; The process of identifying the risks that are likely to be encountered when implementing the strategic plan is a basic requirement for completing strategic planning work.

The importance of the risk management plan lies in that it identifies potential risks, classifies them, and then develops solutions for them and proactive measures that can be applied when a risk occurs, especially since the risks of the strategic plan are not fixed and need to be updated and developed whenever any changes or events arise or occur that would affect the strategic plan.

### 3.2 Steps of identifying and classifying risks:

#### Step1: Determination of the regulatory framework

This step aims to define the roles, responsibilities and authorities of risk management processes in the faculty and build clear procedures to overcome the risks.

#### Step2: Risks Identification

This step aims to identify the sources of potential risks. These sources are:

- **Regulatory risks:** These are the risks related to the faculty's organizational structure, responsibilities, powers, timely decision-making, and senior management support, which may constitute a source of some potential risks to the implementation of the strategic plan.
- **Risks of the scope of work of strategic objectives:** These are the risks related to poor definition of the strategic plan, its objectives, initiatives, and implementing entities.
- **Risks of managing strategic plan projects:** These are the risks related to the implementation of strategic plan projects, the clarity of their outcomes and performance indicators, and the interconnection of projects with each other.



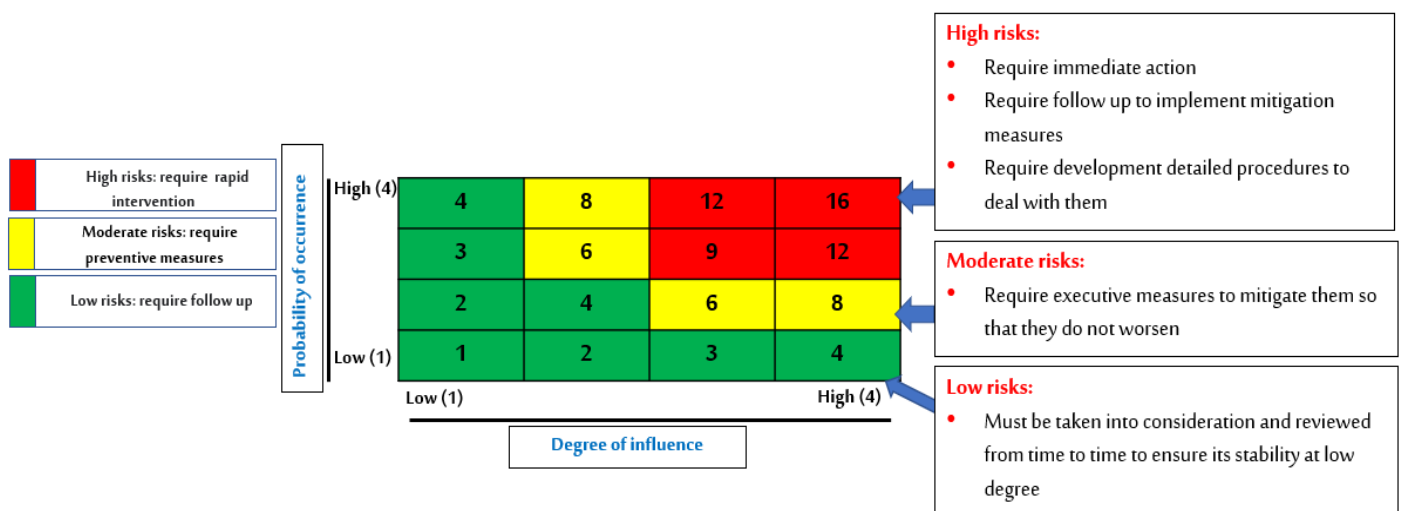
- **Resource management risks:** These are the risks related to setting priorities, providing the necessary resources to implement the plan
- **Partners risks:** These are the risks related to the weak response of partners in providing services of all kinds to the faculty

### Step3: Risks' analysis and evaluation

This step aims to analyze risks and determine the risk's degree, this done by classifying risks into:

- **High risks:** These are the risks that require immediate action, follow up to implement mitigation measures and need to develop detailed procedures to deal with them
- **Moderate risks:** These are the risks that require executive measures to mitigate them so that they do not worsen
- **Low risks:** These are risks that must be taken into consideration and reviewed from time to time to ensure its stability at low degree

Figure (1) The matrix for determining the risk degree



### Classification of risk priority

Risk assessment score	Category	Priority
From 9 or more	Red	High
From 6 to 8	Yellow	Moderate
Less than 4	Green	Low



#### Step4: Dealing with risks

This step targets two main tasks:

- Planning how to deal with risks
- Implementing and monitoring prepared action plans to deal with risks

#### Step5: Monitoring and reviewing

This step is concerned with tracking risks and submitting reports on them, and the application of the first three steps previously mentioned. In light of the previously mentioned steps, the team work analyzed the strategic objectives for each objective separately, identified, and described evaluated the expected risks and developed proposed procedures to deal with it as explained below:

Strategic objective	Risks		Risk Analysis and Evaluation						Faculty's procedure to deal with the risk	
	Risk	Risk description	Risk impact			Likelihood of occurrence				
			H*	M*	L*	H*	M*	L*		
<b>Objective1*</b>	Shortage in Infrastructure	Lack of teaching and learning resources, technical structure and facilities and services; Which limits achieving the academic objectives and outcomes and lowering the level of satisfaction of faculty members and students		√			√			Improving Electronic systems through which the lack of learning resources can be overcome
<b>Objective2*</b>	Weak turnout of faculty members in participating in the professional development activities	Low level of the Professional standards efficiency of faculty members	√					√		Enhancing faculty members' awareness on the importance of participating in the Professional development activities Linking the faculty members' participation in in the Professional development activities with their evaluation





<b>Objective3*</b>	limitation of partnerships that may have a negative impact on the formation of multidisciplinary research teams and lower the opportunity to apply for funded projects	Difficulty in formation of multidisciplinary research teams and low opportunity to apply for funded projects		√				√	Coordinating with the Deanship of Innovation and Scientific Research to organize partnership with national and international research centers according to the unified regulations for scientific research in universities
	Weak student's turnout in joining postgraduate programs	Obstructing the achievement of Program's objective in serving the society	√				√		Designing high-quality postgraduate programs in terms of quality of the Scientific methodologies and outcomes
<b>Objective4*</b>	Weak partners' response in participating in the faculty's community programs and initiatives and in training the faculty's students	A decreased number of partners that participate in supporting the faculty's programs and initiatives, whether through participation or by receiving the students for field training		√				√	-Enhancing the partners' awareness about the faculty's strategic directions and outcomes. -Giving partners advantages; Such as: certificates, Prizes... etc -Opening the way for partners involvement in planning the academic and community programs
	Weak Alumni's response in participating in the faculty's community programs and initiatives	A decreased number of Alumni that participate in supporting the faculty's programs and initiatives		√			√		-Enhancing the Alumni's awareness about the faculty's strategic directions and outcomes. -Giving Alumni advantages; Such as: certificates, Prizes... etc -Opening the way for Alumni involvement in planning the academic and community programs

\*H: High \*M: Moderate \*L: Low





**\*Objective 1:** Improving teaching, learning and educational services for raising educational outcomes .

**\*Objective 2:** Stating a motivating and supportive work environment for developing faculty staff members and administrative leaders' performance.

**\*Objective 3:** Promoting quality of scientific research

**\*Objective 4:** Fostering community partnerships

### 3.3. Environment Analysis

#### 3.3.1. Internal Environment elements

The elements of the internal environment depend on the results of the FP's self-study evaluation report (2022) in accordance with standards set by NCAAA: Mission and Goals; Program management and quality assurance; Teaching and learning; Students; Teaching staff; Learning resources-facilities and equipment.

This strategic analysis process reveals the broad involvement of different stakeholders:

- All academic staff through department boards.
- Students through student advisory council.
- Alumni through graduation unit.
- Employees through program advisory committee, that include pharmacy professional in hospitals management and clinical practitioners.
- Societal parties through meeting and workshop.

The stakeholder feedback was gathered through different sources like reports, survey, workshops and focus groups. Based on the analysis of data, strategic plan committee produced the SWOT analysis report. The stakeholders were presented with this report for agreement and subsequently revised it until it was accepted.



### 3.3.2. External Environment elements

The study of the external environment depends on the examination of economic, social and technological variables that are related to the educational process. By studying it, we can determine the opportunities that the FP can acquire to achieve competitive advantage with the corresponding Faculties. As well as identifying the threats that the FP must avoid which can negatively affect FP's competitive opportunities and community confidence.



#### Strengths

- A curriculum that encompasses all facets of pharmacy practice, meet the National Qualification Framework (NQF) and labor market requirements.
- Periodic assessment and evaluation of the program and curriculum by all the stakeholders.
- The program supports and stimulates excellence in teaching.
- The program encourages student's creativity.
- The program encourages faculty's training and innovation.
- Availability of internal quality assurance system.
- Access to a diverse range of electronic program information, electronic services and learning resources.



- A safe and welcoming program environment for students, with good infrastructure facilities for male section.
- Strong partnership with hospitals and community pharmacies.
- Effective counselling services for students.
- Faculty members are qualified.
- Faculty members are committed to advanced teaching strategies.
- Solid involvement of students and faculty with the local community and healthcare professional.
- High research productivity of faculty members.
- Adequate induction and orientation procedure for new staff members and students.
- Effective participation of teaching staff in community partnership activities.
- Effective participation of students in community partnership activities.
- Organization of the FP administration is well established through effective units and committees.
- Providing medical services to students and staff through the university.

### Weaknesses

- Shortage of independent facilities for female section.
- Limited link between industry and students due to lack of Industry-Faculty collaboration.
- Lack of animal house which provides experimental animals for teaching and research.
- Lack of recruitment and retention plan to hire and retain faculty members.
- Absence of post-graduate program.
- Shortage of equipped research Lab in female section.
- Low research productivity of students.
- shortage of faculty members especially in female section, clinical pharmacy and preceptors.



- Lack of adequate funding to support participation in conference.
- Lack of robust Alumni network.
- shortage of extracurricular activities.
- Weak of comparability of learning training assessment among internship students.
- Lack of a mechanism to assess the effectiveness of the program research collaborative agreements.
- Lack of adequate research laboratories comprising all required tools for research.
- Administrative procedural and organizational guides not updated.

### Opportunities

- Raise job opportunities and demand for skilled pharmacists.
- Cooperation with pharmaceutical industry for training and research.
- Chance for graduates to integrate prestigious international universities.
- Provide consultation services to pharmaceutical companies.
- Increasing need for research and development in pharmaceutical industry.
- Placing greater importance on healthcare and research funding by government.
- Availability of financial and administrative support from Al-Baha University.

### Threats

- Increase competition from other universities providing comparable pharmacy education program.
- Shortage of clinical pharmacy preceptors at training locations.
- High rate of employees turns over due to lack of motivation.

### 3.4. Results of quadratic analysis

The classification of quadratic analysis results of FP based on all activities of the faculty is given in the table below. The faculty's activities are based on the following axes: The academic program, Teaching and learning strategies,



Student activities, Scientific Research, Community participation, Human and Material Resources Development, Infrastructure, Quality Management.

It becomes clear that the weaknesses can be converted to strengths by harnessing the faculty's resources. On the other hands the opportunities can be seize in an effort to exploit them and achieve an advantage, and the threats that may face the faculty and represent a threat to its performance and negatively affect its competitive position.

	Strengths	Weaknesses
<b>The academic program</b>	<ul style="list-style-type: none"> <li>- A curriculum that encompasses all facets of pharmacy practice, meet the National Qualification Framework (NQF) and labor market requirements.</li> <li>- Periodic assessment and evaluation of the program and curriculum by all the stakeholders.</li> </ul>	Absence of post-graduate program.
<b>Teaching and learning strategies</b>	<ul style="list-style-type: none"> <li>- The program supports and stimulates excellence in teaching.</li> <li>- Faculty members are committed to advanced teaching strategies.</li> </ul>	Weak of comparability of learning training assessment among internship students.
<b>Student activities</b>	<ul style="list-style-type: none"> <li>-The program encourages student's creativity.</li> <li>- Effective counselling services for students.</li> <li>- Effective participation of students in community partnership activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of robust Alumni network.</li> <li>-Shortage of extracurricular activities.</li> </ul>
<b>Scientific Research</b>	<ul style="list-style-type: none"> <li>- High research productivity of faculty members.</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of adequate research laboratories comprising all required tools for research.</li> <li>-Low research productivity of students.</li> <li>Lack of adequate funding to support participation in conference.</li> <li>- Lack of a mechanism to assess the effectiveness of the program</li> </ul>





		research collaborative agreements.
<b>Community participation</b>	<ul style="list-style-type: none"> <li>- Strong partnership with hospitals and community pharmacies.</li> <li>- Solid involvement of students and faculty with the local community and healthcare professional.</li> <li>- Effective participation and teaching staff in community partnership activities.</li> <li>- Effective participation of students in community partnership activities.</li> </ul>	- Limited link between industry and students due to lack of Industry-Faculty collaboration.
<b>Human and material Resource Development</b>	<ul style="list-style-type: none"> <li>- The program encourages faculty's training and innovation.</li> <li>- Access to a diverse range of electronic program information, electronic services and learning resources.</li> <li>- Faculty members are qualified.</li> <li>- Adequate induction and orientation procedure for new staff members and students.</li> <li>- Providing medical services to students and staff through the university.</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of recruitment and retention plan to hire and retain faculty members.</li> <li>-Shortage of faculty members especially in female section, clinical pharmacy and preceptors.</li> </ul>
<b>Infrastructure</b>	<ul style="list-style-type: none"> <li>- A safe and welcoming program environment for students, with good infrastructure facilities for male section.</li> </ul>	<ul style="list-style-type: none"> <li>- Shortage of independent facilities for female section.</li> <li>- Lack of animal house which provides experimental animals for teaching and research.</li> <li>- Shortage of equipped research Lab in female section.</li> </ul>
<b>Quality Management</b>	<ul style="list-style-type: none"> <li>- Availability of internal quality assurance system.</li> <li>- Organization of the FP administration is well established through effective units and committees.</li> </ul>	Administrative procedural and organizational guides not updated





Opportunities	Threats
<ul style="list-style-type: none"> <li>- Raise job opportunities and demand for skilled pharmacists.</li> <li>- Cooperation with pharmaceutical industry for training and research.</li> <li>- Chance for graduates to integrate prestigious international universities.</li> <li>- Provide consultation services to pharmaceutical companies.</li> <li>- Increasing need for research and development in pharmaceutical industry.</li> <li>- Placing greater importance on healthcare and research funding by government.</li> <li>- Availability of financial and administrative support from Al-Baha University.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase competition from other universities providing comparable pharmacy education program.</li> <li>- Shortage of clinical pharmacy preceptors at training locations.</li> <li>- High rate of employees turn over due to lack of motivation.</li> </ul>

### 3.5. Analysis of the gap between the current situation and the strategic objectives

Based on the environmental quadratic analysis shown in previous section, it is clear that the most important weaknesses to overcome in order to reach the academic standards and strategic objectives are:

- Weaknesses in the academic program: to overcome them it is important to maintain regular high level of assessment process of the program, and develop a postgraduate program.

- Weaknesses in the Teaching and learning strategies: to overcome them it is important to encourage faculty to use new pedagogies and new technologies, taking into consideration the different pedagogies that are appropriate for different courses.

- Weaknesses in the Student activities: to overcome them it is important to enhance extracurricular activities including social, cultural, community participation and sport. As well as, strengthen Alumni network.

- Weaknesses in the Scientific Research: to overcome them it is important to develop adequate research laboratories comprising all required tools for



research. As well, support the participation of faculty and students to conferences.

- Weaknesses in the Community participation: to overcome them it is important to enhance link between industry and students.

- Weaknesses in the Human and Material Resource Development: to overcome them it is important to increase faculty members especially in female section and preceptors.

- Weaknesses in the Infrastructure: to overcome them it is important to increase independent facilities for female section and develop animal house which provides experimental animals for teaching and research.

- Weaknesses in the Quality Management: to overcome them it is important to promote and maintain up-to-date administrative procedural and organizational guides.

### 3.6. Strategic Priorities

Overall analysis suggests that the Faculty of Pharmacy has great potential for growth and development. To achieve the vision and mission of the Faculty of Pharmacy, based on the results of the SWOT Analysis, the focus will be on the urgent issues described below:

- Maintain an outstanding pharmaceutical curriculum through continuous development and evaluation.
- Guarantee that curriculum meet current accreditation standards for its program.
- Improve and supervise pharmaceutical field training.
- Develop research laboratories comprising all required tools to perform high quality research.
- Establish a robust network with students.
- Recruit and retain qualified national and international faculty members.
- Support students to participate in scientific research.



## 4. FP Strategic Framework

FP Strategic Framework	
<b>Vision</b>	To be an inspiring and leading faculty of pharmacy, nationally and internationally in pharmacy education, research and building the community knowledge.
<b>Mission</b>	'The Faculty of Pharmacy provides the community with the next generation of competent pharmacists through high-quality curricula that includes high level of education and research to meet the needs and improve the health of the community
<b>Objectives</b>	<p><b>Objective 1:</b> Improving teaching, learning and educational services for raising educational outcomes .</p> <p><b>Objective 2:</b> Stating a motivating and supportive work environment for developing faculty staff members and administrative leaders' performance.</p> <p><b>Objective 3:</b> Promoting quality of scientific research</p> <p><b>Objective 4:</b> Fostering community partnerships</p>

### 4.1. FP and Al-Baha University Strategic framework alignment

FP Strategic framework	Al-Baha University Strategic framework
<p><b>Vision</b></p> <p>To be an inspiring and leading faculty of pharmacy, nationally and internationally in pharmacy education, research and building the community knowledge.</p>	<p><b>Vision</b></p> <p>A distinguished university in education and research that contributes to building a knowledgeable society.</p>
<p><b>Mission:</b></p> <p>The Faculty of Pharmacy provides the community with the next generation of competent pharmacists through high-quality curricula that includes high level of education and research to meet the needs and improve the health of the community.</p>	<p><b>Mission:</b></p> <p>Providing distinguished education and scholarly research that contribute to building a knowledgeable society through an engaging.</p>

### 4.2. FP and Al-Baha University strategic objectives alignment

FP Strategic objectives	Al-Baha University Strategic objectives
<b>Objective 1:</b> Improving teaching, learning and educational services for raising educational outcomes.	<b>Objective I:</b> Improving the quality of teaching and learning
<b>Objective 2:</b> Stating a motivating and supportive work environment for developing faculty staff members and administrative leaders' performance	<b>Objective II:</b> Achieving distinction in the performance of faculty members and other employee.
<b>Objective 3:</b> Promoting quality of scientific research	<b>Objective III:</b> Developing and supporting scholarly research.
<b>Objective 4:</b> Fostering community partnerships	<b>Objective VI:</b> Creating effective partnerships with the community



### 4.3. FP and Al-Baha University Initiatives alignment

#### Objective 1: Improving teaching, learning and educational services for raising educational outcomes.

FP Initiatives	Al-Baha University initiatives	KPIs
(1-1) Implementation and Evaluation of the new Pharm. D program academic curriculum	(1-1) Restructuring academic programs according to the latest data. (1-2) Developing educational content, teaching strategies, and assessment patterns. (1-11) Building a system for reviewing and evaluating academic programs periodically	(1-1-1) Students' evaluation of quality of learning experience in the program. (1-1-2) Students' evaluation of the quality of the courses. (1-1-3) Students' performance in the professional and/or national examinations
(1-2) Maintain and continuously improve the students' advising systems.	(1-3) Developing the academic guidance systems.	(1-2-1) Students' satisfaction with the counselling services (Academic advising, Career counselling, Psychological and social counselling)
(1-3) Contributing to improving the educational environment	(1-4) Establishing and developing laboratories and learning resources.	(1-3-1) Average Number of students in the class (1-3-2) Students' satisfaction with the quality of the laboratories (1-3-3) Satisfaction of beneficiaries with learning resources.
(1-4) Contributing to activating and maximizing the benefit of the technical environment within the faculty	(1-5) Developing a high-tech environment that supports education	(1-4-1) Satisfaction of beneficiaries with technical services.
(1-5) Improving students' skills	(1-10) Improving students' skills.	(1-5-1) Employers' evaluation of the institution graduate's proficiency. (1-5-2) Students' satisfaction with the extra-curricular activities

#### Objective 2: Stating a motivating and supportive work environment for developing faculty staff members and administrative leaders' performance

FP Initiatives	Al-Baha University initiatives	KPIs
(2-1) Planning for recruitment and retention of Faculty members.	(2-1) Planning needs and recruitment of faculty members. (2-3) Retention of faculty members. (2-4) Building a motivational system for faculty members	(2-1-1) Number of faculty members recruited annually. (2-1-2) Proportion of teaching staff leaving the institution (2-1-3) Teaching staff evaluation of the faculty leaders, policies.



		councils, academic units and committees (2-1-4) Faculty members' satisfaction with the adequacy and quality of the services provided to them
(2-2) Developing teaching staff skills, qualifications and performance	(2-6) Strengthening faculty member's capacity.	(2-2-1) Proportion of Faculty members participating in professional development activities.

### Objective 3: Promoting quality of scientific research

FP Initiatives	Al-Baha University initiatives	KPIs
(3-1) Raising the level of scientific research in terms of quantity and quality	(3-2) Raise the level of scientific research in terms of quantity and quality	(3-1-1) Number of funded research project annually (3-1-2) Percentage of published research annually (3-1-3) Beneficiaries' satisfaction with research facilities and equipment
(3-2) Improving access to libraries and information resources	(3-5) Developing the libraries and information resources	(3-2-1) Number of references in the libraries (3-2-2) Number of beneficiaries visiting the libraries
(3-3) Contributing to establishing postgraduate programs	(4-1) Creating postgraduate programs.	(3-3-1) Number of approved postgraduate programs

### Objective 4: Fostering community partnerships

FP Initiatives	Al-Baha University initiatives	KPIs
(4-1) Promoting communication between the faculty and the community	(6-2) Promoting media communication between the university and the community.	(4-1-1) Number of community programs and initiatives. (4-1-2) Proportion of full-time teaching staff and students actively engaged in community service activities. (4-1-3) Satisfaction of beneficiaries with the community services.
(4-2) Building partnerships with sectors relevant of training students.	(6-4) Building partnerships with sectors relevant to training students.	(4-2-1) Number of partnerships with sectors relevant to training students. (4-2-2) Senior year students' satisfaction with their clinical training experience.





(4-3) Enhancing the Alumni communication network and activities	(6-6) Establishing a support center for graduates.	(4-3-1) Proportion of supported Alumni
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#### 4.4. Structure of FP Strategic Plan

##### Objective 1: Improving teaching, learning and educational services for raising educational outcomes.

**Description:** Providing and maintaining an outstanding pharmaceutical curriculum through continuous development and evaluation. As well, this objective guarantee that curriculum meets current accreditation standards for the program.

##### Initiative 1-1

<b>Name of Initiative</b>	(1-1) Implementation and Evaluation of the new Pharm. D program academic curriculum.
<b>Brief description</b>	Implementing and evaluating the new Pharm.D Program academic curriculum including its vision, mission, objectives, graduate attributes, PLOs, CLOs, study plan, courses contents, teaching strategies, assessment methods to make sure that it meets labor market needs and to ensure its consistency with international (ACPE), and national (NCAAA) and (SPLE) standards
<b>KPIs</b>	(1-1-1) Students' evaluation of quality of learning experience in the program. (1-1-2) Students' evaluation of the quality of the courses (1-1-3) Students' performance in the professional and/or national examinations.

##### Initiative 1-2

<b>Name of Initiative</b>	(1-2) Maintain and continuously improve the students' advising systems.
<b>Brief description</b>	Fostering the follow up and improving the students' advising systems
<b>KPIs</b>	(1-2-1) Students' satisfaction with the counselling services (Academic advising, Career counselling Psychologic and social counselling)





### Initiative 1-3

<b>Name of Initiative</b>	(1-3) Contributing to improving the educational environment
<b>Brief description</b>	Maintaining and continuously improving the quality learning environment through the collaboration with the university to ensure the good quality and adequacy of classrooms and laboratories
<b>KPIs</b>	(1-3-1) Average Number of students in the class (1-3-2) Students' satisfaction with the quality of the laboratories (1-3-3) Satisfaction of beneficiaries with learning resources.

### Initiative 1-4

<b>Name of Initiative</b>	(1-4) Contributing to activating and maximizing the benefit of the technical environment within the faculty
<b>Brief description</b>	Activating and maximizing the benefit of technical services to support the academic experience
<b>KPIs</b>	(1-4-1) Satisfaction of beneficiaries with technical services.

### Initiative 1-5

<b>Name of Initiatives</b>	(1-5) Improving students' skills.
<b>Brief description</b>	Developing students' academic and social skills, as well as labor market skills
<b>KPIs</b>	(1-5-1) Employers' evaluation of the institution graduate's proficiency. (1-5-2) Students' satisfaction with the extra-curricular activities



## Objective 2: Stating a motivating and supportive work environment for developing faculty staff members and administrative leaders' performance

**Description** Fostering the intellectual and academic atmosphere that is helpful to recruit, develop and retain high qualified faculty members.

### Initiative 2-1

<b>Name of Initiative</b>	(2-1) Planning for recruitment and retention of faculty members.
<b>Brief description</b>	Identifying the current and future Faculty's needs from Faculty members in all specializations, and determining technical specifications, updating and following up the recruitment and retention plan
<b>KPIs</b>	(2-1-1) Number of Faculty members recruited annually. (2-1-2) Proportion of teaching staff leaving the institution. (2-1-3) Teaching staff evaluation of the faculty leaders, policies, councils, academic units and committees (2-1-4) Faculty members' satisfaction with the adequacy and quality of the services provided to them

### Initiative 2-2

<b>Name of Initiative</b>	(2-2) Developing teaching staff skills, qualifications and performance
<b>Brief description</b>	Enhancing Faculty members' performances, qualifications and skills by providing them the adequate development programs based on needs assessment.
<b>KPIs</b>	(2-2-1) Proportion of Faculty members participating in professional development activities.

## Objective 3: Promoting quality of scientific research

**Description** Encouraging scientific research work and seeking for innovation in pharmaceutical field.

### Initiative 3-1

<b>Name of Initiative</b>	(3-1) Raising the level of scientific research in terms of quantity and quality
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<b>Brief description</b>	Improving the quality of the scientific researches to meet international standards and increasing the scientific publishing rate among teaching staff and students through providing adequate and supportive environment in terms of high equipped research laboratories and training programs
<b>KPIs</b>	(3-1-1) Number of funded research project annually (3-1-2) Percentage of published research annually (3-1-3) Beneficiaries' satisfaction with research facilities and equipment.

### Initiative 3-2

<b>Name of Initiatives</b>	(3-2) Improving access to libraries and information resources
<b>Brief description</b>	Enriching the libraries with up-to-date scientific references related to pharmaceutical research and supporting the access of students to the libraries and scientific resources
<b>KPIs</b>	(3-2-1) Number of references in the libraries (3-2-2) Number of beneficiaries visiting the libraries

### Initiative 3-3

<b>Name of Initiative</b>	(3-3) Contributing to establishing Postgraduate study
<b>Brief description</b>	Creating postgraduate programs with interdisciplinary study plans that serve the national priority, the labor market and the community needs
<b>KPIs</b>	(3-3-1) Number of approved postgraduate programs

## Objective 4: Fostering community partnerships

**Description** Instilling and nurturing the voluntary work culture to serve and interact with the community.

### Initiative 4-1

<b>Name of Initiative</b>	(4-1) Promoting communication between the faculty and the community
<b>Brief description</b>	Providing community programs and initiatives that meet community needs and participate in community development



<b>KPIs</b>	<p>(4-1-1) Number of community programs and initiatives.</p> <p>(4-1-2) Proportion of full-time teaching staff and students actively engaged in community service activities.</p> <p>(4-1-3) Satisfaction of beneficiaries with the community services.</p>
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#### *Initiative 4-2*

<b>Name of Initiative</b>	(4-2) Building partnerships with sectors relevant of training students.
<b>Brief description</b>	Providing experiential learning opportunities for students that allow them to apply their knowledge in a real-world setting and help bridge the gap between classroom learning and the professional world and providing a way for students to network and connect in their chosen fields
<b>KPIs</b>	<p>(4-2-1) Number of partnerships with sectors relevant to training students.</p> <p>(4-2-2) Senior year students' satisfaction with their clinical training experience</p>

#### *Initiative 4-3*

<b>Name of Initiative</b>	(4-3) Enhancing the Alumni communication network and activities
<b>Brief description</b>	Establishing of an effective network with Alumni to facilitate communication and conduct activities.
<b>KPIs</b>	(4-3-1) Proportion of supported Alumni

