Tanta University:

Quality Assurance Strategic Plan

Foreword

The University strategic plan for quality assurance is not an end in itself, but only a first step towards continuous development of the educational process. By adopting the previous implementation methodology and time-table, this will consequently lead to developing the competitive medium as well as preparing the University for accreditation in due time.

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Introduction

Tanta University started in 1962 with the faculty of medicine as an affiliate to Alexandria University; two other faculties were added between 1962 and 1969. The three faculties constituted a branch of Alexandria University. In 1972 a presidential decree was issued inaugurating Tanta University.

Being now one of the biggest, most prominent universities in Egypt and having an excellent record of achievements since its foundation, Tanta University, in the course of its strong commitment to quality education, has developed a Strategic Plan for enhancing quality.

The University which now has 13 faculties in Tanta in addition to 7 other faculties in its branch in Kafr El-Sheikh is also involved in a number of community service programs as part of its mission of advancing both social and economic development of the surrounding community. Becoming more aware of the global economic and social changes, the University is setting its strategy for the coming five years *(2005-2010)* to cope with these changes.

The following figures represent the basic statistics of the University as of January 2005 and the projections for 2010. *(See Appendix I for detailed statistics)*

Background

Undergraduates and Staff

Undergraduate students *(2005 enrolment)*	Total
Tanta	84981
Kafr EL-Sheikh	24052
Grand total	**109033**

Faculty and Supporting Staff Members

Faculty and Supporting Staff Members	Total
Faculty members	3831
Support staff	10667
Grand total	**14498**

Post-Graduates

Diploma	
Tanta	5339
Kafr EL-Sheikh	819
Grand total	**6158**
Master Degree	
Tanta	3518
Kafr EL-Sheikh	585
Grand total	4103
Ph. D. Degree	
Grand total	1498
Grand total of postgraduates	**11759**

NB: By the year 2010 all these figures are expected to increase by approximately 20% for Tanta Campus.

International cooperation
England, France, Greece, Hungary, Japan, Jordon, Libya, Poland, Romania, Syria, Saudi Arabia, Turkey, USA, Uzbekistan.

Preamble

Assumptions

The University realizes that drafting a strategic plan for quality assurance is not an end in itself, but only a first step towards continuous development of the educational process. This approach will consequently lead to developing a competitive advantage(s), as well as preparing the University for accreditation in due time.

Global Challenges

Being aware of the **critical global challenges** facing higher education, the plan also addresses these challenges in the process of conducting an objective, realistic **SWOT** Analysis that shaped the structure of the plan. The following challenges were seen as the most influential on the direction of the University's strategic plan:

- New trends for virtual classrooms.
- The very fast pace of global communications.
- Influence of global economies on the education industry.
- Tele-courses and distance-learning becoming more and more accepted and encouraged as complementary to traditional forms of higher education.
- Employees through training.
- Increased national competition among state universities for scarce resources resulting in fund-raising being more essential.
- Pressure from private education providers.

- State-wide program review of the conditions of Higher Education, and the importance of enhancing its quality, resulting in more government scrutiny.

Local Challenges

- Private Universities
- The new national universities.
- The decrease in the number of students in public services.
- The high cost of education using modern technology and the constraints on student tuition.

Objectives of the strategic plan for quality assurance

- To guide the university actions of assuring quality in its programs and operations.
- To help in evaluating the university's performance in achieving quality.
- To guarantee consistency between the university mission and its short term plans.
- To be used as of reference for the quality assurance in the university and its units.

Criteria Used in the Strategic plan

In order to draft a realistic strategic Quality assurance plan that takes into consideration both the available and potential resources, the plan is:

1. Outcome-based so that both results and impact can be measured.

2. Process *(not program)* based on clear role's definition to ensure consistency and continuity.

3. Peer reviewer to allow assessment of progress on the one hand, and to be able to rectify any deviation from the objectives on timely bases on the other hand.

4. Bench-marking oriented, so that objectives would be escalating and not rigid.

5. Flexible enough to integrate any changes that might be required in response of the market and/or environment possible changes.

Plan's Scope & Dimension

The plan covers Quality as related to all the critical aspects of the educational process, i.e:

1. Teaching and research.
2. Students.
3. Curricula.
4. Teaching environment.
5. Administrative and support activities

Therefore, the proposed plan addresses the following relevant questions, and provides answers that reflect the tools to be used in the plan during the implementation phase:

- Where the University stands now?
- Where the University want to be?
- Reasons for the planned change?
- How the University intends to affect change?

- Has the University the essential resources to make the change happen?
- If not, what is the University going to do about it?
- Is there a detailed Action Plan to define the roles in the implementation phase?

Stakeholders

The plan addresses the interests of all the stakeholders in the process of enhancing the quality of education in Tanta University. Those stakeholders are:

- The Ministry of Higher Education in Egypt.
- The academic staff.
- Students of all disciplines.
- Students' parents.
- The administrative support staff.
- The business community in Gharbia.
- The Egyptian society at large.

Needs Analysis

With a view to accurately defining the need for a quality strategic plan, a needs analysis was conducted, where infra-structural needs for maintaining quality at the University were also defined. Quality has become the concern of almost every organization striving to become a world-class. The reason is simply the increasing competition for the customer worldwide. Universities, as higher education institutions, are being more interested in the quality of education they offer and the research they produce more than ever before.

The other international factors that raise the need for assessing the quality of University education can be stated as:

1. The challenge that all nations face now is the rapid advancement in science and technology. It is widely agreed that high quality education and research is the vehicle used in the race of survival and prosperity.

2. The level of prevailing technology- especially information technology-requires high quality education for developed countries to understand, interact, and make full use of these new capabilities for economic and social development.

3. In the global economy with global opportunities, one can safely say that low quality education has no place to compete with high quality education in a global market of employment especially with GAAT that leaves no boundaries or constrains on labour transfer.

4. The increasing awareness of satisfying the customer makes it necessary for the universities to measure and evaluate the quality of education they offer to their students in order to adopt continuous improvement in their program and services In the absence of performance measure, one can never know if a University education program has achieved its objectives, and if it has been performed according to acceptable specifications.

The importance of implementing quality strategic planning:

Tanta University is an equal opportunity non discriminating institution that does not discriminate on the basis of race, colour, religion, sex, age, disability, or other unlawful factors in employment practices or admission and treatment of students. The University has been established in 1972. It consists of 17 faculties (13 in Tanta and 4 in Kafr AL-Sheikh in addition to 4 faculty branches). The number of acting staff members is 4000 and that of assistant lecturers and demonstrators is 3730 whereas the number of students is around 109033 students. The number of employees is 10467. Although the University has been established thirty two years ago, and like all Egyptian Universities, it doesn't have a built-in system that measures and evaluates the quality of the University education.

The society did not complain about this before, probably because they were only few universities in the country with small number of students and a low unemployment rate in the then closed economy. Now there is an increasing need for quality assurance system at the University level because of the significant changes in

the economic and social environment, not only nationally but worldwide.

The internal factors include the increasing number of universities (public and private) with different capabilities and different performance which compete for better ranking, the increasing rate of unemployment which require a good look at the relevance and quality of our education programs, and the ever increasing state budget of education with needs to be assessed cost-benefit wise.

Therefore it is now very essential for the University to have a monitoring and feedback system to provide information about the actual academic performance to be used in assessing that quality and planned specifications have been met and to point out weakness that need corrective actions. This project aims at development of a strategic plan for the design and implementation of quality assurance system in Tanta University environment.

University Vision & Mission

Vision

Tanta University is an educational and research institution dedicated to develop and disseminate knowledge in various fields of science and art, to develop its capabilities for better ranking among Egyptian and Arab universities, to share other segments of society in the economic and social development, to save the intellectual and cultural heritage of Egypt, to support human rights, and to protect the environment maintaining the spiritual, ethical and professional values of the society.

Mission

The University of Tanta provides excellent opportunities for higher education with high academic standards in all fields of knowledge at all levels for interested Egyptian and others to qualify them to participate in the economic and social development of their country. It works for the continuous development of knowledge through serious scientific research. It also provides practical solutions, and professional consultations to other production and service institutions. The University is committed to increasing the intellectual awareness of the surrounding community and protecting the environment.

Realizing Vision & Mission

In achieving (realizing) its mission, the University aspires to:

- Create a research-based teaching and learning environment that will encourage students to reach their full potential, and that will produce critical, capable and skilled graduates who can adapt to changing environments;

- Promote excellence and innovation in teaching and learning by providing staff and students with access to relevant academic development programs;

- Provide an attractive, safe and well-equipped environment that is conducive to good scholarship and collegiality;

- Provide a safe and nurturing student support system that will foster the all-round development of our students, and the nation as a whole;

- Attract and retain staff of the highest calibre and to provide development programs for staff at all levels;

- Promote excellence in research and other creative endeavours;

- Play an active role in promoting inter-disciplinary and inter-institutional collaboration with other local, regional, and global education and professional institutions where appropriate.

- Play a leading role in establishing a culture of environmental concern by actively pursuing a policy of environmental best practice.

- Strive for excellence and to promote quality assurance in all it's activities.

Main Strategic Goal

Ensuring superior education quality, commitment to continuous improvement, and soliciting community confidence in our graduates' calibre which fulfils internationally recognized standards.

The Objectives of the Plan

1. Achieving international standard performance in the University's programs and services.
2. Preparing the University to qualify for application for Accreditation.
3. Ensuring the quality of the University graduates to compete nationality, regionally, and internationally.
4. Building the self capacity of the University towards continuous improvement of education.
5. Developing a competitive advantage in education and research among the other Egyptian and Arab universities.

Other University Objectives

- Keeping up-to-date with the Higher Education global scene through maintaining networking with the international and Arab universities and professional organizations.
- Adopting advanced technology, especially information technology.
- Developing the local community capacity building through investing in high quality calibre of graduates who are both equipped and qualified and prepared to lead the change in their community.
- Responding to the community needs and reinforcing the relationship with it to contribute to its advancement and welfare.

- Generating self-financing to help the University continue fulfilling its development plans.

Elements of Strategic Quality System

1- **Place** for quality management centre. Actually the top management of Tanta University has assigned a well built building for project management unit with a special sector for quality management centre. The place is easily accessible, newly built and equipped with furniture and a telephone. The centre contains 2 halls for seminar and training and a third hall for meeting and place for reception in addition to special toilette. The halls and centre are air conditioned. The centre has a leased line connected to the internet via the University network.

2- **Organisational structure**. For proper management of this project and the quality management centre we need a project management team, implementation team of 6-8 young staff members, 4 non academic staff members, experts, 2 secretaries, 4 technicians for data entry and 2 labourers. As for Human Resources: the implementation team should be well trained by national and if possible, international experts.

3- **Equipment**: To implement the strategic plan we need at least 2 computer units, 1 laser printer, one inkjet colour printer, photocopier, 1 scanner, 1 data show, 2 computer tables, 2 screens, a flash memory, a fax machine.

4- **A Dissemination Plan**: A conclusive marketing plan needs to be developed in order to promote the different special units in the

University, as well as any other potential expertise areas that the business community outside the University may need.

5- **<u>Working manuals</u>** and templates of monitoring and reporting .

Plan Development

In developing the strategic plan for quality a number of steps have been followed which include:

1. Self-assessment
2. Risk assessment
3. Mitigation tools
4. Areas of quality improvement
5. Measurement and tools
6. Quality standards for teaching & learning
7. Constraints
8. Time frame

1-Self-Assessment

The starting point for initiating the University's Strategic Plan was a **SWOT analysis** reflecting an objective detailed self-assessment. The following illustrates the most critical findings which formed the foundation of a realistic Strategic Plan:

Strengths

- Coverage of a diverse number of academic disciplines due to a good number of qualified staff.
- Presence of a well developed System Development Unit (SDU).
- Establishment (under development) of a Quality Assurance Centre.
- Availability and involvement of a good number of younger staff.
- Presence of twenty two special units that can be extended to outreach the outside community and provide professional services.

- Centred location for easy accessibility for students from the Delta and Alexandria.

Weaknesses

- Congestion of classrooms.

- Poorly equipped laboratories.

- Obsolete curricula and teaching methods.

- Lack of staff and students assessment tools.

- Shortage in funds needed for scientific research.

- Technological infrastructure deficiencies.

Opportunities

- Favourable change and strong government support for self autonomy.

- Developing local community that needs University's expertise.

- Established ties with foreign universities to increase internship

- A good base of fund-raising through Higher Education Enhancement Project Fund (HEEPF).

- Partnership with other universities (Cairo, Helwan, Monoufia, Minia and south Valley) in quality enhancement projects.

- Although some of the special units were established to contribute to voluntary civil society activities, some of these units could be expanded and developed into cost centres. Thus, generating income.

Threats

- Difficulty of frequent turnover in key staff positions (particularly network and computer support personnel) coupled with the

inability to fill vacant positions in a timely manner due to law restrictions

- Immigration of veterinary and medicine school students to other neighbouring universities due to Kafr El-Sheikh Branch becoming an independent University.
- Lack of a Competitive Advantage that may help the University compete with private universities.
- Drain of brains due to attractive compensation packages by the private universities, and stagnation of promotion for existing staff.
- More emphasis is being put on self-funding which will result in more pressure on the University to find new donors to support it development plans.

(See Appendix II for a complete SWOT Analysis.)

2- Risk Assessment

In order to complement all the other aspects constituting the major influences of the plan, a risk assessment was conducted. The following factors were seen as potential risks:

1. Regular cash flow to support activities on a timely basis during the first two years of operation.
2. Immigration of qualified staff to private University due to being attracted by appropriate compensation.
3. Inflexibility of existing laws governing Higher Education.
4. The limited scope of the University's local community in Gharbia, and the effect of this on promoting the Special Units in the University.

5. The natural resistance of some segments in the University to the idea of measuring the quality of performance.

6. Student's resistance of the process of evaluating the teaching effectiveness.

3- Mitigation Tools

The working team discussed the above risks, as well as with the different ways to handle them, if and when they occur. The following methods were seen as viable effective tools:

- Promoting the culture of QA in education and the benefits to be gained for all the stakeholders.

- Building the self-capacity of the University as far as training is concerned, and sub-contracting other required services for a transitional period of time.

- Gradually involving the students in decisions that relate to their welfare and style of teaching.

- Encouraging social activities between staff and students.

- Soliciting civil society and business community support for the University mission and programs.

4- Areas for quality improvement

The strategic plan will also take into consideration that any Higher Education successful quality assurance system should include the following main components:

- **Academic Standards**

- Intended learning outcomes
- Curriculum
- Student assessment
- Student achievement

- **Quality of Learning opportunities**
  - Teaching and learning
  - Student support
  - Learning resources

- **Research and other scholarly activities**
  - Community improvement targeted research.
  - Consulting services addressing business needs.

- **Community Involvement**
  - Civil society & NGOs (Non Governmental Organizations).
  - Contribution to enhance community social & cultural heritage.

- **Effectiveness of Quality Management and Enhancement**
  - Governance and leadership
  - Quality assurance system
  - Self-evaluation, plans and impact

5- <u>Measurement & Implementation Tools</u>

In order for the plan to be measurable and in order that its progress can be monitored, the following tools*, related to each topic*, will be implemented:

- ***Agreeing on Strategy***
  - Initial draft presentation of the plan.

- o Brainstorming on course of action.

- o Define Roles.

- *Education Quality (Teaching, Students, Curricula)*

  - o Questionnaires

  - o Group discussions

  - o Sample interviews

  - o Random sampling investigation

- **Dissemination & Communication**

  - o Meetings

  - o Software distribution

  - o Leaflets & brochures

  - o Field visits

  - o Web-site

- **Quality Control & Monitoring System**

  - o Progress reports

  - o Peer reviewing

  - o Regular presentations of success stories.

  - o Appropriate documentation system.

  - o Exchange field visits.

  - o Regular audits

- **Human Resources (HR) Development & Sustainability**

  - o Involve younger generation.

  - o Define required skills.

  - o Provide proper updated training.

  - o Measure Return of Investment (ROI) of training.

- **Operating / Action Plan**

  - o Focused implementation framework.

○ Setting Priorities.

○ Identify required resources.

○ Agree on tactics

○ Setting timeline

6- University Quality Standards for Teaching & Learning

The strategic plan will be based on *superior quality management of the learning process.* The following aspects constitute both *critical components and tools of efficiently and effectively fulfilling that goal:*

1) Planning

- Appropriate and detailed schemes of work are prepared and used by all staff and are made available to colleagues.

- Curriculum topics meet the requirements of the course specification.

- Student handbook/course information and programs of learning are both accessible and available.

- Lecturers identify learning goals, existing skills and prior learning.

- Curriculum is matched to students' interests, learning goals, and ability level.

2) Delivery

- Learning is broken down into manageable components.

- Instructions given to students are clear.

- Lecturers manage student behaviour appropriately within lesson and ensure that students remain focused.

- Lecturers support and encourage independent learning for students.

3) Assessment

- Marking and assessment procedures are explained, available to and easily understood by students.
- Homework and class assignments are set regularly, marked with constructive feedback, and returned to students.
- Encouraging group assignments and projects whenever appropriate.

4) Management of Environment

- Lecturers pay due attention to a safe and constructive learning environment for students.
- Lecturers have good working relationships with students, providing an environment that is conducive to learning.
- Students are encouraged and helped to work with each other in teams.

5) Management of Resources

- Required learning resources available and working efficiently.
- Learning materials are clearly written and presented in language and style that is accessible to students.
- Lecturers enable students to make effective use of learning resource facilities for their subject.

6) Management of Learners

- Lecturers liaise with and refer students to support services such as personal tutoring, advising and counselling.
- Students are encouraged to take responsibility for their learning and to become actively involved in lessons.
- Lecturers support learners in managing their work load.
- Lecturers respond promptly and appropriately to lapses in student attendance and punctuality.

7- Limitations & Constraints

In the process of analyzing what the University has to work with and what to work against, and in order to draft SMART QA objectives for the University, the following constraints were considered:

- Social
- Political
- Economic
- Legal
- Technological
- Administrative

8- Quality Assurance Provision Review Mechanisms

In general, the quality assurance provision will be carried forward through review mechanisms that are linked to the University's procedures and the above Self Assessment. Such mechanism will include:

1. Probationary procedures for all newly appointed staff.
2. Staff appraisal, including observation of their teaching and research.
3. Annual review of all courses by students and staff.

4. Annual review for curriculum program areas.
5. Annual review of progress against targets by quality teams.

Judgments and their evidence base will be validated internally through a process of student and peer review as stated above, *benchmarked where possible against national data and subject to external scrutiny where appropriate.*

Performance against the stated aims will be monitored annually in consultation with the student body through a minimum of two questionnaires annually, focus groups and the complaints procedure. *The results of such monitoring will be made available to students and staff.*

9- Projected Time-frame For Implementing the Plan

The above detailed work-plan of the Strategic Plan would be spread over a period of *five years* **(projected to start June 2005)** as follows:

Projected Time-frame For Implementing the Plan

No	The Strategic Objectives of Plan	Indicators	Time Span
1	**Building the self capacity of the University towards continuous improvement of education** **Tools** • **Conducting a Training Needs analysis (6 months)** • **Training courses for staff & administrators (6 months)** • **Evaluation of return reinvestment (2 months)**	**Enhancing academic excellence through greater Support of high quality teaching research, and Service.**	**1/7/2005** **30 /6 /2007**
2	**Generating Self-financing to help the University continue fulfilling its development phase.** **Tools** • **Marketing plan for promotion of special units (1 yr).** • **Meeting with business people (1 year)** • **Marketing corporate classroom(2 years)** • **Creation of new special units (3 years)** • **Participation in parallel education & Distance Learning Projects**	**Developing new Sources of income and reduce costs Through improved efficiencies**	**1/7/2005** **30/6/2010**
3	**Preparing the university to qualify for application for Accreditation.**	**Generating self-financing, Building the self-capacity of the university, ensuring the quality of all the**	**1 / 7/2005** **30/6/2008**

	Tools • **Establishment of quality management unit in each faculty during the first (2 years).** • **Renovation of the university network (1 year).** • **Renovation of the university and faculty libraries 2 years.** • **Renovation of the student's hostel (3 rd years).** • **Development of the university digital and electronic library (within 3 years)** • **Development of the staff & Support staff.** • **Support researches through communication with business people and factories in our region.** • **Encouragement of staff members to publish their researches in international journal.**	**university activities.**	
4	**Ensuring the quality of the university graduates to compete nationally, regionally and internationally.** **Tools** • **Renovation of the University Bylaws 2 years** • **Updating of the curricula (3 years).** • **Continuous communication with European and American**	**The plan Covers all the Critical aspects such as: Teaching, Research, Students, Curriculum, and Learning Environment.**	**1/7/2005 30/6/2010**

	• **Universities.** • **Enhancement of joined projects with Europe and USA.** • **Inviting international experts in different specialties.** • **Continuous communication with the alumni**		
5	**Responsiveness to the community needs relationship for its welfare** **Tools** • **Holding continuous meetings with stakeholders.** • **Involvement of stakeholders in the process.** • **Encouraging entrepreneurial projects.** • **Participation of the stakeholders in the development Of the strategic direction of the university.**	**Build amore Considerate and Civil University Community, Serve Society Through teaching, research, And Service.**	**1/7/2005** **30/6/2010**

The above detailed work-plan of the Strategic Plan would be spread over a period of *five years* (**200S-2010)**.

Requirements for Success

 A: Enhancing academic excellence through greater support of high-quality teaching, research, and service that can be done through :

- Reviewing academic programs in the context of quality, centrality, and demand; identifying programs for enhancement, expansion, redefinition, merger, or elimination to achieve world class excellence.

- Fostering an environment that supports collaborative and interdisciplinary research.

- Enhancing the success of academic initiatives of strategic importance: life sciences; materials; environmental sciences; children, youth, and families; and social sciences research.

- Continuing the development of Information Sciences and Technology.

- Providing and maintaining competitive faculty and staff income.

- Improving facilities in support of teaching, research, and outreach.

- Encouraging enhance, and monitor progress toward excellence in Tanta University graduate degree programs.

 B: Enriching the educational experience of Tanta University students by becoming a more student-centred University. This can be achieved by:

- Improving the teaching/learning environment by promoting more learner-centred approaches.

- Fostering a culture for service and continuous improvement that is responsive to the changing needs and increased expectations of our students.

- Strengthening the connections between academics and student life by creating more dynamic living and learning communities.

- Keeping pace with rapidly expanding student and faculty computing and telecommunication needs.

- Reorganising the systems and processes that will enable students to achieve their academic goals from admission through the entire enrolment period up to and including graduation.

- Continuing to develop and strengthen academic and student life programming to enhance the first-year experience.

- Expanding learning opportunities such as field experiences, internships, international programming, and undergraduate research and recognize, through the faculty reward system, faculty who engage in such student-centred activities.

C: Building a more considerate and civil University community.

- Fostering an improved climate for diversity in all learning and work environments.

- Recruiting and retain a diverse population of students, faculty, and staff.

- Building and maintaining a healthy work and teaching community that is respectful of differences and conducive to

personal and organizational growth.

- Promoting multicultural understanding through increased study abroad and service learning opportunities.
- Strengthen campus–community partnerships.

D: Serve society through teaching, research, and service by:

- Addressing the needs of diverse constituents through increased access to University expertise in teaching, research, and service.
- Increasing financial support for the College of Medicine, an important regional resource for health care research, education, and practice.
- Expanding the scope of outreach activities to more academic units with the potential to contribute significantly to state and local problem solving.
- Continuing Campus development to provide increased access and educational choice for students while generating new sources of revenue for academic units and new models of delivery.
- Improving contributions to service through careful evaluation of outreach activities, ensuring that programs address the highest priority needs and are cost-effective.
- Utilizing resources of the campus colleges to enhance community economic and workforce development.
- Fostering economic development by moving faculty intellectual property into the commercial field.

E: Develop new sources of income and reduce costs through improved efficiencies.

- Implementing tuition models that hold tuition to the lowest level consistent with continually enhancing the academic quality of the University; increase tuition sufficiently to improve the University 's competitive position while improving the teaching and learning environment for students.

- Increasing facilities and administrative cost recovery on research grants and contracts as well as outreach and public service activities; increase income from the licensing of University intellectual property.

- Increasing utilization of information technology in e-learning and e-business applications.

- Seeking cost efficiencies through the further consolidation of administrative and academic units.

- Conducting business in a manner that demonstrates a commitment to environmental stewardship and moves the University toward sustainable practices.

Appendices

I. **HR facilities inventory.**

II. **SWOT Analysis.**

III. **List of Special Units.**

IV. **Assessment Questionnaire.**

Appendix I

HR & Facilities Inventory

Tanta University started in 1962 with faculty of medicine as an affiliate to Alexandria University; two other faculties were added between 1962 and 1969. The three faculties constituted a branch of Alexandria University. In 1972 presidential decree Inaugurating Tanta University.

Faculties in Tanta Campus

Faculty	Year of Establishment
Medicine	1962
Education	1969
Science	1969
Commerce	1973
Dentistry	1973
Pharmacy	1973
Arts	1975
Law	1981
Engineering	1983
Agriculture	1990
Physical education	1994
Specific education	1998
Nursing	1999

Faculties in Kafr EL-Sheikh campus

Faculty	Year
Agriculture	1969
Education	1977
Veterinary medicine	1991
Specific education	1998

Branches in Kafr EL-Sheikh of faculties in Tanta

Faculty Branch	Year
Commerce	1990
Engineering	1990
Arts	1994
Physical education	1997

Appendix II
(SWOT Analysis)

Strengths

• Presence of a large number of qualified academic staff members.
• Presence of a higher percentage of young staff members.
• Presence of a large number of staff members of different disciplines.
• Most of staff members live in Algharbia Governorate; this renders them available all days and has some sort of social ties with the students.
• The presence of a large number of non-academic staff members.
• The presence of a good and developing University net.
• The presence of a well developed management information System (MIS) for students in the University.
• The presence of a training center for faculty development of the staff members.
• The presence of a well developed highly equipped conference centre in the University.
• The presence of developing quality management centre.
• The geographical situation of Tanta in the centre of Delta renders it easily accessible for students from Cairo to Alexandria.
• Presence of scientific magazines.
• Presence of student's hostility for male and female students in Tanta and in Kafr AL-Sheikh.
• Presence of a well developed University restaurant.

• A strong regional University reputation.
• The presence of computer labs for students in the faculties of commerce, education, special education, basic science.
• Loyal alumni.

Weaknesses

• Presence of a large number of students.
• Non commitments of staff members
• Non commitments of students
• Low income of the staff members
• Improper classrooms.
• Improper laboratories.
• Most of curricula are in need of reform.
• Improper methods of teaching.
• Improper methods of staff and student's assessment.
• Shortage in the audiovisual tools.
• Improper financial resources for scientific researches.
• Improper laboratories.
• Shortage in libraries and Information Systems.
• Insufficient periodicals
• Improper financial supply for the staff members to attend international conferences.
• Most of the non academic staff members need training.
• Restricted autonomy of the University.
• Limited faculty support (e.g., travel funds, faculty development

grants … etc.)
• Lack of international/global expertise among faculty.
• Limited ties to industry.
• Infrastructure deficiencies.
• Lack of sufficient University expenses for student activities.
• Lack of sufficient University expenses such as computers, software and site licenses.
• Dependence on a student records system that is inadequate and obsolete.
• Absence of internal quality system.

Opportunities

• The current policy to change the University law to achieve autonomy.
• The liberal trends to implement parallel education will increase the financial resources of the University which in turn will enhance the teaching environment with the different faculties.
• The participation and involvement of Tanta University in the higher education enhancement projects (HEEP) and other projects
• USAID definitely has positive effects on both learning and researches.
• Establishment of ties with national and international organizations to improve internship opportunities and placement of graduates.
• Establishment of ties with regional companies to compliment funding raising efforts.

• Effectively managing efforts to improve quality of students.
• Increase diversity of students and faculty members.

Threats

• Competition with other public and private universities which may be creating new threats or opportunities
• Undergraduate enrolments nationwide are projected to increase producing increased pressure on existing resources.
• Doctoral enrolments nationwide are projected to increase producing pressure on existing resources.
• The slow national economic growth reflects absence of short-term economic relief for the budget.
• Uncertainty concerning future funding of the University by the government.
• University budget constraints will continue to increase the difficulty among faculty lines.
• Resource constraints will inhibit growth in travel support for the staff and students.
• Decreasing ability to retain/attract quality junior faculty due to uncompetitive salaries and support in comparison with the private and foreigner universities.
• Inability to successfully advance faculty through the promotion cycles (i.e. over 60 percent of the faculty being professors).
• Lack of well-articulated development/fund raising efforts of the University in the past, resulting in limited contact with potential

donors and foundations.
• Competition from virtual universities.
• Rapidly changing instructional technology, resulting in decreasing useful life of existing technology in the University with limited University support for repair/replacement.
• Difficulty of frequent turnover in key staff positions (particularly network and computer support personnel) coupled with the inability to fill vacant positions in a timely manner due to law restrictions.

Appendix III *(Assessment Questionnaire)*

S	field	Current status						Expected status					
		0	1	2	3	4	5	0	1	2	3	4	5
1	**Teaching:** a. Depends on self learning. b. Depends on self modern Technology. c. Depends on modern methods of evaluation. d. Depends on E-learning. e. Uses modern teaching methods. f. Depends on student activities. g. Others:-												
2	**Curriculum:** a. Meets students needs. b. Reflects local environment. c. Reflects modern technologies. d. Void of subjects redundancy. e. Include student activities. f. Include International experiences. g. Appropriation to student's abilities. h. Others:-												
3	**Students** a) They are selected according tests. b) They use knowledge resources affectively. c) They adhere to society values of traditions. d) They are creative. e) They have practical life skills. f) They conduct various academic activities. g) They participate in national and International event. h) They participate in solving local problems. i) Others:-												
4	**Research:** a) In related to developing plans. b) Contributes to increasing production. c) Treats community problems d) Helps in developing community resources. e) Depends on work group and co. research. f) Others:-												

S	field	Current status						Expected status					
		0	**1**	**2**	**3**	**4**	**5**	**0**	**1**	**2**	**3**	**4**	**5**
5	**Educational Environment:** a) Classrooms are sufficient. b) Reading halls are sufficient. c) Reading halls are equipped with modern technology. d) Periodicals and Journals are available. e) Online facilities are available. f) Reading halls are regular subscription in world periodicals. **Others:-**												

Appendix IV

List of Special Units

S	English	Arabic
1	information network and scientific computer general service center	• مركز الخدمة العامة لشبكة المعلومات و الحاسب العلمي
2	Engineering consultation centre	• مركز الاستشارات الهندسيه
3	Tanta University press	• مطابع جامعه طنطا
4	Agricultural experimental and research centre in Kafr El Sheikh	• مركز التجارب و البحوث الزراعية بكفر الشيخ
5	Minute analysis Unit	• وحدة التحاليل الدقيقة
6	Medical and scientific instrumental maintenance center	• مركز صيانة الأجهزة العلمية و الطبية
7	Environmental technology and science centre	• مركز علوم و تكنولوجيا البيئة
8	Blind and handicapped Guardianship center	• مركز رعاية المكفوفين و المعوقين
9	University accommodation residence	• دار الضيافة بالجامعة
10	Agricultural experimental and research centre in Tanta	• مركز التجارب و البحوث الزراعية بكلية الزراعة بطنطا
11	General service center in Tanta Faculty of education	• مركز الخدمة العامة بكلية التربية بطنطا
12	Pharmaceutical service center in Tanta Faculty of	• مركز الخدمات الصيدلية بكلية الصيدلة

	pharmacy	
13	**Scientific computer center at Tanta faculty of commerce**	• مركز الحاسب العلمي بكلية التجارة
14	**General service center in Tanta Faculty of dentists**	• مركز الخدمة العامة بكلية طب الأسنان
15	**General service centre at Tanta faculty of Law**	• مركز الخدمة العامة بكلية الحقوق
16	**General service centre at Tanta faculty of science**	• مركز الخدمة العامة بكلية العلوم
17	**General service centre at Tanta faculty of commerce**	• مركز الخدمة العامة بكلية التجارة
18	**General service centre at Tanta faculty of specific education Arts**	• مركز الخدمة العامة بكلية التربية النوعية بطنطا
19	**General service centre at Tanta faculty of physical education**	• مركز الخدمة العامة بكلية التربية الرياضية
20	**General service centre at Tanta faculty of Arts**	• مركز الخدمة العامة بكلية الآداب
21	**General service centre at Kafr El Sheikh faculty of Education**	• مركز الخدمة العامة بكلية التربية بكفر الشيخ
22	**General service centre at Kafr El Sheikh faculty of specific Education**	• مركز الخدمة العامة بكلية التربية النوعية بكفر الشيخ

شكر و تقدير

انه لشرف عظيم لى أن أحظى بثقة الإدارة العليا لجامعة طنطا التى أشرف دائما بالإنتماء اليها وأن يعهد لى بادارة مشروع وضع أول خطة لإستراتيجية الجودة بها وفى هذا المقام فأننى اتوجه له شكرا على كل ما أعطانا من توفيق ... ولا يفوتنى أن اتوجه بالشكر لطاقم المشروع الذى شرفت بالعمل معه والذى بدون تعاونه وجهوده ما كان لهذه الدراسة أن ترى النور وأخص بالشكر الطاقم الإدارى للمشروع وهم:

- **الأستاذ الدكتور/ فؤاد خليفة هراس رئيس الجامعة**
- **الأستاذ الدكتور/ سمير رياض هلال نائب رئيس الجامعة**
- **الأستاذ الدكتور/ محمد محمد نصار نائب رئيس الجامعة**
- **الأستاذ الدكتور/ مصطفى أحمد فؤاد نائب رئيس الجامعة**

كما أتوجه بالشكر للطاقم التنفيذى للمشروع ولكل السادة نواب رئيس الجامعة والعمداء السابقيين والحاليين الذين تعاونوا معنا خلال فترة تنفيذ هذا المشروع ..وأخيرا وليس آخرا أتقدم بشكر خاص الى الأستاذ الدكتور/ **فتحى على النادى** مستشار المشروع والذى ترى بصماته فى قلب هذا العمل... والله الموفق

الأستاذ الدكتور/ محمد نبيه محمد الغريب
مدير مشروع الخطة الإستراتيجية للجودة
بجامعة طنطا