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# **Strategic Plan Faculty of Veterinary Medicine - Cairo University 2015-2021**



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## **Our motto**

**Let's take off to the future using the past experience!**

## **Preamble**

**In light of the efforts, aimed at developing the higher education sector and scientific research, the Faculty of Veterinary Medicine, Cairo University, in cooperation with the Quality Assurance Center at CU, has developed a comprehensive strategy for the Faculty, as well as a purposeful improvement and operational plan to be implemented during 2015-2020, within a timetable that defines the procedures, activities and the entity responsible for implementing each procedure, and the time specified for implementation, in light of the indicators and expected results. This is in view of the environmental analysis of both internal and external environment of the Faculty, using quantitative and qualitative analysis. When developing the strategic plan for the Faculty, it was taken into account that it should be consistent with its counterparts in CU.**

**The plan contains the vision, mission, policies and strategic objectives, aimed at achieving the Faculty's mission. The strategic plan includes plans to develop the skills and capabilities of human resources at the Faculty, develop self-resources, community services, environment development, and continuous enhancement, apply quality standards, support students, attract expatriates, and develop the scientific research system.**

**The plan is comprehensive and aims to bring about change for the better. The strategy takes into account the current and future needs of the Egyptian society that are compatible with development goals and plans, with the aim of graduating qualified students who are able to compete in the labour market, through formulating policies, identifying necessary procedures to provide the appropriate environment for this development, and via the axes around which this strategy revolves, whether in terms of the foundations of admission to universities, study programs, the foundations of accreditation and quality control, or encouragement of creativity in scientific research.**

**The team of preparing, reviewing, following up and evaluating the execution of the strategic plan at the Council of the Faculty of Veterinary Medicine was formed and approved on 20/12/2015. In view of the circumstances of the Corona pandemic, the work of the strategic plan has been extended until 2021.**



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## **History of the Faculty of Veterinary Medicine**

**The Faculty of Veterinary Medicine - Cairo University is the mother of the faculties of veterinary medicine in Egypt. Its history goes back to 1827, when the first veterinary school was established in Egypt in Rashid of Lower Egypt. The purpose of establishing this school was to teach how the army horses and rice mill animals were treated. It was joined at that time by ten students who were taught by two French professors.**

**The School of Veterinary Medicine moved from Rashid to Abu Zaabal in Qalyubia in 1831, then to Qasr Al-Aini in Giza in 1839 to be next to the School of Medicine. Due to the presence of French teachers there at that time, the teaching was in French, while an Arabic translator helped.**

**During the reign of Khedive Abbas I, the School of Veterinary Medicine was closed. Then, it was opened for a short period to be closed again between 1881 and 1901 due to financial difficulties. In 1914, the School of Veterinary Medicine was attached to the Ministry of Agriculture, and then moved to its current location on Al Gamia Street in Giza in 1921. In 1923 the School was attached to the Ministry of Education, then to the Egyptian University in 1935. It was called the Faculty of Veterinary Medicine in 1946. Foreign and Egyptian deans succeeded in the management of the School of the Veterinary Medicine since it was established. But the first Egyptian dean in its old time was Muhammad Bey Amin (1841-1842). As for the modern time, the first Egyptian dean was Dr. Muhammad Askar (1924-1929).**

**In view of the continuous development in the departments of the Faculty, the education systems, and the increasing number of students and the faculty, expansions were made behind the farms of the Faculty of Agriculture, starting in 1962 (the new Faculty buildings). These buildings are for the Faculty administration, clinical departments and some other divisions. The Faculty of Veterinary Medicine was accredited by the National Authority for Quality Assurance and Accreditation of Education on 26/06/2014. The accreditation was renewed on 10/07/2019.**



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## **Vision**

**To be one of the internationally prestigious veterinary colleges in the fields of veterinary education, animal health care and advanced scientific research, and to meet the distinguished characteristics required in the field of community service and development in all veterinary fields.**

## **Mission**

**The Faculty of Veterinary Medicine, Cairo University is committed to providing an appropriate educational environment to prepare a qualified veterinarian for the labor market locally and regionally, in light of the concept of national security and in accordance with comprehensive quality standards to preserve human and animal health, service the veterinary industries, and ensure food safety through study programs for the undergraduate and postgraduate levels and the provision of scientific research. The faculty also extends a distinguished contribution to providing integrated technical and technological solutions to the national economy, as well as knowledge and technology exchange to achieve sustainable development for all beneficiaries, under the guidance of professional ethics in a manner that serves society and the national economy while preserving the Egyptian heritage and identity.**

## **Strategic objectives**

- 1) Providing educational programs and services in light of international quality standards.**
- 2) Raising the efficiency of institutional performance and developing the Faculty's resources.**
- 3) Developing students' skills and abilities for creativity, innovation, scientific thinking and entrepreneurship.**
- 4) Developing the skills and capabilities of human resources in the Faculty.**
- 5) Supporting and developing the scientific research system and its applications.**
- 6) Supporting and developing the Faculty's role in achieving social responsibility and environmental development.**
- 7) Developing and building integrated information systems that cover all the activities of the Faculty.**
- 8) Strengthening partnership relations between the Faculty and international, regional and local institutions.**

## **Governing values**

- Integrity and transcendence.**
- Developing innovation and encouraging creativity.**
- Continuous education.**
- Transparency, justice and equality.**
- Rewarding outstanding performance.**
- Encouraging teamwork.**
- Serving the local community and solving its problems.**



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## SWOT Analysis

### First: analyzing the internal environment of the Faculty

The analysis of the Faculty's internal environment represents the first part of its environmental analysis using the SWOT analysis method. The purpose of this analysis is to identify and diagnose the strengths and weaknesses that characterize the Faculty, using the "7S" method, or the seven internal strategic factors of the Faculty:

- 1) Structure
- 2) Staff
- 3) Sources
- 4) Style
- 5) Systems and procedures
- 6) Skills
- 7) Shared values

Questionnaires were designed to measure the strengths and weaknesses of the seven internal strategic factors of the Faculty. They were submitted to the internal and external community of the Faculty. The results of the questionnaires were analyzed, as well as the focus meetings that took place with the participation of representatives of the faculty members, their assistants, administrators and students, in addition to the meetings held with the academic and administrative leaders at the Faculty, and numerous stakeholders.

This analysis of the results was formulated as follows:

#### (1) Structure

Through the organizational structure, the Faculty exercises its activity to achieve its goals, which involves the processes of assembling, classifying and dividing these activities in the form of departments, divisions, and units, in addition to determining the administrative levels, defining authority relationships at the vertical level in the organizational hierarchy, specializations, responsibilities, roles, lines of communication and flow of information.

Strengths	Weight	Ranking	Weaknesses	Weight	Ranking
There is an organizational structure that covers all aspects.	0.25	5	Unavailability of a continuous training plan for the employees in the administration to develop their functional capabilities and raise the level of performance.	0.25	2
Clarity of power relations between the different administrative levels.	0.25	3	Failure to introduce the computer to all departments and automating work.	0.25	1



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## (2) Staff

Individuals represent the Faculty's human resources by performing the functions and tasks necessary to achieve its goals, efficiently and effectively. Individuals with qualifications and experience that fit with the nature of the jobs available in the Faculty must be selected and appointed. Care must also be taken to develop human resources in the Faculty through training, motivation and promotion.

Individuals in the Faculty are divided into faculty members and their assistants, who represent the educational service providers at the Faculty. They must have the ability, skills and experience in providing educational and research service, community participation, and workers in the support departments of the Faculty, such as directors, heads of administrative divisions, technicians, employees and workers.

Strengths	Weight	Ranking	Weaknesses	Weight	Ranking
Efficiency and adequacy of the faculty members and their assistants, which facilitates the education process.	0.20	4	Lack of objective, clear and fair criteria for evaluating performance and applying them to all.	0.05	2
Programs to develop the capabilities and skills of faculty members.	0.20	3	Most faculty members do not actively contribute to quality and focus on actual quality.	0.10	2
A research plan for the Faculty and distinguished research experiences of the faculty members.	0.15	4	Weak financial incentive for the development of scientific research.	0.10	2
			Lack of an international relations committee to attract and sponsor expatriates.	0.10	2
			The postgraduate student has no right to choose his/her supervisor and the unclear criteria on which the selection is made.	0.10	2



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### (3) Material resources

The material resources of the Faculty represent the material inputs needed to perform the activities and tasks of the Faculty, efficiently and effectively. These include the capital represented in the annual budget of the Faculty, self-resources, buildings and facilities for the educational and research process, such as auditoriums, classrooms, laboratories, educational hospitals, devices, equipment, furniture, communications, information technology means, writing tools and others.

Strengths	Weight	Ranking	Weaknesses	Weight	Ranking
Healthy climate in buildings and classrooms.	0.05	3	Inadequate budget allocated to the Faculty annually.	0.10	1
Availability of most of the equipment required in the theoretical and practical classrooms to obtain a distinguished educational level.	0.05	3	The Faculty website needs to be updated, developed, and translated.	0.05	1
The paper and digital library that helps students, graduates, and faculty members to facilitate access to scientific materials and the latest published research.	0.10	3	Lack of periodic maintenance, which leads to continuous breakdowns.	0.10	1
There are devices to correct exams electronically.	0.05	2	Lack of diversity of the frequent sick cases in the teaching hospitals of the Faculty and their limitation to domestic animals.	0.10	1
There are mobile clinic cars in the Faculty to send convoys that serve the community.	0.10	2	Failure to connect the internet and fiber-optic services to all places of the Faculty.	0.05	1
There are centers and units of a special nature that contribute to community service and environmental development, such as	0.10	3			



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the incineration and waste unit, the Biotechnology Research Center, the Regional Center for the Safety and Quality of Food.					
Adequacy of places and physical facilities for students to practice their activities.	0.10	3			
Cooperation protocols and research projects to develop performance in the Faculty.	0.05	3			

#### (4) Management style

The management style reflects the style followed by the academic and administrative leaders in the Faculty, whether in managing human and material resources or the basic activities of the Faculty, whether educational, research or community.

Strengths	Weight	Ranking	Weaknesses	Weight	Ranking
The democratic style of management based on participation in decision-making.	0.10	3	Dissatisfaction with the criteria of leadership's selection.	0.15	2
Developing the interest of the end beneficiary (student) at the forefront of the concerns of management and employees.	0.10	3	Inactivating the self-reports of faculty members and their assistants to measure the development and credibility of participation in the various fields and activities.	0.10	2
Strengths	Weight	Ranking	Weaknesses	Weight	Ranking
Supporting and nurturing the creative and talented.	0.10	2	Lack of a system for keeping and circulating papers, lack of an organizational structure for the administration,	0.15	1





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			trained on electronic work, so that all the work of the Faculty and administrative work is preserved.		
Attention to continuous development and modernization and achievement of comprehensive quality.	0.10	2	Lack of a specific mechanism for the Faculty to link graduates to it after graduation.	0.10	1

#### (5) Systems and procedures

These mean the work systems and the procedures necessary to implement these systems, whether they are in the academic fields, such as education, postgraduate studies and scientific research, or in the supporting fields of the Faculty, such as administrative, technical, financial, logistical activities, youth care and others.

Strengths	Weight	Ranking	Weaknesses	Weight	Ranking
Flexibility and simplification of work systems and procedures so that they can be modified and developed to keep pace with the change in the work environment.	0.25	3	There is no mechanism for promoting postgraduate programs and new programs.	0.15	1
The Faculty attracts graduates of veterinary medicine Faculties and expatriates coming to enroll in postgraduate studies.	0.20	4	Lack of a mechanism for marketing research and scientific theses.	0.15	1
Encouraging the Faculty to publish research internationally.	0.25	3			



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### (6) Skills

These mean the skills of performing the jobs or tasks, which must be available in the faculty members, their assistants and members of the administrative staff in the Faculty.

Strengths	Weight	Ranking	Weaknesses	Weight	Ranking
The faculty members are trained and academically qualified with teaching and scientific research skills.	0.25	4	Poor communication between the Faculty and alumni, which reduces opportunities for continuing education to update information.	0.25	2
Some members of the administrative body have purchasing and warehousing skills, or training skills.	0.25	3	Lack of a clear policy to preserve the intellectual property of faculty members and their assistants.	0.25	2

### (7) Shared Values

These are the common values of the beliefs, ethics, customs and behavior patterns that prevail in the Faculty, which direct the decisions and actions of the academic and administrative leaders and workers.

Strengths	Weight	Ranking	Weaknesses	Weight	Ranking
The commitment of most of the faculty members to the ethical charter of the Faculty.	0.50	4	Some members of the teaching staff assistants give private lessons.	0.50	2



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**Internal strategic factors matrix**  
**(Strengths and weaknesses of the Faculty)**

Internal Strategic Factors	Weight	Ranking	Weighted Points	Commentary
<b>a) Strengths</b>				
<b>Faculty members</b>	<b>0.20</b>	<b>4</b>	<b>0.80</b>	<b>Adequacy and efficiency of faculty members</b>
<b>Community participation</b>	<b>0.20</b>	<b>4</b>	<b>0.80</b>	<b>Diversity of community participation activities and presence of centers and units of a special nature, such as the incineration and waste unit, the Biotechnology Research Center, and the Regional Center for Food Safety and Quality.</b>
<b>Leadership pattern</b>	<b>0.10</b>	<b>3</b>	<b>0.30</b>	<b>The leadership pattern is democratic and follows the open-door policy, with a satisfaction rate up to 70%.</b>
<b>Following the National Academic Standards (NARS), effectiveness of educational programs for the undergraduates and postgraduates, which are characterized by flexibility to accommodate change and development plans.</b>	<b>0.10</b>	<b>3</b>	<b>0.30</b>	<b>Studying for the bachelor's degree, using the credit hour system, and increasing the demand for graduate programs.</b>
<b>Commitment to professional ethics and rules.</b>	<b>0.10</b>	<b>3</b>	<b>0.30</b>	<b>A code of honor for the faculty members.</b>
<b>b) Weaknesses</b>				
<b>Organizational structure</b>	<b>0.05</b>	<b>2</b>	<b>0.10</b>	<b>Lack of mechanism for communicating with alumni through the alumni unit.</b>



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Financial resources	0.10	2	0.20	Inadequate annual budget for the Faculty.
Systems and procedures	0.05	2	0.10	Lack of a clear mechanism for accountability.
Administrative staff	0.05	2	0.10	Lack of continuous training for employees in the administration to develop their capabilities and functional skills and raise their performance level.
Weakness of the mechanism of communication with graduates.	0.05	2	0.10	Weak performance of the alumni follow-up unit.
Weighted total points.	1.00		3.10	

**The external environment of the Faculty**  
**(Opportunities and threats)**

a) Opportunities	Weight	Ranking	Weighted points	Commentary
Students' demand for higher education.	0.10	2	0.20	Academic excellence for students enrolled in the Faculty.
Society's view of the veterinarian differed due to the emergence of many common diseases between humans and animals.	0.10	3	0.30	Availability of minimum practical skills for Faculty graduates.
Obtaining international accreditation gives the Faculty a competitive advantage.	0.10	2	0.20	Achieving a competitive advantage.
The State always tends to support Faculties with continuous improvement and development projects.	0.10	3	0.30	Increasing the resources and raising the research efficiency of the Faculty



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Many families tend to raise pets.	0.10	2	0.20	Many families visit veterinary clinics.
<b>b) Threats</b>				
<b>Continuous increase in student numbers, increasing pressure on the available capabilities and resources and negatively affects the services provided to students.</b>	<b>0.10</b>	<b>2</b>	<b>0.20</b>	<b>Impact of the financial facilities of the Faculty on the increasing student number.</b>
<b>Development of educational technology and tending towards non-traditional education patterns (for example, e-learning)</b>	<b>0.10</b>	<b>3</b>	<b>0.30</b>	<b>Ineffectiveness of study programs in their current form.</b>
<b>Accreditation of many veterinary Faculties.</b>	<b>0.10</b>	<b>3</b>	<b>0.30</b>	<b>Intensive competition with the corresponding accredited Faculties.</b>
<b>Lack of sufficient trust of the community in government higher education institutions.</b>	<b>0.10</b>	<b>4</b>	<b>0.40</b>	<b>Increasing number of distinguished students to study in private universities.</b>
<b>Insufficient budget allocated to government education budgets.</b>	<b>0.10</b>	<b>4</b>	<b>0.40</b>	<b>Decrease in the total allocated budget.</b>
	<b>1.00</b>		<b>2.80</b>	



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### **Current situation**

According to the environmental analysis of the Faculty, a matrix of internal factors (IFE) and a matrix of external factors (EFE) were designed. Both were matched to reach the internal and external situation of the Faculty, in terms of the factors Grow, Build, Hold, Diverts – Exit, and Harvest. This shows that the Faculty's situation falls in the middle between the internal factors (strength - weakness) (3.10), which indicates that it has internal components that ensure its independent continuation in the overall educational system and the external factors (opportunities - threats) (2.8), indicating that the Faculty has the elements that qualify it to benefit from the available opportunities and resist threats independently. This was evident when the Faculty obtained a score of  $(3.10 + 2.80)/2 = 2.95$ .

By choosing strategic alternatives that depend on the principle of taking advantage of the available opportunities and strengths to confront threats and overcome the Faculty's weaknesses, the outcomes of the analysis of the SWOT matrix were to reach development strategies, which are the best strategies that allow achieving the Faculty's mission of developing and enhancing educational service, scientific research, and community service in a framework of excellence and competitiveness.



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### Developing alternative strategies using the SWOT matrix

Strengths (S)	Opportunities (P)	Strategies (growth and expansion)
Availability of trained and academically qualified faculty members with teaching and scientific research skills.	Quality projects that allow the Faculty to continuously improve.	Maximizing the work of faculty members in the Faculty to prepare distinguished applied research projects to obtain research grants from the university and from local and foreign institutions.
Undergraduate and graduate programs.	Distinguishing the labor market's preference for graduates with outstanding skills.	Focusing on the development of distinguished cadres and maximizing the performance of the effectiveness of educational programs.
Leadership pattern	Establishing a national body to ensure the quality of education and accreditation.	Focusing on qualifying the Faculty to obtain and maintain accreditation to achieve a competitive advantage.
Community participation. (z) Opportunities (q) Strategies (development and improvement)	Cooperation protocols and research projects.	Maximizing the Faculty's community participation.
Weaknesses (W)	Opportunities (P)	Strategies (growth and development)
Inadequate budget allocated annually to the Faculty.	Education development projects.	Encouraging faculty members to obtain projects for self-development of the Faculty.
Failure to update the study plan and assessment methods used for students to measure the intended educational outcomes.	Open channels with international Faculties with a distinguished reputation through agreements of cooperation and scientific exchange.	Developing the study plan in accordance with the academic accreditation standards of the National Authority for Quality Assurance and Accreditation of Education.
Lack of a specific mechanism to link graduates to the Faculty after graduation.	Faculty graduates have assumed leadership positions in local government, the Ministries of Agriculture, Defense, and Interior, universities and the private sector.	Finding an effective mechanism to achieve continuous communication with Faculty graduates to ensure their support for the Faculty and participation in its various community service programs.



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Strategies (stability)	Threats (T)	Strengths (S)
Amending the salary scales of faculty members and their assistants.	Establishing specialized programs with graduates who compete with the graduates of the Faculty.	Availability of some academically trained and qualified faculty members with teaching or scientific research skills.
Recruiting visiting professors from the best distinguished scientists to benefit from them, encouraging the dissemination of scientific research globally and attending international scientific conferences.	Lack of sufficient confidence from society in government higher education institutions.	There are some faculty members with scientific missions in distinguished international universities.
Increasing the Faculty's expansive capabilities.	Continuous increase in the number of students, which negatively affects the services provided to students.	Quality projects that allow the Faculty to continuously improve.
Expansion of e-learning and distance education.	Development of educational technology and tending towards e-learning.	Efficiency of faculty members.
Qualifying the Faculty for academic accreditation through continuous development of institutional capacity and modernizing the educational process.	The possibility that corresponding Faculties can apply for and obtain accreditation.	Leadership pattern is democratic.





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Strategies (decrease)	Threats (T)	Weaknesses (W)
<p><b>Good use of resources by maximizing their utilization, minimizing waste and preserving them through continuous maintenance.</b></p>	<p><b>Faculty presents a distinguished program.</b></p>	<p><b>Inadequate budget allocated to the Faculty annually.</b></p>
<p><b>Paying attention to continuous development and modernization and achieving comprehensive quality.</b></p>	<p><b>Evolution of educational technology and tending towards e-learning.</b></p>	<p><b>Failure to update the study plan and assessment methods used for students to measure the intended educational outcomes.</b></p>
<p><b>Reviewing the admission policy to reduce numbers.</b></p>	<p><b>Imbalance between the number of graduates and the actual needs of the labor market.</b></p>	<p><b>Lack of a specific mechanism for the Faculty to link graduates to the Faculty after graduation.</b></p>



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**Strategic plan performance follow-up form**

Goal (..): .....

For the period from 01/.../..... to 31/.../..21

Strategic goals	Executive goals	Activities	Success Indicators	Performance				Comments and Suggestions
				85 - 100 %	70 - 84 %	50 - 69 %	Less than 50%	

Comment:.....  
 .....  
 .....