



International Relations
Urmia University of Medical Sciences

Urmia University of Medical Sciences and Health Services

(UMSU)

Strategic Plan of Educational Vice chancellery Area

2016-2020



- **Introduction**

Strategic plan is a platform or framework to implement strategic thinking and conduct operations leading to realization of identified and planned results. Strategic planning is a process through which the CEOs and operational managers design the organization's strategic planning. The most important feature of this process lies in the nature of its teamwork. Since, the belief in the organization strategy is formed in such a process and team-working, and those involved in the process would find a sense of belonging and ownership to the process. In addition, such a process would facilitate the deployment phase of the organization strategy.

One of the special aspects of strategic planning is the evaluation of internal and external environments, which gives a clear view of the organization status quo according to the mission and goals of the organization. To respond effectively to changes and development in their environment, managers need to assess their internal and external environments every day more and more. According to "Yogi Berra", these organizations must observe the events and interpret what they see as well. Given the lack of notification of the overall (macro) strategic plan at the level of the Ministry of Health and Medical Education, and due to the continuous follow-ups of the university support vice-chancellor, the Strategic Plan of Education vice chancellery was developed based on internal policies.

Members of the Committee for Developing Strategic Plan of University Education vice chancellery Area

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- **Vision**

Education department of Urmia University of Medical Sciences, through training of professional and capable manpower in sciences related to the health of the community, by relying on local capabilities and focusing on improving educational quality, accountability and adherence to ethics and professional and Islamic values, tries to have a greater contribution in the education and development of science and technology of medical sciences, knowledge-based economy, realization of educational and social justice and sustainable development of the province and the country.

- **Mission**

The university department of education effectively works as a first class university with having 6 Schools, 5 Health and Higher Education Complexes and International Pardis Unit, and benefiting from **335** faculty members in specialty and subspecialty fields, training students at different educational levels (from associate to fellowship) in the fields of basic and clinical sciences and continuing education in line with the needs of society and qualitative and quantitative the development of educational fields, especially higher education.

This department is in charge of educational leadership and management of the university, including policy-making, planning, implementation, guidance, monitoring and evaluation of educational programs, continuing education of those work in professions of health care and medicine, research in education and holding empowerment workshops at regional and national levels.

The education vice chancellery department is determined to enhance the level of knowledge related to the community health and provide the context of optimal scientific exchanges through training committed and expert manpower in accordance with national and international standards. In this regard, it tries to take effective steps by reforming the education structure with the centralization of evolution and innovation packages of medical

sciences education and compliance with organizational values such as discipline, justice, adherence to laws, professional ethics, accountability and responsibility based on the principles governing the activities of this area matched with the 20-year vision goals and the nation comprehensive scientific map.

- Defining the main elements and concepts in strategic planning

- **Vision**

What the organization's desire to achieve it.

- **Mission**

The philosophy of an organization's being is called the mission.

- **Strategic objectives**

The clarifying objectives include: What does the organization look for? What is the organization direction? And what is the final result?

- **Strategy**

It describes how to achieve the strategic objectives with respect to opportunities and environmental threats and internal strengths and weaknesses of the organization.

- **External factors**

They include opportunities and threats.

- **Internal factors**

They include existing strengths (abilities) and weaknesses that are effective in achieving the strategic goals.

- **Values**

They are principles that are considered a kind of good and superior behavior within the organization in terms of personal and social aspects, and are however fixed criteria of the organization for decision-making.

- **Analysis of internal and external strategic factors (SWOT Analysis)**

SWOT analysis is an efficient tool for identifying environmental conditions and capabilities within the organization. The term SWOT is derived from the following words:

- Strength
- Weakness
- Opportunity
- Threat

The nature of strengths and weaknesses is related to the organization's internal structure, and opportunities and threats are usually environmental.

- **Strengths**

The strength of the organization are those resources and capabilities owned by the organization, which can be used to create a competitive advantage.

- **Weaknesses**

Lack some of key skills and abilities in the organization can be regarded as weaknesses in the organization.

- **Opportunities**

Accurate identifying and assessment of the external environment can reveal new opportunities to the organization managers, and the same opportunities can act as the beginning of a new path for development and growth.

- **Threats**

Changes in external and environmental factors can lead to threats to the organization.

- **Internal Strategic Factors Analysis: Strengths**

Internal Strategic Factors (Strengths)	Weight	Status quo Score	Weighted Score
Regular and effective establishing of training councils at the university level	10	4	40
Presence of an independent audit board at the University	12	4	48
Improving the academic rank of the faculty members	13	3	39
Willingness and ability of faculty members in organizing international training	8	1	8
Placement at the rank of Type-I Universities	12	2	24
Presenting postgraduate course in the university	15	2	30
Willingness and ability of educational departments to design and develop interdisciplinary courses	8	1	8
Training of specialist manpower based on regional needs	8	3	24
Presence of creativity and innovation atmosphere in the University	14	1	14
Total	100		

Internal Strategic Factors Analysis: Weaknesses

Internal Strategic Factors (Weaknesses)	Weight	Status quo Score	Weighted Score
Weaknesses in the management of educational spaces and facilities	9	2	18
Professor-centered education	10	4	40
Poor use of new methods of assessing students and professors	9	4	36
Unbalanced and disproportionate distribution of faculty members and staff, groups and educational fields	9	2	18
Lack of institutional self-evaluation culture in educational groups	11	3	33
Lack of motivation and reward structure for activities in the field of education of faculty members and staff	11	3	33
Lower tendency of some geographic full-time clinical faculty members in educational activities	12	3	36
Lack of constant monitoring and supervision on educational processes and programs of the university	13	3	39
Lack of a suitable platform for virtual education	9	4	36
Weakness in revenue-making program in the area of education	7	1	7
Total	100		313

External Strategic Factors Analysis: Opportunities

External Strategic Factors (Opportunities)	Weight	Status quo Score	Weighted Score
Province neighboring with neighboring countries for scientific exchanges	10	3	30
Regular holding of the university council meetings	10	4	40
Notifying developments and innovations packages in education by the Ministry of Health and Medical Education	15	4	60
Mission-driven development of education based on spatial planning document	11	4	44
Potential of establishing communication with industry sector and other organizations	9	3	27
Climatic variation in the area and possible utilization of them in education	40	4	40
Notification of the educational accreditation of teaching hospitals	13	4	52
Educational ranking plan of the university	13	4	52
Being a Type-I University	9	3	27
Total	100		372

External Strategic Factors Analysis: Threats

Foreign strategic factors) the threat)

External Strategic Factors (Threats)	Weight	Status quo Score	Weighted Score
Priority of treatment to the education at levels of Ministry and University	6	1	6
Underestimating the role of education in macro policy-making and decision-making of the university	7	1	7
Increased student capacity by the relevant ministry regardless infrastructure	5	2	10
Failure in the budgeting system and lack of transparency of necessary allocations for education programs	7	1	7
Native selection of students and lack of motivation for scientific competition among students	3	2	6
Lack of physical spaces and educational facilities in accordance with the approved training programs	5	1	5
Land use planning project	4	2	8
Mismatch of organizational chart with the growth and development trend of education	5	1	5
Lack of comprehensive and sustainable policy regarding educational guidelines and rules notified by the upstream system	4	2	8
Distance of the Nazloo campus from teaching hospital centers	4	2	8
Total	50		70

*Low income of educational staff in comparison with other deputies**

Internal factors	Opportunities (O)	Threats (T)
External factors	<ol style="list-style-type: none"> 1. Province neighboring with neighboring countries for scientific exchanges 2. Regular holding of the university council meetings 3. Notifying developments and innovations packages in education by the Ministry of Health and Medical Education 4. Mission-driven development of education based on spatial planning document 5. Potential of establishing communication with industry sector and other organizations 6. Climatic variation in the area and possible utilization of them in education 7. Notification of the educational accreditation of teaching hospitals 8. Educational ranking plan of the university 9. Being a Type-I University 10. 	<ol style="list-style-type: none"> 11. Priority of treatment to the education at levels of Ministry and University 12. Underestimating the role of education in macro policy-making and decision-making of the university 13. Increased student capacity by the relevant ministry regardless infrastructure 14. Failure in the budgeting system and lack of transparency of necessary allocations for education programs 15. Native selection of students and lack of motivation for scientific competition among students 16. Lack of physical spaces and educational facilities in accordance with the approved training programs 17. Land use planning project 18. Mismatch of organizational chart with the growth and development trend of education 19. Lack of comprehensive and sustainable policy regarding educational guidelines and rules notified by the upstream system 20. Distance of the Nazloo campus from teaching hospital centers
Strengths	Growth Strategy (S.O)	Diversification Strategy (S.T)
<ol style="list-style-type: none"> 1. Regular and effective establishing of training councils at the university 	<ol style="list-style-type: none"> 21. SO1 Expanding and improving the post-graduate courses (S3,4,6,7-O3,4,5,9) 	<ol style="list-style-type: none"> 1. ST1 Reforming the revision of financial system and allocation of funds to the

<p>level</p> <ol style="list-style-type: none"> 2. Presence of an independent audit board at the University 3. Improving the academic rank of the faculty members 4. Willingness and ability of faculty members in organizing international training 5. Placement at the rank of Type-I Universities 6. Presenting postgraduate course in the university 7. Willingness and ability of educational departments to design and develop interdisciplinary courses 8. Training of specialist manpower based on regional needs 9. Presence of creativity and innovation atmosphere in the University 	<ol style="list-style-type: none"> 22. SO2 Improving the university educational ranking (S1,2,3,5,6-O2,3,7,8) 23. SO3 Enhancing the interaction of university at national and international levels (S4,5,6,7,8-O1,2,3,5,7,8,9) 24. SO4 Creation of virtual education at the University (S3,4,7,9-O1,3,4,8) 	<p>Department of Education (S1,5,6,7-T1,2,4,6)</p> <ol style="list-style-type: none"> 2. ST2 Participating in educational decisions of regional planning 2 (S1,2,5,7,8-T2,5,6,7,8,9) 3. ST3 Improving the education quality of the university in accordance with the university quantitative development (S1,3,6,9-T1,2,3,4,5,6,8,10)
<p>Weaknesses</p> <ol style="list-style-type: none"> 1. Weaknesses in the management of educational spaces and facilities 2. Professor-centered education 3. Poor use of new methods of assessing students and professors 4. Unbalanced and disproportionate distribution of faculty members and staff, groups and educational fields 5. Lack of institutional self-evaluation culture in educational groups 6. Lack of motivation and reward structure for activities in the field of education of 	<p>Change Strategy (W.O)</p> <ol style="list-style-type: none"> 1. WO1 Redefining the education area policies based on developments and innovations in education packages (O1,3,4,8-W1,2,3,8,9) 2. WO2 Improving quantitative and qualitative standards in the education area (O2,3,7,8,9-W1,2,3,4,5,6,7,8) 	<p>Defensive Strategy (W.T)</p> <p>WT1 Focusing on achieving the necessary standards of existing disciplines and schools (W1,3,4,5,7-T1,2,3,4,6,8,10)</p> <p>WT2 Clarifying the role of education in the university (W1,2,3,5,7,8,9-T1,2,5,6,8,10)</p>

<p>faculty members and staff</p> <p>7. Lower tendency of some geographic full-time clinical faculty members in educational activities</p> <p>8. Lack of constant monitoring and supervision on educational processes and programs of the university</p> <p>9. Lack of a suitable platform for virtual education</p> <p>10. Weakness in revenue-making program in the area of education</p>		
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- Growth Strategy (S.O)

SO1 Expanding and improving the post-graduate courses (S3,4,6,7-O3,4,5,9)

SO2 Improving the university educational ranking (S1,2,3,5,6-O2,3,7,8)

SO3 Enhancing the interaction of university at national and international levels (S4,5,6,7,8-O1,2,3,5,7,8,9)

SO4 Creation of virtual education at the University (S3,4,7,9-O1,3,4,8)

SO5 Development of educational spaces in proportion to the university fields of study (S1,2,5,6,7-O2,4,8,9)

- Diversification Strategy (S.T)

ST1 Reforming the revision of financial system and allocation of funds to the Department of Education (S1,5,6,7-T1,2,4,6)

ST2 Participating in educational decisions of regional planning 2 (S1,2,5,7,8-T2,5,6,7,8,9)

ST3 Improving the education quality of the university in accordance with the university quantitative development (S1,3,6,9-T1,2,3,4,5,6,8,10)

- Change Strategy (W.O)

WO1 Redefining the education area policies based on developments and innovations in education packages (O1,3,4,8-W1,2,3,8,9)

WO2 Improving quantitative and qualitative standards in the education area (O2,3,7,8,9-W1,2,3,4,5,6,7,8)

WO3 Actualizing the university educational budget due to educational development made (O2.3.9-W6,10)

WO4 Facilitating the use of laboratory and specialized facilities of groups by the applicants outside the university (O1,4,5-W1,8,10)

- Defensive Strategy (W.T)

WT1 Focusing on achieving the necessary standards of existing disciplines and schools (W1,3,4,5,7-T1,2,3,4,6,8,10)

WT2 Clarifying the role of education in the university (W1,2,3,5,7,8,9-T1,2,5,6,8,10)

WT3 Optimum use of available educational spaces and facilities (W1,8,9-T3,6,10)

WT4 Reforming the monitoring and control system of educational qualitative and quantitative processes (W1,2,3,5,8,9-T1,2,3,5,8,9,10)

- General goals

G1 Development and improvement of educational spaces, facilities and equipments

G2 Development of clinical and basic postgraduate educations of the university

G3 Review the structure of budgeting, financial and revenue affairs processes of the university education department

G4 Improvement the performance of faculty members, staff and students

G5 Improvement of educational programs and services

G6 Strengthening the Medical Education Studies and Development Center

G7 Strengthening the scientific-educational cooperation and interaction of the university with governmental and non-governmental and trans-regional organizations and universities

G8 Reforming the organizational structure of the university educational area

G9 Development of virtual education at the University

G10 Promoting the status of professional ethics in education

G11 Strengthening the University Continuing Education

- Specific objectives

G1 Development and improvement of educational spaces, facilities and equipments

G101 Construction of Dentistry School

G102 Construction of Pharmacy School

G103 Improvement and development of physical spaces of medical and nursing schools

G104 Construction of a new building for physical separation of Public Health and Paramedical Schools

G105 Assigning permissions of the University pharmacies as the educational pharmacies of Pharmacy School

G106 Construction of classes building in Nazloo campus and training hospitals

G107 Creation of appropriate physical spaces in nursing school of Khoy

G2 Quantitative and qualitative development of clinical and basic education at the university

G201 Establishment of three new assistance fields by 2020

G202 Establishment of two new fellowship fields by 2020

G203 Establishment of 6 new PhD study fields by 2020

G204 Establishment of 10 new master fields by 2020

G205 Establishment of 5 new undergraduate majors by 2020

G206 Improvement the quality of education in available fields of study

G207 Increasing the faculty members' recruitment by an annual rate of 5%

G3 Review the structure of budgeting, financial and revenue affairs processes of the university education department

G301 Increasing the share of financial credits of the University Department of Education

G302 Increasing the revenue-making of the education area by an annual rate of 5%

G303 Spending the educational special incomes up to the total revenues level

G304 Independence and strengthening the accountant agency

G305 Improving the non-regular payment of benefits to the education staff

G4 Improvement the performance of faculty members, staff and students

G401 Increasing the motivation rate of faculty members, staff and students by an annual rate of 10%

G402 Increasing the satisfaction level of faculty members, staff and students by an annual rate of 10%

G403 Increasing the skills and ability of faculty members, staff and students by an annual rate of 10%

G404 Participating the faculty members in taking important decisions

G405 Participating the employees in decision making of processes in the area of the education

G406 Interaction and benefiting from students in educational decision-makings

G407 Timely payment of fee for the right to withdrawal from office and faculty members extra-fee

G5 Improvement of educational programs and services

G501 Increased use of new technologies in students' education by an annual rate of 10%

G502 Increased use of modern methods of training by an annual rate of 15%

G503 Increased implementation of educational curriculums by 100% during the program

G504 Qualitative improvement of students' academic evaluation

G505 Increasing educational facilities and teaching aids

G6 Strengthening the Medical Education Studies and Development Center

G601 Increasing the capability of Medical Education Development Offices at the university level, and their interaction with the Studies Center

G602 Increasing human resources in accordance with the organizational chart and activities of the Medical Education Studies and Development Center

G603 Allocation of credits commensurate with the activities of the Medical Education Studies and Development Center

G7 Strengthening the scientific-educational cooperation and interaction of the university with governmental and non-governmental and trans-regional organizations and universities

G701 Launching joint fields with Universities of Medical Sciences

G702 Developing a 3-field interdisciplinary curriculum (Field of Epidemiology and Prevention of Road Traffic Injuries, Pharmaceutical Biotechnology, Health and Development)

G703 Launching interdisciplinary fields (Field of Epidemiology and Prevention of Road Traffic Injuries, Pharmaceutical Biotechnology, Health and Development)

G704 Increased interaction of the university with related industries

G8 Reforming the organizational structure of the university educational area

G801 Increasing and review of educational groups of the university from 47 to 70 groups

G802 Review of managerial positions with the postgraduate education development approach

G803 Revision of the organizational chart of Medical Education Studies and Development Center

G804 Developing and proposing organizational chart for the Continuing Education Center

G805 Finalizing the organizational chart of the Pharmacy School

G806 Finalizing the organizational chart of the Dentistry School

G807 Finalizing the organizational chart of the Paramedical School

G808 Establishing Khoy School of Medical Sciences

G9 Development of virtual education at the University

G901 Increasing the skills and ability of faculty members and staff in the implementation of Virtual Learning of Medical Sciences

G902 Setting up and deployment of the virtual education software at the University in the first year of the program

G903 Increasing the virtual training as 5% of theoretical courses per year

G10 Promoting the status of professional ethics in education

G1001 Holding educational workshops to promote the values and professional ethics for faculty members, students, three workshops per year

G1002 Development and implementation of integrated management plan of hidden curriculum for the institutionalization of values and professional ethics at the University

G11 Strengthening the University Continuing Education

G1101 Holding continuous training programs to promote values and professional ethics at five annual programs

G1102 Launching and deployment of e-learning in continuing education

G1103 Improving the quality of continuing education

G1104 Quantitative increase in continuing education programs

G1105 Increased holding of joint programs of continuing education with public and private institutions at an annual rate of 10%



G1106 Income increasing of continuing education programs at an annual rate of 5%