



The strategic Plan for Unizah School of Medicine and Medical Sciences, Qassim University

DATE 2011-2020



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Introduction of the Strategic Plan of the Faculty of Medicine and Applied Medical Sciences Unaizah

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SUBMITTED

Faculty of Medicine and Medical Sciences Unaizah working to achieve comprehensive development and enhance their role in the development and improvement of its outputs and services in line with the highest international standards in medical education. Accordingly, the college has prepared its strategic plan based on rigorous scientific methodology and a high level of professionalism.

The strategic plan of the college is ambitious and rooting entrepreneurship while seeking to raise the roof workers with college aspirations and enhance performance and high quality culture. Our strategic plan for college projects is complementary to the university projects including educational and research policy as well as the development of modules. The equipments and facilities are dedicated toward the cooperation and partnership programs with the government and private beneficiaries. We aim also to attract talented teaching staff members to promote academic mobility and encourage to provide a favorable environment in the development processes and quality taking place in the university.

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Faculty of Medicine and Medical Sciences was established in Unaizah in 1432 (2011 AD) and was dedicated to fulfill the vision of His Majesty the Custodian of the Two Holy Mosques King Abdullah bin Abdul Aziz toward excellence in medical education . At the same time we accepted 150 students the first year (PY) of the Health Sciences Preparatory phase For the academic year 1433/1434 AH (2012/2013 m). At the end of the second year of this stage 80 students will be selected from those students to join the Doctor of Medicine program and has for Qassim University Curriculum Committee approval on the decisions of the first two years of that phase and will begin studying the Medical doctor program. The study plan of the school of Medicine Unaizah is to get the graduate on the degree of Doctor of Medicine which is similar to those granted by the medical schools in the United States , and will help graduate to pass the medical license tests in the United States (USMLE)

In addition, the School of Medicine Unaizah is the first in the kingdom, which adopts Team-based learning team style (TBL) as an essential foundation for medical curricula over the three phases, and the college include eight scientific departments staffed by 45 members of teaching them body 40 faculty members of international representing different medical schools to ensure the diversity of cultures.

COLLEGE STATISTICS

| | |
|---|-----------------------------|
| ٨ | Number of Laboratories |
| ١ | Number of Academic Programs |
| ٢ | Number of Vice-Deans |

| | |
|----|---------------------------|
| ٥٣ | Number of male students |
| ٧٤ | Number of female students |
| ٤٥ | Number of Faculty members |

QUESTIONNAIRES:

The distribution of the number of (415) were collected to identify the number (327) as follows:

- (44) Faculty members (men and women).
- (81) Staff (men and women).
- (54) Students.
- (74) Students.
- (59) Parents.
- (15) Representatives of the Ministry of Health (Under Health Affairs Qassim - Supervisor the public health sector Unaizah - managers of hospitals and health centers Qassim).

- Workshops:
- Were held (8) and a workshop for relevant parties attended by a number (247) participant statement as follows :

- | | |
|------------------------------|--|
| - (17) Faculty members (men) | - (10) Faculty members (women) |
| - (30) Student | - (44) Student |
| - (21) Employees (men) | - (51) Employees (women) |
| - (59) Parents | - (15) Representatives of the Ministry of health (Under health affairs Qassim – General supervisor of the health sector Unaizah and hospital administrators health centers, Qassim). |

SECONDARY DATA:

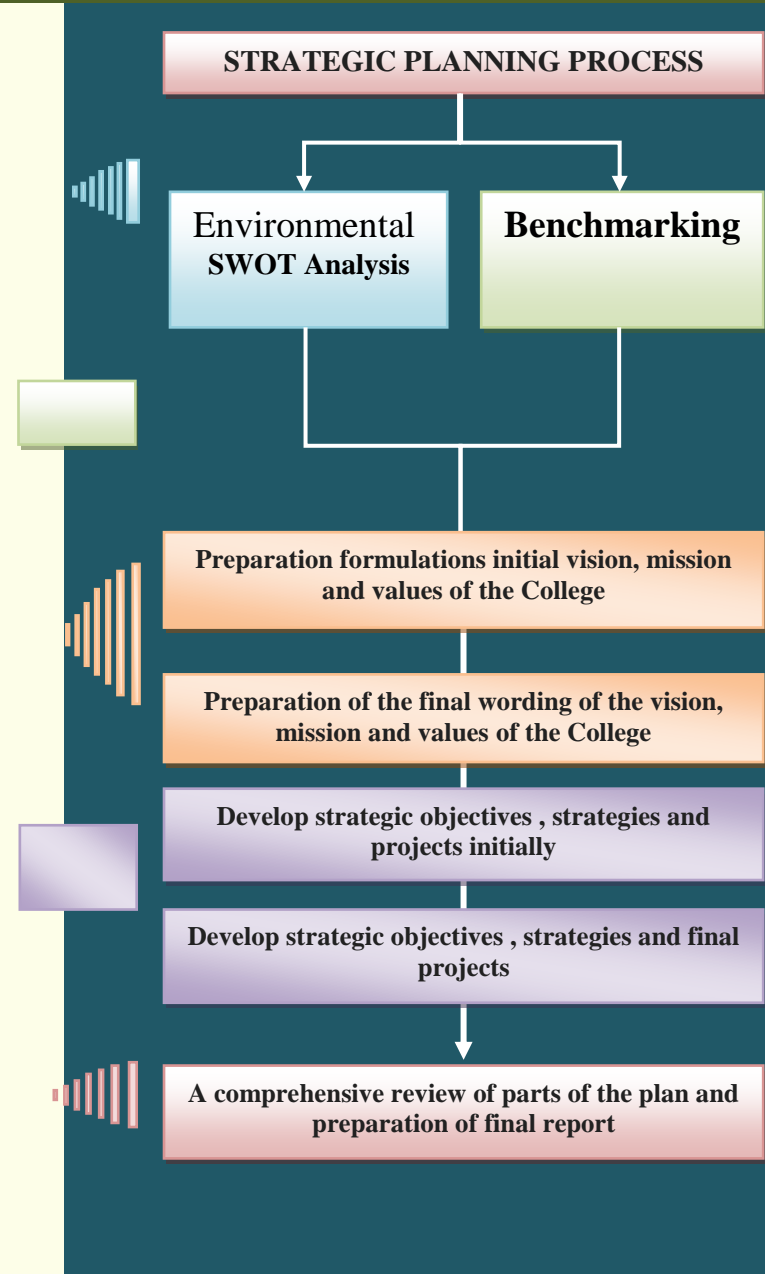
- Strategic Plan for the University of Qassim
- The recommendations of the external auditors of the university of Qassim
- Strategic plan of the ministry of higher education.
- Strategic plans for colleges bench marking.
- Strategic plans for some medical schools in the Kingdom.
- Reports from the ministry of health.
- Bookmarking comparisons (with the faculties of medicine and a pioneer of international distinction universities – similar universities gulf and locally).

INTERVIEWS:

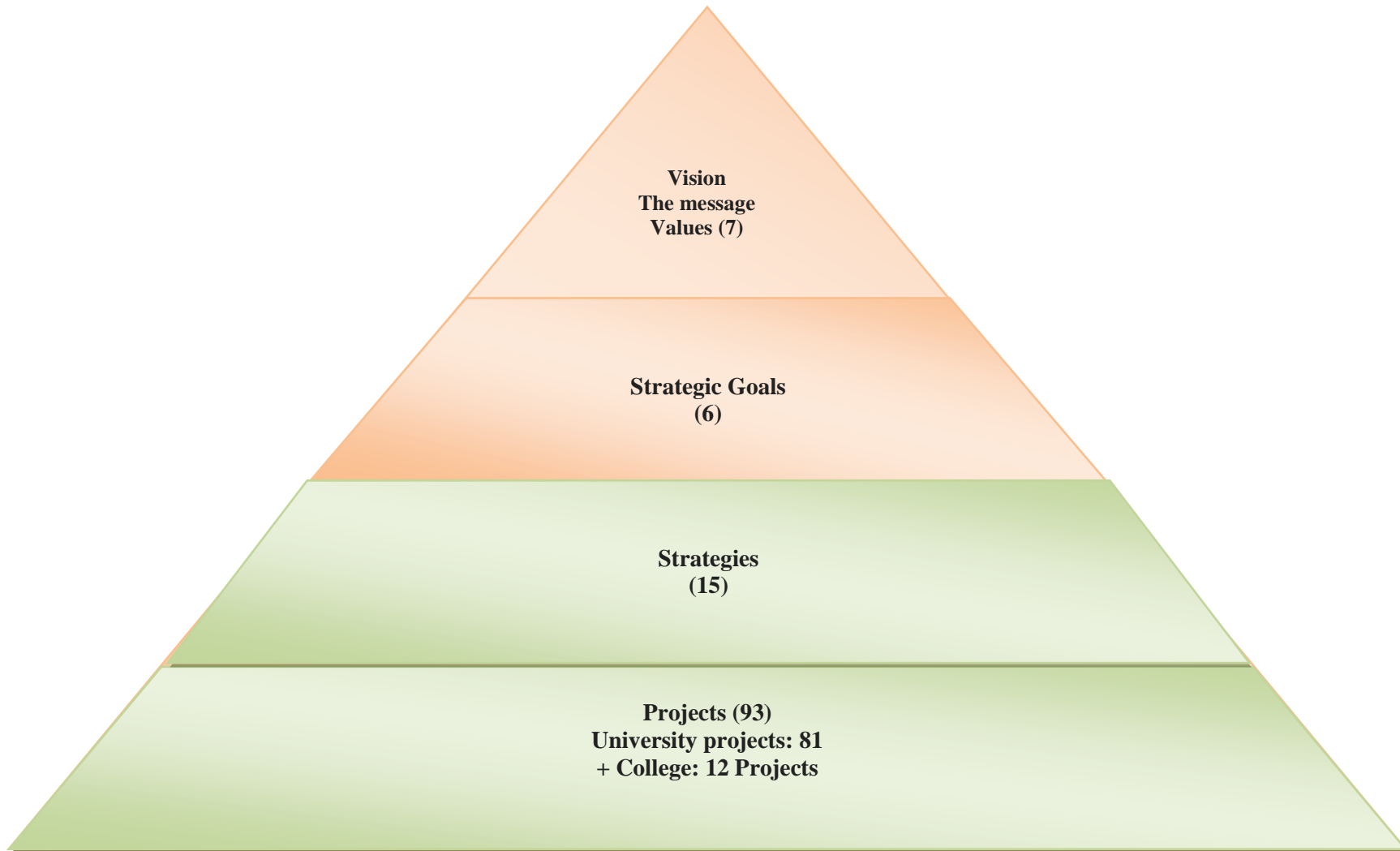
About 19 semi- structured interview statement as follows:

- | | |
|---|--|
| - Rector | - HE agents University (number 4) |
| - Dean of the faculty of medicine Mulaida | - Dean of the faculty of medical sciences Mulaida. |
| - Dean of the College of nursing Mulada. | - Dean of Scientific Research |
| - Dean of Student Affairs | - Dean of community service |
| - Officials of Health Affairs (4) | - Hospital managers (4) |

| HIGHLIGHTED THE STRENGTHS , WEAKNESSES, OPPORTUNITIES AND THREATS HIGHLIGHTED | |
|---|--|
| <p>WEAKNESSES</p> <ul style="list-style-type: none"> Weak students in the English level. Not accept foreign students. Small number of faculty members. Difficulty communicating with the teaching of women faculty members. Weakness of the scientific background of the students. Limited number of laboratories. Limited number of class rooms. Adoption (MCQ) and a single method for exams. Large number of faculty and administrative burdens. Lack of belonging to the University hospital. | <p>POWER POINTS</p> <ul style="list-style-type: none"> He presence of team spirit among faculty and staff college. Provide educational infrastructure. Provide faculty with expertise in education faculty members The existence of excited students to study in the college. The presence of faculty members are excited to work altogether. There are plans modern curricula and keep pace with global plans and curricula. Most of the quality of the college curriculum. Availability of a number of infrastructure and information technology components. Availability of qualified administrative staff of highly qualified in college. Availability of office hours for students. Programs for quality community service. Use of information technology in the curriculum. Twinning with global university. |
| <p>THREATS</p> <ul style="list-style-type: none"> The presence of other medical school in the same university and geographically close. Low number of applicants for the study of college because of the novelty. The large number of colleges of health education and medical. Competition by government and private universities to attract faculty members. Scarcity of qualified scientific talent in some disciplines. Directed health authorities to contract agreements with other educational bodies. Lack of awareness of some of the institutions of society of the importance of the partnership with the college and its role in sustainable development. The rapid obsolescence of IT systems and software. | <p>OPPORTUNITIES</p> <ul style="list-style-type: none"> High demand for graduates of medicine and medical science. Provide employment opportunities as well as provide Scholarships for master's and doctoral programs. National attention to quality assurance and accreditation in higher education. A competitive comparative advantages in the Qassim region (growing steadily in the establishment of hospitals and health centers, a good living standard). Support the university's administration of the college. Availability of financial resources in the college. University's efforts to achieve institutional and programmatic accreditation. Availability of faculty members well-qualified non-Saudis are willing to work in Saudi Arabia. Provide access to global databases. Acceptance of universities in the United States for graduate college <i>graduate stage</i> |



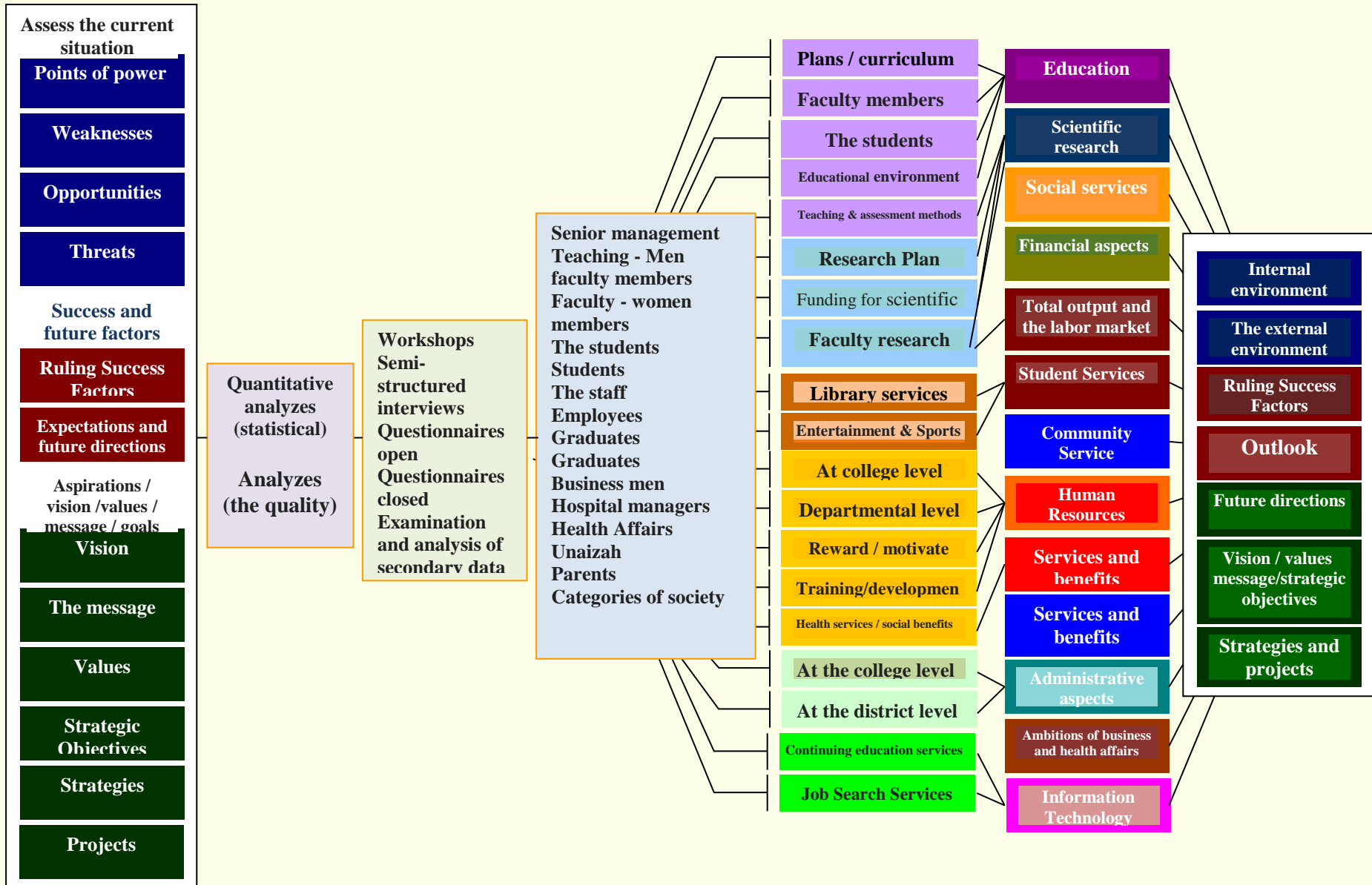
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What we want to achieve in 10 years ?

How do we achieve and what we want?

7



IMPLICATIONS FOR THE FUTURE OF THE COLLEGE

- Faculty will provide all the necessary resources to achieve academic excellence by creating a research center and the center of student creativity.
- College of health discipline is more in need because labor market will increase and they need more health graduates.

DATA AND STRATEGIC DIRECTIONS

DATA AND STRATEGIC DIRECTIONS

- Always competition is the engine of excellence and innovation, especially in the scientific field with the availability of human resources and equipment. I see today's universities are going clearly in entering the confidence to global arrangements and all Saudi universities make concrete efforts which exploit all the great potential available to it in order to achieve academic excellence we have and we are working for (Minister of Higher Education: Al-Watan number (3123) dated 04/22/1430 e).
- The world is witnessing a high demand for university education , making a lot of universities are an important source of income in many countries of the world, estimated at Merrill Lynch Company of higher education market outside the United States at \$ 111 billion annually , and that the opportunity is in front of 23 million students to enroll in higher education (dr. Mamdouh Mohamed , how to harness globalization service Higher Education, 2008) .

DATA AND STRATEGIC DIRECTIONS

IMPLICATIONS FOR THE FUTURE OF THE COLLEGE

- Establish a unit for quality and accreditation altogether to implement the National Commission for Evaluation and Accreditation standards in all categories college.
- The college using the latest educational programs and twinning with Wright State University in the US to improve the quality of graduates and enable them to use the latest tools in the delivery of health care.
- Adopt the college style of medical education based on the creative teams to improve their output to keep up with the rapid development of medical education path.

- Establishment of the National Authority for Assessment and Accreditation in Saudi Arabia in 2004 with the enjoyment of autonomy where connected to the Prime Minister (document shortcut strategic plan for the University of Qassim, p. 11).
- Medical education path Kingdom needs to be reviewed , although there are a lot of corrective steps necessary and desirable to raise outputs medical in order to rise and rise in the quantity and quality of service and health care provided to patients. (D / Adnan Amin Slimani member of the Saudi Society for Medical Education Middle East Newspaper number (16055) - 07/18/1433).
- Criticized the professors, academics and experts in higher education, participants in the Saudi International Medical Education Conference, held in Riyadh, the development of medical education outcomes in the past periods, asserting that it did not add anything new to the process of educating students. (Asharq Al number (144) - 04.26.2012).

STRATEGIC DIRECTIONS AND DATA

Implications for the future of the College

- College is considering the establishment of a unit for continuous training to provide training courses for a variety of categories
- Total integrated program through which students under the supervision of faculty members provide a variety of courses such as breast self-examination and first initial blood pressure measurement for different categories, such as college students and other employees of the university as well as patients attending hospitals Qassim taught.
- The overall process of establishing a research center and so to provide applied research and consulting services to promote local development.

- The November 17, 2008 adopted the European universities principle of "Universities for lifelong learning ," including the integration of the concept of lifelong learning in their strategies and careful to put educational programs for a diverse audience (Arab Universities , challenges and ambitious , the Arab Organization for Administrative Development , 2009) .
- According to numerous experiments that the participation of students in applied programs and volunteer activities than their ability to successfully adapt the work environment in the future (document shortcut strategic plan for the University of Qassim, p. 13).
- Shows the final report of the investment strategy for the region Qassim (2009) that the region is in need of educational programs and applied research and consulting services in a number of areas, including : medicine, health care , information technology and construction (document shortcut strategic plan for the University of Qassim, p. 15).

Introduction

Reference colleges was selected, according to precise criteria for reaching the 15 faculty from 10 different countries in order to comprehensive and diverse international comparison , which will benefit from the positive effects of the desired quality of the strategic plan of the college and enrich the results of the comparison , and here it should be noted that it has been selected colleges Move on four levels

1. The level of international leadership:

The choice of the number 6 colleges affiliated to six universities , a Harvard University and the University of Michigan (United States) and the University of Oxford (United Kingdom) and the Australian National University (Australia) and the Medical University of Vienna (Austria) and the University of Maastricht (Netherlands).

2. Level of international excellence :

3 colleges was selected belong to three universities, a University of Montreal (Canada), University of Virginia (United States) and the University of Cape Town (South Africa) .

3. Similar level Gulf:

Faculties were selected from Medicine and Health Sciences, Sultan Qaboos University (Oman) and University of Emirates (UAE).

4. The local level :

4 medical schools was selected belong to the four universities, King Saud University, King Abdulaziz University, University of King Abdulaziz Ibn Saud Health Sciences and the University of Dammam (King Faisal) .

BENCHMARKING

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| QS Classification ٢٠١٤/٢٠١٣ | COLLEGE | UNIVERSITY | LEADING INTERNATIONAL UNIVERSITIES |
|---|---|--|---------------------------------------|
| ١ | Faculty of Medicine | Harvard University | United States |
| ٢١ | Medical School | University of Michigan | |
| ٢ | Medical Sciences Division | University of Oxford | United Kingdom |
| ١١٦ | College of Medicine, Biology & Environment | Australian National University | Australia |
| ١٦١ | College of Medicine | Medical University of Vienna | Austria |
| ٦٥ | Faculty of Health, Medicine and Life Sciences | Maastricht University | Netherlands |
| DISTINGUISHED INTERNATIONALLY UNIVERSITIES | | | |
| ٨٧ | Faculté de médecine | Université de Montréal | Canada |
| ١٣١ | School of Medicine | University of Virginia | United States |
| ١٤٢ | Faculty of Health Sciences | University of Cape Town | South Africa |
| GULF SIMILAR UNIVERSITIES | | | |
| Not classified | Faculty Of Medicine And Health Sciences | Sultan Qaboos University | State Of Oman |
| Not classified | Faculty of Medicine and Health Sciences | UAE University | United Arab Emirates |
| LOCALLY SIMILAR UNIVERSITIES | | | |
| ٣٤٣ | Faculty of Medicine and University Hospitals | King Saud University | Saudi Arabia |
| Not classified | Faculty of Medicine | King Abdel Aziz University | |
| Not classified | School of Medicine in Riyadh | King Saud University for Health Sciences | |
| Not classified | Faculty of Medicine | University of Dammam (King Faisal) | |

UNIVERSITY TARGETS

| | | | |
|----------------|--|-----------------------|--------------|
| Not classified | Faculty of Medicine and Medical Sciences Unaizah | Al Qussaim university | Saudi Arabia |
|----------------|--|-----------------------|--------------|

Sources: <http://www.topuniversities.com/university-rankings-articles/world-university-rankings/qs-world-university-rankings-2013/2014>

The main axes for comparison Move sub- indices

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The identification of major set themes and sub- indicators of reference for comparison based on important criteria necessary for the educational process of the College. Such as the Faculty of Medicine and Medical Science, compared to universities and selected key themes and sub- indices as follows:

| Sub-indices | The main axes |
|---|---|
| <ul style="list-style-type: none"> -The number of undergraduate students of the local - The number of undergraduate students and local - The number of undergraduate foreign students - The number of undergraduate students Foreigners - The number of local graduate students - The number of graduate students and local - The number of foreign graduate students - The number of foreign graduate students - The number of scholarships | Students |
| <ul style="list-style-type: none"> - The number of faculty members and local - The number of foreign faculty members | Faculty members |
| <ul style="list-style-type: none"> -The number of academic programs - The number of scientific departments | Academic programs and academic departments and laboratories |

| | |
|--|-------------------------------------|
| - The number of plants | |
| -The number of research provided - The number of funded research - The number of published scientific research - Dedicated to research in \$ million budget - Total research - Research Centers | Research |
| - The number of agent - The number of special units | Agents / special units coordinators |

THE MAIN FOCUS: STUDENTS

| Country | University | Total students | Total graduate students | The number of foreign graduate students | The number of foreign graduate students | The number of graduate students and local | The number of local graduate students | Total undergraduate students | The number of undergraduate Foreigners students | The number of undergraduate international students | Number of female undergraduate local | The number of local undergraduate students | Number of scholarships |
|------------------------------|--|----------------|-------------------------|---|---|---|---------------------------------------|------------------------------|---|--|--------------------------------------|--|------------------------|
| USA | Harvard | 1291 | 582 | 223 | 184 | 94 | 81 | 709 | 218 | 207 | 180 | 104 | N/A |
| USA | University of Michigan | 1225 | 573 | 153 | 158 | 129 | 133 | 652 | 145 | 150 | 176 | 181 | N/A |
| UK | University of Oxford | 2050 | 1150 | 262 | 888 | 368 | 92 | 900 | 340 | 257 | 123 | 180 | N/A |
| Australia | Australian National University | 2037 | 620 | 60 | 210 | 230 | 120 | 1417 | 415 | 386 | 203 | 413 | N/A |
| Austria | Medical University of Vienna | 7500 | 2300 | 600 | 1405 | 82 | 213 | 5200 | 348 | 800 | 1202 | 2850 | N/A |
| Netherlands | Maastricht University | 4325 | 625 | 147 | 200 | 250 | 28 | 3700 | 1212 | 1947 | 853 | 900 | N/A |
| Canada | Université de Montréal | 5503 | 1892 | 90 | 60 | 1045 | 697 | 3611 | 114 | 76 | 2052 | 1369 | 380 |
| USA | University of Virginia | 1215 | 458 | 143 | 175 | 58 | 82 | 757 | 257 | 315 | 83 | 102 | N/A |
| South Africa | University of Cape Town | 740 | 441 | 2 | 35 | 241 | 163 | 299 | 8 | 99 | 112 | 80 | N/A |
| Oman | Sultan Qaboos University | 1085 | 58 | 4 | 2 | 47 | 5 | 1027 | 12 | 7 | 515 | 493 | 9 |
| UAE | UAE University | 427 | 4 | 0 | 0 | 0 | 4 | 423 | 0 | 2 | 297 | 124 | 4 |
| KSA | King Saud University | 1874 | 200 | 0 | 10 | 38 | 152 | 1674 | 34 | 306 | 530 | 804 | 120 |
| KSA | King Saud bin Abdulaziz University for Health Sciences | 754 | 42 | 0 | 0 | 8 | 34 | 712 | 0 | 0 | 142 | 570 | 40 |
| KSA | King Abdul Aziz University (KAU) | 2000 | 250 | 0 | 8 | 30 | 112 | 1750 | 0 | 0 | 438 | 1312 | 15 |
| KSA | King Faisal University | 932 | 32 | 0 | 0 | 15 | 17 | 900 | 0 | 0 | 160 | 740 | 12 |
| KSA | Qassim | 128 | 0 | 0 | 0 | 0 | 0 | 128 | 0 | 0 | 74 | 54 | 0 |

Lessons learned through benchmarking with the medical schools mentioned in the table above:

1. The need to open graduate programs for local and foreign college students
2. The need to open Graduate local and foreign students for college programs
3. The need to accept foreign students of the college
4. Acceptance of the need for foreign college students
5. The need to open the scholarship programs

BENCHMARKING

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THE MAIN FOCUS : FACULTY MEMBERS

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| University | The number of faculty members | Number of local faculty members | Number of foreign teaching staff |
|--|-------------------------------|---------------------------------|----------------------------------|
| Harvard | 11860 | 9,030 | 2,830 |
| University of Michigan | 3,160 | 2,510 | 650 |
| University of Oxford | 2,200 | 1,815 | 385 |
| Australian National University | 409 | 300 | 109 |
| Medical University of Vienna | 2,300 | 970 | 1330 |
| Maastricht University | 1,747 | 304 | 1443 |
| Université de Montréal | 3,085 | 2,441 | 644 |
| University of Virginia | 2,251 | 1,892 | 359 |
| University of Cape Town | 380 | 345 | 35 |
| Sultan Qaboos University | 81 | 36 | 45 |
| UAE University | 107 | 28 | 79 |
| King Saud University | 489 | 146 | 343 |
| King Saud bin Abdulaziz University for Health Sciences | 119 | 79 | 40 |
| King Abdul Aziz University (KAU) | 506 | 176 | 330 |
| King Faisal University | 112 | 27 | 85 |
| Qassim | 45 | 5 | 40 |

Lessons learned:

- 1-The need to increase the number of faculty members and local
- 2-The need to increase engagements with members of the teaching of foreign body

The main focus: Academic Programs, scientific departments and laboratories

| University | Number of Academic Departments | Number Of Academic Programs | Number Of Laboratories |
|--|--------------------------------|-----------------------------|------------------------|
| Harvard | 10 | 5 | 22 |
| University of Michigan | 28 | 4 | 28 |
| University of Oxford | 18 | 5 | 18 |
| Australian National University | 3 | 5 | 40 |
| Medical University of Vienna | 12 | 5 | 18 |
| Maastricht University | 23 | 3 | 48 |
| Université de Montréal | 20 | 5 | 22 |
| University of Virginia | 30 | 5 | 30 |
| University of Cape Town | 12 | 5 | 35 |
| Sultan Qaboos University | 8 | 3 | 18 |
| UAE University | 15 | 6 | 15 |
| King Saud University | 21 | 5 | 18 |
| King Saud bin Abdulaziz University for Health Sciences | 4 | 2 | 33 |
| King Abdul Aziz University (KAU) | 22 | 3 | 15 |
| King Faisal University | 9 | 2 | 11 |
| Qassim | 8 | 1 | 8 |

Lessons learned:

- 1 - The need to increase the number of laboratories
- 2 - The need to open multiple academy of college programs
- 3 - Need to increase the scientific departments college

| University | Total research | Number Scientific research published | Number of funded research | Number of research provided | Allocated to research in million Dollar budget | Budget of College Millions Dollar | The number of research centers |
|--|----------------|--------------------------------------|---------------------------|-----------------------------|--|-----------------------------------|--------------------------------|
| Harvard | 4356 | 4356 | 843 | 1140 | 453 | 603.14 | 15 |
| University of Michigan | 138 | 265 | 138 | 386 | 439.3 | N/A | 40 |
| University of Oxford | 385 | 385 | 654 | 893 | 235.23 | N/A | 12 |
| Australian National University | 270 | 270 | 320 | 692 | 46.99 | N/A | 8 |
| Medical University of Vienna | 2033 | 2033 | 580 | 3462 | 83 | N/A | 12 |
| Maastricht University | 1971 | 1971 | 458 | 2081 | 33.778 | 281.2 | 10 |
| Université de Montréal | 800 | 800 | 800 | 1356 | 196.8 | 680.50 | 12 |
| University of Virginia | 103 | 27 | 30 | 103 | 52 | N/A | 5 |
| University of Cape Town | 174 | 174 | 599 | 802 | 409 | 610.00 | 20 |
| Sultan Qaboos University | 1080 | 1080 | 1140 | 1140 | N/A | N/A | 6 |
| UAE University | 534 | 534 | 652 | 889 | N/A | N/A | 7 |
| King Saud University | 314 | 314 | 213 | 518 | N/A | N/A | 6 |
| King Saud bin Abdulaziz University for Health Sciences | 152 | 152 | 174 | 385 | N/A | N/A | 4 |
| King Abdul Aziz University (KAU) | 1372 | 1372 | 1520 | 2482 | N/A | N/A | 7 |
| King Faisal University | 162 | 162 | 162 | 320 | N/A | N/A | 6 |
| Qassim | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 |

Lessons learned:

1. The need for attention to research published and presented
2. The need to establish a specialized research centers
3. Interest in conducting scientific research faculty
4. The need to increase the overall budget
5. The need to budget for research work

BENCHMARKING

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THE MAIN FOCUS : AGENTS / COORDINATORS AND SPECIAL UNITS

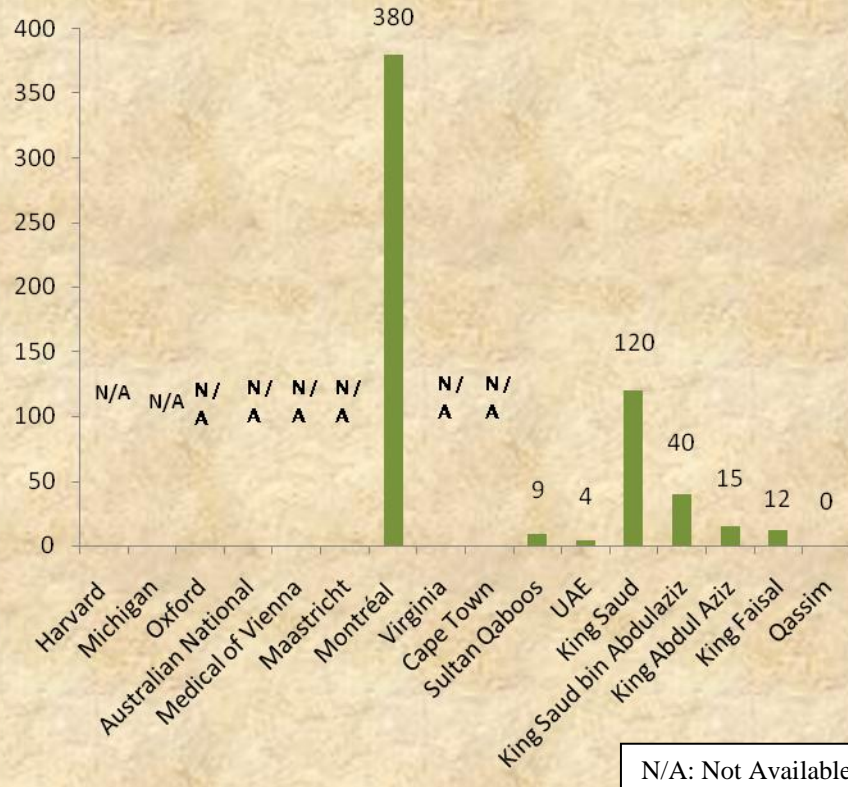
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| University | Number of Agents | Number of special units |
|---|------------------|-------------------------|
| <u>Harvard</u> | 0 | 6 |
| <u>University of Michigan</u> | 4 | 2 |
| <u>University of Oxford</u> | 4 | 8 |
| <u>Australian National University</u> | 4 | 4 |
| <u>Medical University of Vienna</u> | 3 | 5 |
| <u>Maastricht University</u> | 4 | 6 |
| <u>Université de Montréal</u> | 7 | 2 |
| <u>University of Virginia</u> | 4 | 2 |
| <u>University of Cape Town</u> | 3 | 2 |
| <u>Sultan Qaboos University</u> | 4 | 4 |
| <u>UAE University</u> | 5 | 2 |
| <u>King Saud University</u> | 5 | 1 |
| <u>King Saud bin Abdulaziz University for Health Sciences</u> | 2 | 1 |
| <u>King Abdul Aziz University (KAU)</u> | 6 | 7 |
| <u>King Faisal University</u> | 3 | 2 |
| <u>Qassim</u> | 2 | 0 |

Lessons learned:

- 1 - They need to increase the number of agents and coordinators
- 2 - They need to establish a private college units

Postgraduate Grants

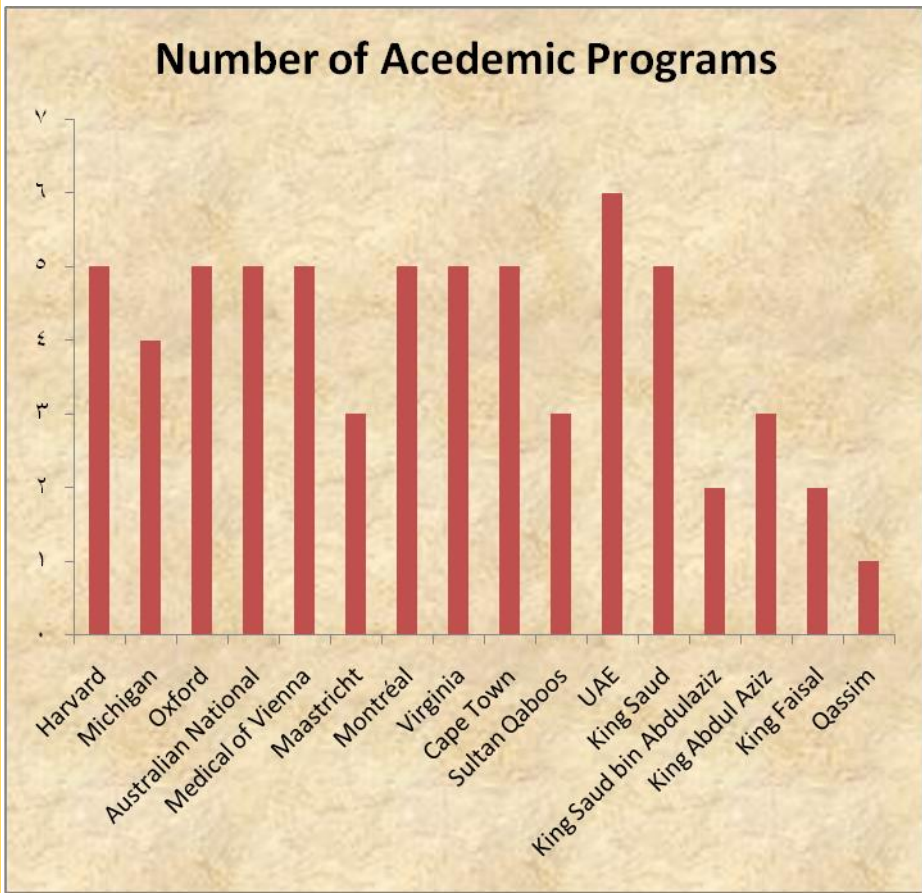


Faculty of Medicine at the University of Montreal sent the largest number of scholar ships , while the Faculty of Medicine Unaizah not send any scholarship

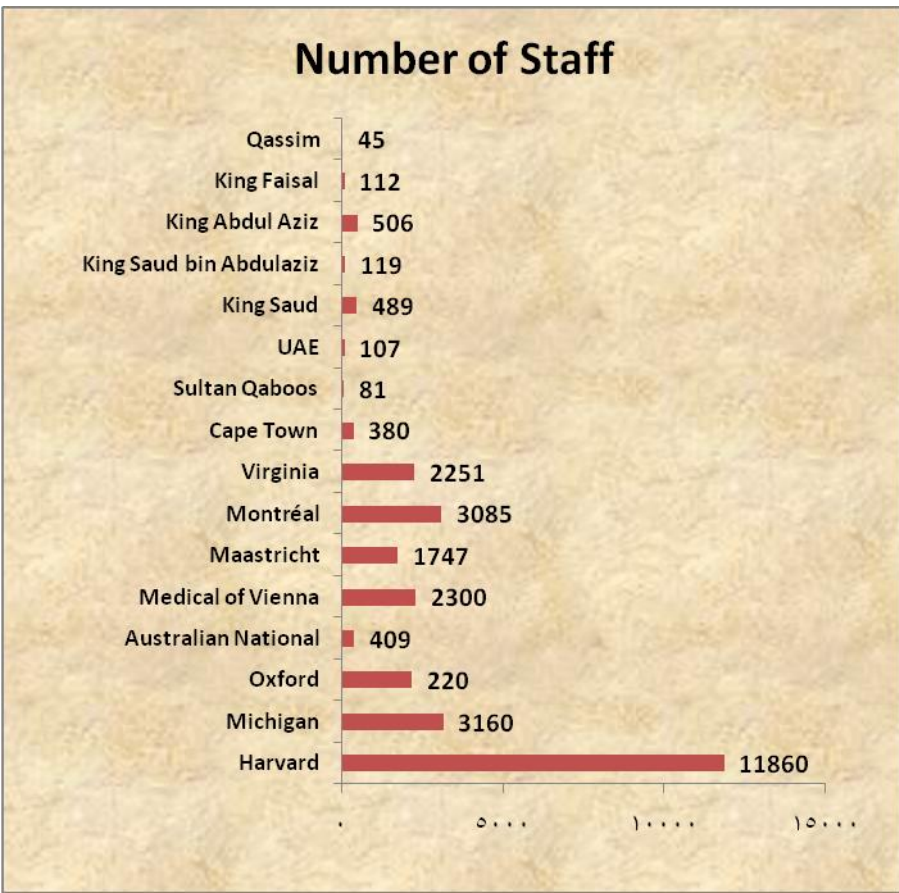
Total Number of Students



The Medical school of Vienna has the largest number of students and we have the lowest

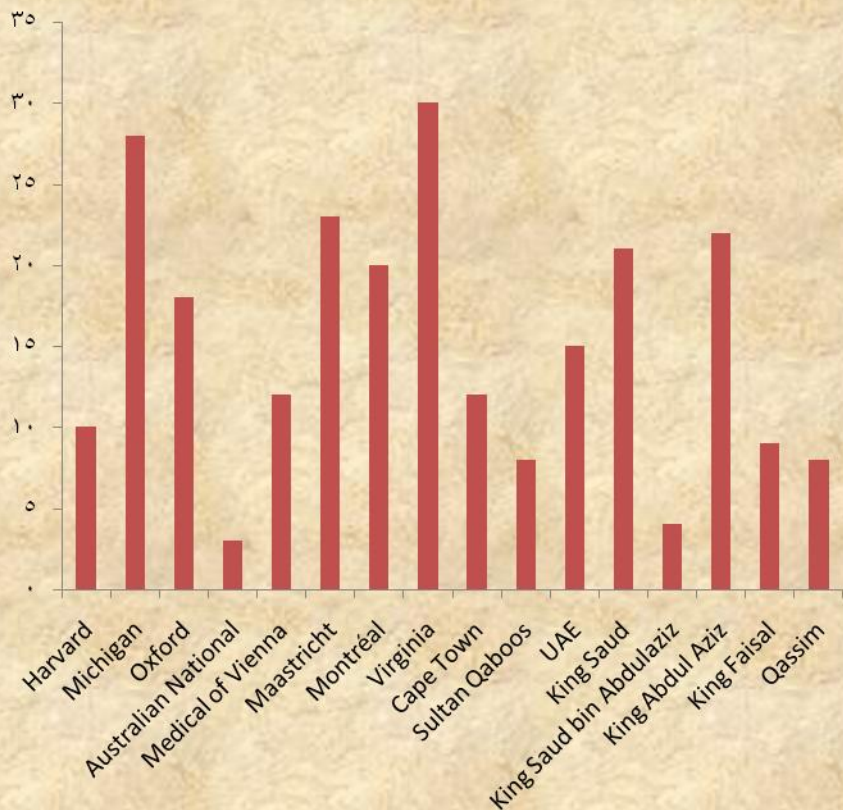


Faculty of Medicine at the University of the United Arab Emirates has the largest number of academic programs , while Qassim University has only two common with King Faisal University and the University of King Saud bin Abdul Aziz of Health Sciences



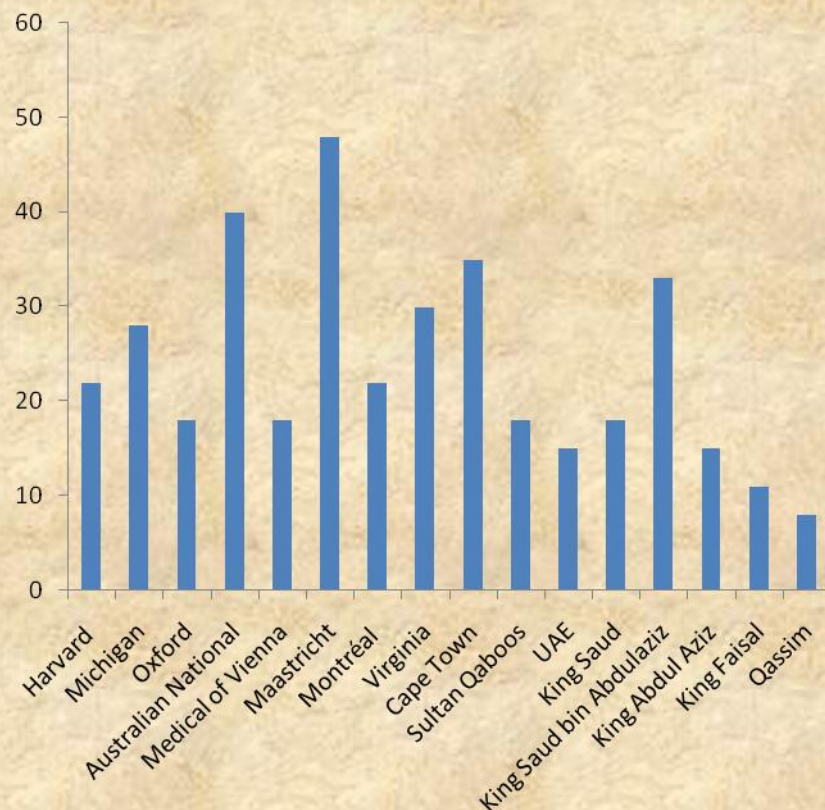
Harvard Medical School marked the largest number of faculty members between the reference colleges , while the lowest number was in the Faculty of Medicine Unaizah

Number of Department



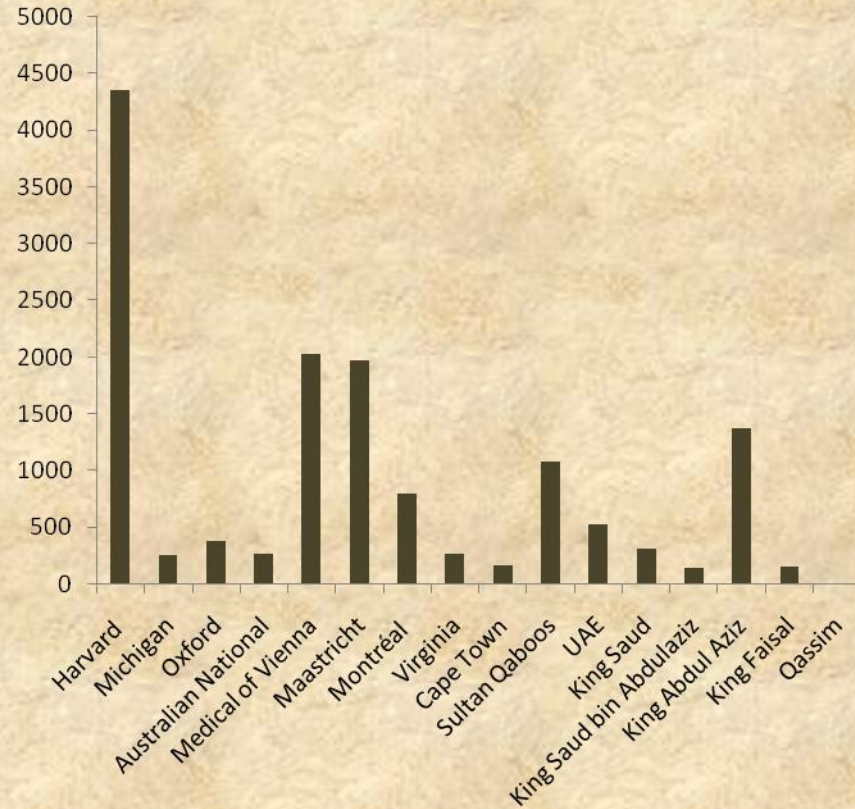
Faculty of Medicine at the University of Virginia is characterized by the largest number of scientific departments, while the lowest number of scientific departments was the Australian National University .

Number of Laboratories



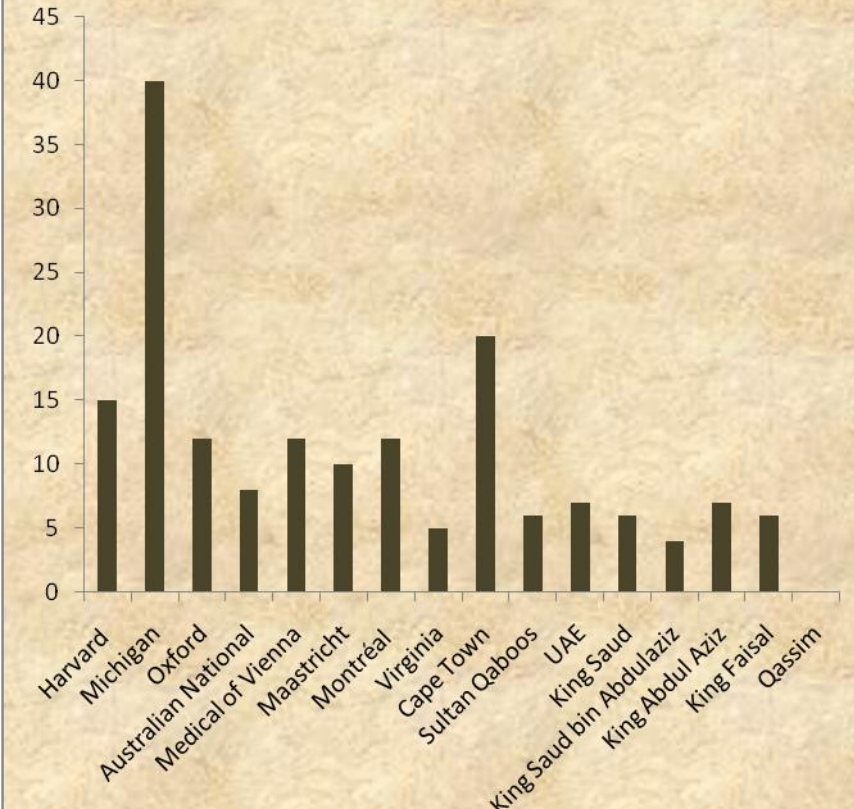
Faculty of Medicine at the University of Maastricht has the largest number of skills coefficient while College of Medicine Unaizah the least number of skills labs .

Publications 2012



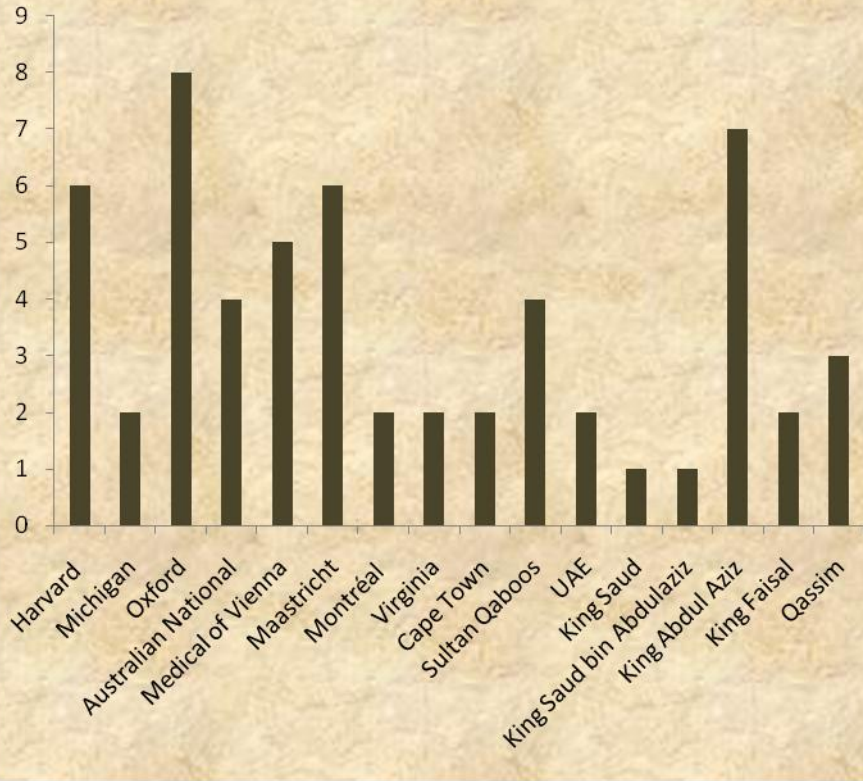
Harvard Medical School has the largest number of annual research among colleges reference while there was no research school of medicine in Unaizah .

Number of reserach Centers



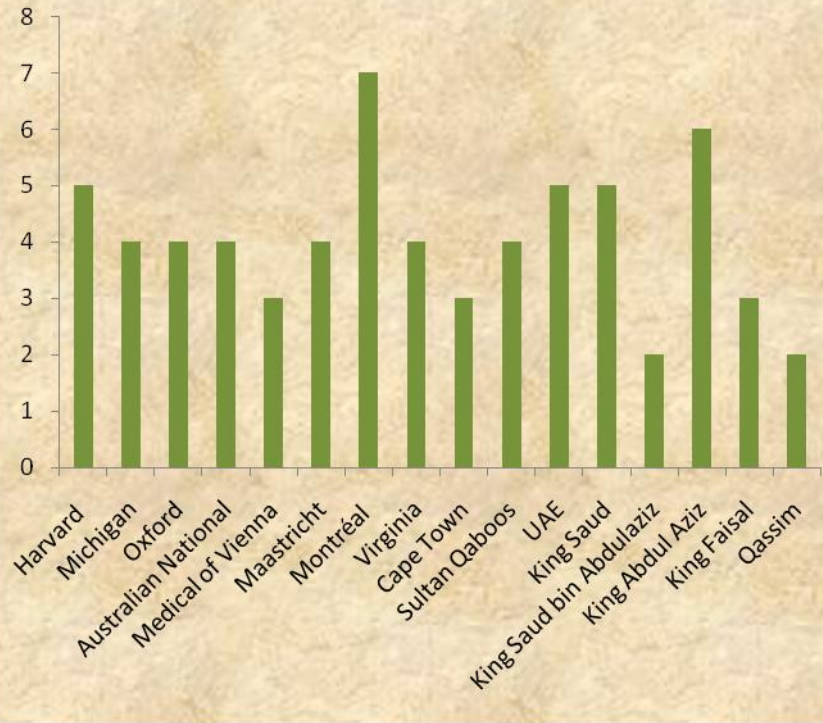
College of medicine in Michigan has the highest number of research center, while we have no research centers

Number of Specialized units



Harvard Medical School has the largest number of special units , while the faculties of medicine at the Universities of King Saud and King Saud bin Abdulaziz are equally in having the least number of special units

Number of Vice-deans and coordinators



Faculty of Medicine at the University of Montreal has the largest number of Vice-deans (7) , while the Faculty of Medicine Unaizah involved with the Faculty of Medicine, King Saud bin Abdulaziz University for Health Sciences in less number of Vice-deans (2)

WEAKNESSES



- Weak students in the English level.
- Not accept foreign students.
- Small number of faculty members.
- Difficulty communicating with the teaching of women faculty members.
- Weakness of the scientific background of the students.
- Limited number of laboratories.
- Limited number of class rooms.
- Adoption (MCQ) and a single method for exams.
- Large number of faculty and administrative burdens.
- Lack of belonging to the University hospital.

POWER POINTS



- He presence of team spirit among faculty and staff college.
- Provide educational infrastructure.
- Provide faculty with expertise in education faculty members
- The existence of excited students to study in the college.
- The presence of faculty members are excited to work altogether.
- There are plans modern curricula and keep pace with global plans and curricula.
- Most of the quality of the college curriculum.
- Availability of a number of infrastructure and information technology components.
- Availability of qualified administrative staff of highly qualified in college.
- Availability of office hours for students.
- Programs for quality community service.
- Use of information technology in the curriculum.
- *Twining with global university*

THREATS



- The presence of other medical school in the same university and geographically close.
- Low number of applicants for the study of college because of the novelty.
- The large number of colleges of health education and medical.
- Competition by government and private universities to attract faculty members.
- Scarcity of qualified scientific talent in some disciplines.
- Directed health authorities to contract agreements with other educational bodies.
- Lack of awareness of some of the institutions of society of the importance of the partnership with the college and its role in sustainable development.
- The rapid obsolescence of IT systems and software.

OPPORTUNITIES



- High demand for graduates of medicine and medical science.
- Provide employment opportunities as well as provide Scholar ships for master's and doctoral programs.
- National attention to quality assurance and accreditation in higher education.
- A competitive comparative advantages in the Qassim region (growing steadily in the establishment of hospitals and health centers, a good living standard).
- Support the university's administration of the college.
- Availability of financial resources in the college.
- University's efforts to achieve institutional and programmatic accreditation.
- Availability of faculty members well-qualified non-Saudis are willing to work in Saudi Arabia.
- Provide access to global databases.
- Acceptance of universities in the United States for graduate college graduate stage.

VISION AND MISSION

To be a leader nationally and distinguished internationally in medical education based on innovative competencies and supportive of sustainable development in Qassim

THE OVERALL MESSAGE

Provide an excellent educational programs to prepare competent professionals in the fields of medicine and medical science, meets the needs of the labor market and provide applied research programs. We further provide advisory and training contribute to improving the quality of health services in the local community and adopt the style of medical education based on team-work thorough activating the partnership nationally and internationally.

- **Educational programs offered by the Faculty of Medicine and Medical Sciences Unaizah adopts the style of teaching in an innovative way to be based on team-work in the fields of medicine and medical science and distinct the school among the educational programs offered by medical schools and colleges of medical science in the Kingdom in order to be able to meet labor market needs locally and regionally**
- **The college is looking to provide community-based services represented in applied research and in accordance with the requirements of society as well as training programs for various categories so as to contribute to the advancement of the quality of health services in the community**
- **To be able to complete the mission of the college must activate the scientific partnership with prestigious colleges nationally and internationally**

COLLEGE VALUES

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In light of the commitment to Islamic values provide the college the following:

- **Justice** : We seek to achieve equal opportunity and justice in dealing with everyone.
- **Secretariat** : we do the work honestly and we are committed to the rules of conduct and ethics.
- **Transparency** : commit ourselves transactions and fair procedures , and adherence to the principles of accountability.
- **Quality** : we apply the highest standards of quality .
- **Creativity** : provide a regulatory climate that encourages creative thinking and innovative behavior .
- **Teamwork**: We encourage teamwork culture of thinking and behavior .
- **scientific and academic freedom** : We encourage researchers to scientific research , openness and research partnerships locally and regionally

THE VISION, MISSION AND VALUES OF THE COLLEGE OF MEDICINE AND MEDICAL SCIENCES ONAIZAH EVALUATION

Participated in the evaluation of the vision, mission and values of the process of 433 people from related

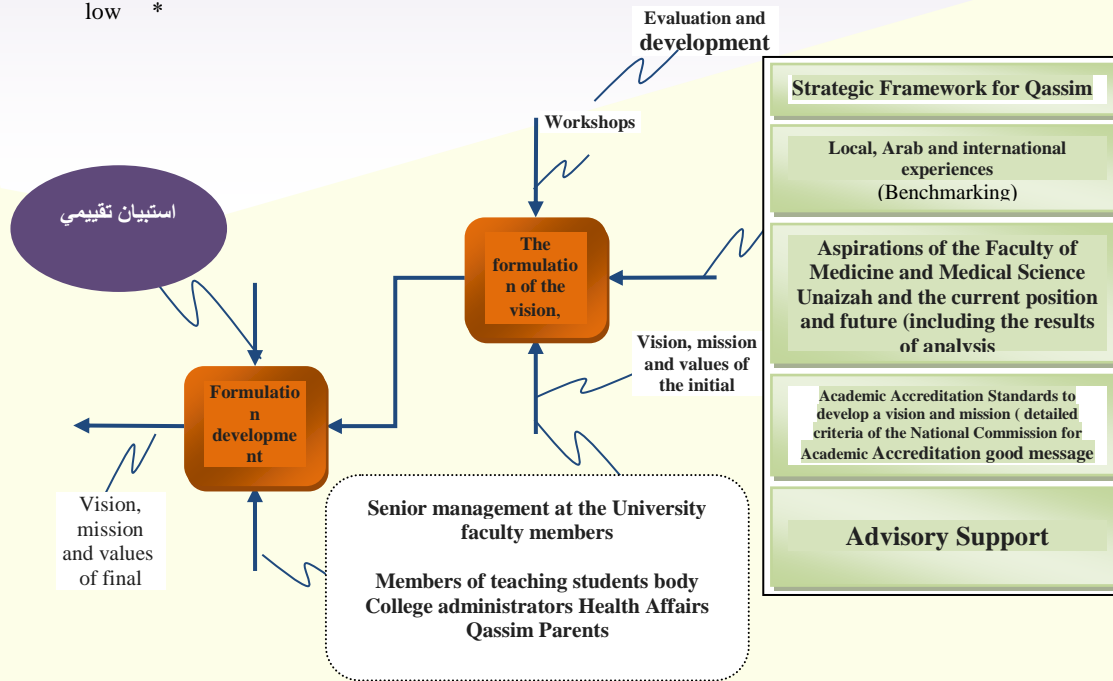
Mission Evaluation

- Relative to the vision *****
- Supportive for the deanship *****
- Leading to the designated goals *****
- Convertible to action plans *****
- Supportive for market needs *****
- Inter-professional Activities ***
- Easy to comprehend *****

Vision Evaluation

- Distinguished *****
- Optimistic *****
- Practical *****
- Inspiring ***
- Encouraging *****
- Public Oriented ***
- Easy to comprehend *****

high *****
 moderate ***
 low *



Goal 1: To provide medical education to achieve excellence and professional skills and contribute to getting at the national and international academic accreditation

30



- lack of a university hospital
- college is still under processing

Modernity plans and Almahj

- Academic performance power .
- the availability of facilities and education facilities
- The availability of experienced teaching staff in the field of quality assurance and accreditation members



Development plans and programs and curricula according to the needs and requirements of the community institutions and accreditation and quality of the labor market:

- 1.1.1 survey of the needs of the labor market and society.
- 1.1.2 benchmarking at the university, colleges and departments in the field of programs, plans and curriculum level
- 1.1.3 characterization and identification of programs, plans and curriculum development requirements
- 1.1.4 Quality and Accreditation program nationally to all disciplines and internationally for some
- 1.1.5 develop cooperative training and practical application programs
- 1.1.6 cooperation and partnership in the field of twinning programs, plans and curricula
- 1.1.7 Study and restructuring of the students in the disciplines of light needs labor market and society
- 1.1.8 educational programs at community colleges to develop
- 1.1.9 Bridging the mutual relationship between the community colleges and the rest of the university colleges
- 1.1.10 characterization and development of learning outcomes in educational programs

1-1 STRATEGY

Projects



- Nationally and internationally Competition to improve Almahj
- The existence of medical schools in the university-

Directed the Ministry of Higher Education about raising the quality of the educational process

- Provide the university and the National Commission for Quality Assurance and Accreditation Standards and Quality to provide consulting for colleges experts
- Willingness of international and national universities to work cooperation protocols and partnership in the field of education



The development of teaching and assessment and support of learning and teaching environment, sources of methods:

- 1.2.1 Development and diversity of sources of learning
- 1.2.2 Development and support of self-learning
- 1-2-3 Calendar teaching methods
- 1.2.4 Calendar evaluation methods
- 1.2.5 Study and complete the educational requirements of the environment
- 1.2.6 E-learning
- 1.2.7 Develop attractive libraries for students
- 1.2.8 Develop innovative approaches to learning and teaching methods (4 MAT model + TBL)

1-2 STRATEGY

Projects

80% of respondents see the need to connect the output of the needs of the community college of Medical Specialties .

- 90% of faculty members , and 69 % of the students see the need to obtain accreditation .
- High student satisfaction on the practical training : 75% high interest 0.10 % medium- interest 0.5 % weak interest

Reduce the number of students in Bakaorés stage in the majors with less demand for their output and the expansion of graduate programs in the disciplines required :

- 1.3-1 Examine and assess the feasibility of disciplines at the university
- 1.3.2 Develop undergraduate programs
- 1.3.3 Identify community needs of postgraduate research
- 1.3.4 The development of post-graduate programs

1-3 STRATEGY

Projects





- Lack of cooperation with some of the staff of Student Affairs
- Poor communication in the department of Student Affairs



- Provide an electronic system for students.
- The existence of distinct students.



Encourage people Qassim their children to complete their undergraduate degree.

The attention of some parents to follow up their children during the study.

- The desire of many students to pursue graduate studies.
- Provide opportunities for



- Routine procedures

- 67% of students felt easy registration to the presence of an electronic system .
- 17% of students are looking to complete their higher education .
- 27% of students believe the lack of cooperation with the staff of Student Affairs .

Excellence in absorption and Admission operations :

- 1-1 Characterization and the development of criteria for selecting students
- 2.1.2 Development , acceptance and registration procedures and automation
- 2.1.3 The capacity planning
- 2.1.4 Bridge the relationship between the university and public education .

2-1 STRATEGY

Projects

Excellence in student performance and interactive operations in the educational environment:

- 2.2.1. Improve the academic performance of students
- 2.2.2 The study and evaluate the academic dropout
- 2.2.3 Enhance loyalty and satisfaction with student
- 2.2.4 Stimulate discerning and creative students
- 2.2.5 Student exchanges with international universities
- 2.2.6 The establishment of a university hospital for education and training

2-2 STRATEGY

Projects

Excellence in student services:

- 2-3-1 Development of academic services for students (Admission)
- 2.3.2 Students with special needs care
- 2.3.3 Development of extracurricular activities
- 2.3.4 Establishment and development of the student associations and student representation mechanisms
- 2.3.5 The development of guidance services for students
- 2.3.6 Management relations parents
- 2.3.7 Career Fair and student products "Career day "
- 2.3.8 The establishment of for students
- 2.3.9 Providing the means for college transfer students

2-3 STRATEGY

Projects

University Projects

* College projects



GOAL 3 : DEVELOP APPLIED RESEARCH TO MEET THE HEALTH NEEDS OF THE COMMUNITY

32



- Lack of scientific Research.
- Weak marketing outputs of scientific research.



- The availability of financial support for the research .
- Availability of distinct competencies research



Future direction of the ministry of higher education to reduce the funding of scientific research.



- Support for third-party research.
- The existence of effective demand for college participation in community service
 - Diversity and increased demand for advisory and research and training services in the region

- Sees 65% of faculty members need to develop research skills of the students.
- Sees 60 % of the students need to link their research for sustainable local development .
- 86% of faculty members, and 66 % of the students see the necessity of activating the use of electronic resources available at the university.

The development of applied research performance of the university:

3-1 STRATEGY

- 3-1-1 Determine the needs of the community of applied research
- 3.1.2-Stimulating applied research activities
- 3.1.3 The development of research centers at the university
- 3.1.4 Develop and diversify research journals of the University
- 3.1.5 Improve the performance of departments and colleges in conferences and seminars
- 3.1.6 Development of publishing and translation activities
- 3.1.7 Publishing development in scientific journals outstanding
- 3.1.8 Marketing Products Research
- 3.1.9 Attract and retain outstanding research talent
- 3-1-10 Integrated mechanism for selecting backed and funded research and follow-up implementation
- 3.1.11 Develop research skills to students
- 3.1.12 Development research support services to employees of the university
- 3.1.13 Activate the use of faculty and students of electronic sources of knowledge for staff members
- 03/01/14 Create a research center dedicated to the College
- 03/01/15 Establish house animals for research purposes
- 03/01/16 Establish a medical journal of the College

Projects

Build a research house experience for local sustainable development:

3-2 STRATEGY

- 3 . 2.1 Identify requirements and priorities for sustainable development Qassim
- 3.2.2 Students research for sustainable local development purposes guidance
- 3.2.3 **Directing research faculty members to serve local sustainable development purposes**

Projects

University Projects

* College projects





- Weak publishing business

The tendency to link graduate research community needs
The availability of a research plan for college



The development of community services and diversification

1-4 STRATEGY

- 4.1.1 Development consultancy services
- 4.1.2 Develop training services
- 4.1.3 Enhancing the contributions of the university affiliates in community service activities

Projects



- The existence of medical and health faculties competition .

The availability of world-renowned scientific journals
• The existence of the scientific journal of the University as a container for publication
• A demand for the production of knowledge translator.



Building partnership relations of cooperation in diverse field of applied research with community and business organizations.

2-4 STRATEGY

- 4.2.1 Parties of community representation on the boards of the university
- 4.2.2 Motivate employees of the university to participate in community service activities
- 4.2.3 Encourage community organizations and business institutions of applied research and conference funding

Projects

- Sees 45% of the participants need to develop training services , and 42% see the need to develop advisory services .
- 57% of respondents see the need to strengthen the contributions of the employees of the college in community activities

University Projects

* College projects





- Weak sections computers and processing systems

Aspiration of many of the faculty members of the university to serve more
Provide some infrastructure for information technology components



The development of performance management and institutional

1-5 STRATEGY

- 5.1.1 Institutional accreditation
- 5.1.2 Enable women leaders university
- 5.1.3 Administrative performance of the sections of the students develop and activate communications with units of the University
- 5.1.4 Develop an integrated standards to contract with the teaching faculty members from abroad
- 5.1.5 Functionality and motivation calendar
- 5.1.6 Establish continuous training center

Projects



- The rapid obsolescence of IT systems and

• Directed the Ministry of Higher Education to support and develop institutional performance in universities
• The direction of the university towards achieving academic and



Infrastructure for information technology and information to support the development of institutional performance

1-5 STRATEGY

- 5.2.1 The development of the Internet site of the University and its units
- 5.2.2 Improve the university in order of classification and Eboumatercs Spanish
- 5.2.3 Expand opportunities for the spread of Internet use for university employees, wherever they are
- 5.2.4 The development of e-governance
- 5.2.5 Develop interactive participation among employees of the university system
- 5.2.6 Development of maintenance centers and university units
- 5.2.7 Development of University Libraries Information Systems

Projects

- Sees 67% of the faculty weakness provide adequate information about the policies and procedures
- Sees all faculty members and students need to obtain institutional accreditation

University Projects

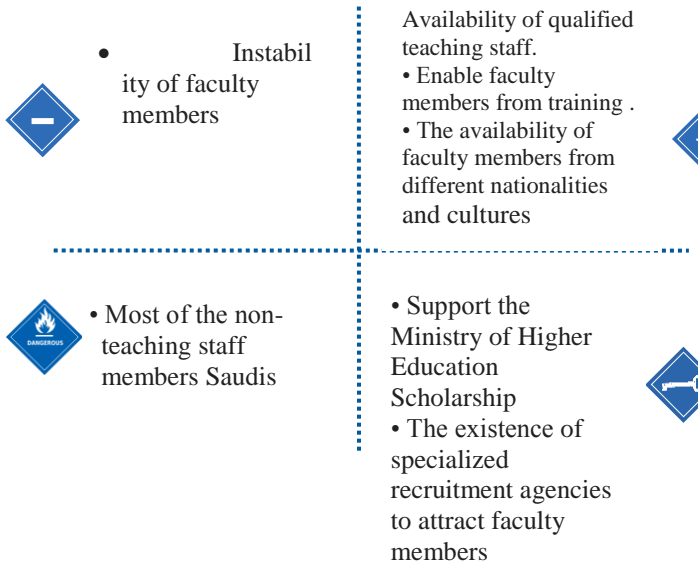
* College projects



The Goal 5: Raise the effectiveness of human and technical resources

10

35



• A large proportion of the participants see the need to establish investment projects involved the university college.

• 80% of faculty members feel the need to develop a system of polarization , contracting and recruitment of faculty members from non-Saudis.

Development operations attraction and recruitment, selection and recruitment of human resources

5 STRATEGY

- 5.3.1 Attract and develop the selection and appointment of the HR system (Saudi crew)
- 5.3.2 Development of polarization system, contracting and recruitment of teaching staff is Saudi
- 5.3.3 Attract distinguished visiting professors

Projects

The development of rehabilitation , training and scholarship operations

5 STRATEGY

- 5.4.1 Long-term plan of the scholarship
- 5.4.2 Joint supervision of graduate programs especially for female

Projects

Diversification of funding sources and rationalization of expenditure

5 STRATEGY

- 5.5.1 Investment plan
- 5.5.2 Spending Plan

Projects

University Projects

* College projects





- Weak agreements with other health bodies



The existence of agreements on cooperation and partnership currently faculty.



Lack of awareness of some of the institutions of society of the importance of the partnership with the college and its role in sustainable development .



- The existence of universities and centers , research institutions, educational willing to spread globally through cooperation and partnership .
- Readiness of chambers of commerce and business and civil charities and willingness to cooperation and partnership .

- Expansion of international exchange of faculty is one of the most important requirements for the College of Excellence from the perspective of faculty and student members

Diversification of cooperation and partnership with educational institutions distinctive locally, nationally and internationally

- 6.1.1 Benchmarking to identify areas and priorities of cooperation and partnership in the areas of education
- 6.1.2 Develop criteria and mechanisms of cooperation and twinning in educational programs
- 6.1.3 Cooperation and twinning in educational programs for undergraduate
- 6.1.4 Scientific exchange of students and faculty agreements
- 6.1.5 Cooperation and twinning with Wright State University Doctor of medicine program

√-6 STRATEGY

Projects

Diversification of cooperation and partnership with business organizations and institutions of local, national and international community

- √.2.1. Partnership and cooperation with industry and business sector
- 7.2.2 Establishing an incubator for small projects at the university
- 7.2.3 Partnership and cooperation agreements to activate the Cooperative Training

√-6 STRATEGY

Projects

University Projects

* College projects



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