

# University of Petra

Amman – Jordan



## **Report on Strategic Planning for Quality Assurance (SPQA)**

As part of the HFE project to build QA  
capacity for HE institutions in Jordan.

February, 2007

Prepared by the Quality Assurance Committee comprising the following members:

1. HE Prof. Adnan Badran, Chief University Advisor and Committee leader.
2. Prof. Khalid Matalka, Dean of Faculty of Pharmacy and Medical Technology.
3. Dr. Nabil El-Duriny, Head of Department, Faculty of Arts and Science.
4. Dr. Bassam Maali, Faculty of Administrative and Financial Sciences.
5. Dr. Mohammad Kasasbeh, Faculty of Administrative and Financial Sciences.
6. Dr. Omaimah Al-Arja, Faculty of Architecture and Fine Arts.
7. Mr. Yousef Baker, (Liaison Officer), Faculty of Arts and Science.
8. Dr. Raed Shadfah, (Coordinator), Faculty of Information Technology.



## **I. Introduction by the Chief Executive Officer**

As a private university, we, at the University of Petra, fully understand what is in stake to stay competitive in the market of Higher Education (HE) in Jordan and the region. The public is rightfully demanding responsible HE institutions that can assure the quality of their provisions, in order to turn out high caliber scholars who can compete in the global high-end work fields. Universities are also expected to be socially responsible towards the prosperity of their communities through creating and disseminating knowledge, embracing life-long learning teaching strategies, bridging the digital gap, and preparing members to play an active role in the contemporary knowledge economy, at a scale that reflects quality and excellence like never before. To succeed, universities need to set ambitious strategies and be goal-driven by accountable managements committed to success and the welfare of their constituents.

University of Petra believes that the key to stay competitive is to compete on quality basis. We have decided to set our course in leading the university to be based on quality offerings and Quality Assurance (QA) schemes as a strategic choice. To this end, and in response to the recent intuitive by the Hussein Fund for Excellence (HFE) to build institutional capacity for QA programs and to other calls by various GOs and NGOs in Jordan and the region, the university assembled in June 2006 the Quality Assurance Committee (QAC) which comprises 8 members representing the various faculties of the university as follows:

- HE Prof. Adnan Badran, Chief University Advisor and Committee leader.
- Prof. Khalid Matalaka, Dean of Faculty of Pharmacy and Medical Technology.
- Dr. Nabil El-Duriny, Head of Department, Faculty of Arts and Science.
- Dr. Bassam Maali, Faculty of Administrative and Financial Sciences.
- Dr. Mohammad Kasasbeh, Faculty of Administrative and Financial Sciences.
- Dr. Omaimah Al-Arja, Faculty of Architecture and Fine Arts.
- Mr. Yousef Baker, (Liaison Officer), Faculty of Arts and Science.
- Dr. Raed Shadfah, (Coordinator), Faculty of Information Technology.

The Committee was given the task to analyze and set out the quality goals of the University and propose a strategy and plan to attain them. This report summarizes their work, which has the full support of the University management. The committee was also assigned the task of spreading the QA culture across the university and putting in place a QA framework for all the five faculties in the University. As a result of their work, the atmosphere across the University is very vibrant with every body contributing to implement this ambitious project. As I write these lines, almost every academic staff is now involved, one way or another to set up QA assurance programs for their provisions. I have full confidence that with this spirit, we will succeed in realizing this important venture.

To sustain this project, the university has established the Accreditation and Quality Office, which will be in charge of implementing the QA plan at the institution level. Sizeable resources had already been assigned for this purpose. In the next phase of this project, the QA Committee will assume the role of supervising the QA Office,

steering the quality affairs of the University, and overseeing the implementation of the plan.

As a responsible and committed President, I strongly believe that Quality Assurance (QA) is no more a luxury we can live without; it is simply going to be the very essence of our existence, growth and development. Together with my colleagues at the Board of Trustees and the Board of Deans, we are fully committed to achieve our QA goals and objectives. We are also committed to establish and implement QA systems that cover all aspects of our functions to assure our respected stakeholders the quality of our provisions. We will spare no efforts or resources available under our capacity that will enable the University to realize its VISION, fulfill its MISSION, and attain the aspirations of our members, stakeholders and the nation as a whole.

On behalf of the University, I would like to thank HFE for their kind initiative and support. I would also like to thank the QA Committee members for their endeavor and splendid efforts throughout this huge project which truly marks an important milestone in the history of our University and the beginning of a new dawn for the University of Petra.

Sincerely Yours,

**Professor Nezar El-Rayyes,**  
**Acting President**  
**University of Petra**  
Amman - Jordan

Feb 15<sup>th</sup>, 2007



## ***II.2 Introduction:***

University of Petra (UOP) is a private institution established in 1991 under the name of Jordan University for Women (JUW). At that time, JUW was established to serve the female community of Jordan and the region. In 1999, the strategic approach of the University changed to serve both genders of Jordan and the region, and therefore the name has changed to UOP.

UOP offers B.Sc. programs in the fields of Humanities, Sciences, Information Technology, Management and Finance, Pharmacy, Nutrition, Architecture and Interior and Graphic Design. In addition, UOP now offers Master's programs in Pharmacy and English Language Translation with more programs are currently being planned.

Since its establishment, UOP endeavored to become a modern educational institution in the region, equipped with notable academic and educational capabilities. The University grants a number of Ph.D. scholarships annually to the distinguished graduates, these awards cover both tuition fees and living expenses. The University also provides a number of grants and financial incentives to its distinguished students and to those who are in need.

UOP is keen to adopt quality assurance schemes to assure the quality of its provisions. This is reflected in its participation with the HFE's SPQA program and the work of this report to embrace QA measures at the institutional level. In addition, the accountant program has already participated in the HFE review program during 2006. Currently, the computer science program is participating in the HFE review program due in April 2007. Both English language and literature program and the financial science program are also going to participate in this year round of HFE subject review (October 2007), while the pharmacy program is scheduled to participate in next year's round.

## ***II.3 Campus and Facilities***

UOP carries the name and the logo of the most important historical cities of the world usually called the "rose-red city". However, the University is located near the center of Amman, the capital of Jordan, 7 km south of the 7th circle off the airport road.

The campus is compact with all facilities<sup>1</sup> within easy walking distance. It includes teaching facilities, administrative areas, theaters, a library, a computer center, a clinic, a bank, a mini-supermarket, a restaurant, and a bookstore. These are all grouped in the heart of the campus creating a strong sense of social and academic community. The university's green-field squares contribute to a general feeling of peace and calm. The University is also equipped with a multipurpose sport complex to provide world-class

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<sup>1</sup> Full details of the university holdings can be found in the UOP General Accreditation Report for 2006/2007.

sports facilities, to be used by professional sports teams as well as students and staff. This is in addition to a basketball, volleyball, tennis, and two soccer fields.

International female students are offered on-campus accommodation at the university dormitories for their first year of study.

Staffed by qualified nurses and physicians, the on-campus clinic provides free medical, pharmacy and ambulance services. In addition, a health insurance program for all students and staff is available.

## ***II.4 Programs***

The university offers a variety of programs at its five faculties. Arabic is used for teaching of humanities, and English is used for most of other courses. New students undergo English and IT assessment tests to specify their levels and are provided with intensive bridging courses if needed. A summary of the programs offered by the faculties is as follows:

### **Faculty of Arts and Sciences**

<b>Department</b>	<b>University Degree offered</b>
Arabic Language and Literature	<ul style="list-style-type: none"> <li>• Bachelor Degree in Arabic language and Literature</li> </ul>
English Language	<ul style="list-style-type: none"> <li>• Bachelor Degree in English language and literature</li> <li>• Bachelor Degree in Arabic/ English/ Arabic Translation</li> <li>• Master Degree in Arabic/ English/ Arabic Translation</li> </ul>
Educational Sciences	<ul style="list-style-type: none"> <li>• Bachelor Degree in Child Education</li> <li>• Bachelor Degree in Class Teaching</li> </ul>
Journalism and Media	<ul style="list-style-type: none"> <li>• Bachelor Degree in Journalism and Media</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>• Bachelor Degree in Chemistry</li> </ul>

### **Faculty of Architecture and Fine Arts**

<b>Department</b>	<b>University Degree offered</b>
Architectural Engineering	<ul style="list-style-type: none"> <li>• Bachelor Degree in Architectural Engineering</li> </ul>
Graphic Design	<ul style="list-style-type: none"> <li>• Bachelor Degree in Graphic Design</li> </ul>
Interior Design	<ul style="list-style-type: none"> <li>• Bachelor Degree in Interior Design</li> </ul>

### Faculty of Administrative and Financial Sciences

Department	University Degree offered
Business Management	<ul style="list-style-type: none"><li>• Bachelor Degree in Business Management</li></ul>
Accounts	<ul style="list-style-type: none"><li>• Bachelor Degree in Accounting.</li></ul>
Finance and Banking	<ul style="list-style-type: none"><li>• Bachelor Degree in Finance and Banking.</li></ul>
Marketing	<ul style="list-style-type: none"><li>• Bachelor Degree in Marketing</li></ul>
Management Information Systems	<ul style="list-style-type: none"><li>• Bachelor Degree in Management Information Systems</li></ul>

### Faculty of Information Technology

Department	University Degree offered
Information Systems	<ul style="list-style-type: none"><li>• Bachelor Degree in Computer Information Systems</li><li>• Bachelor Degree in Software Engineering</li></ul>
Computer Science	<ul style="list-style-type: none"><li>• Bachelor Degree in Computer Science</li></ul>

### Faculty of Pharmacy and Medical Technology

Department	University Degree offered
Pharmaceutics	<ul style="list-style-type: none"><li>• Bachelor Degree in Pharmacy</li><li>• Master Degree in Pharmaceutical Sciences</li></ul>
Medicinal Chemistry	
Medical Sciences	
Nutrition	<ul style="list-style-type: none"><li>• Bachelor Degree in Nutrition</li></ul>

### II.5 Academic Staff profile:

The University has 201 qualified teaching staff members, the majority of which are Jordanians, but there are lecturers from many Arab countries such as Syria, and Iraq. One of the most distinguishing features of the teaching staff is their diverse educational backgrounds: some are graduates of Jordanian universities, but most are graduates of Arab, EU, US and other Western and Eastern universities.

### Academic staff during 2006/2007:

	Ph. D	MA	Total
Current Academic Staff	159	58	217

### Academic staff degree/faculty:

Faculty	Ph.D. Holders	MA Holders	Part time Academic Staff ( 1 <sup>st</sup> Semester)
Arts and Sciences	55	23	20

Architecture and Fine Arts	14	7	-
Administrative and Financial Sciences	53	16	2
Pharmacy and Medical Technology	23	5	1
Information Technology	14	7	2
Total	159	58	26

**Staff nationality:**

	<b>Nationality</b>	<b>No. of staff</b>
1	Jordan	179
2	Iraq	20
3	Syria	7
4	Egypt	4
5	USA	2
6	Sweden	1
7	Canada	1
8	Germany	1
9	Yemen	1
10	Sudan	1
	Total	217

**Staff degrees per country:**

	<b>Country</b>	<b>Degree</b>
1	Jordan	64
2	UK	45
3	USA	28
4	Egypt	16
5	Russia	10
6	Germany	8
7	Iraq	7
8	Ukraine	5
9	Kuwait	5
10	Spain	4
11	Australia	3
12	Lebanon	3
13	India	3
14	France	2
15	Morocco	2
16	Austria	2
17	Algeria	1

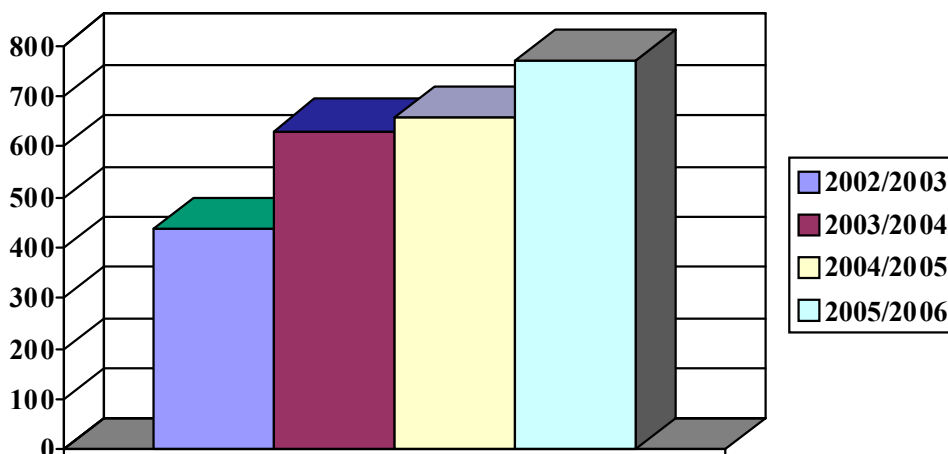
18	Poland	1
19	Moldavia	1
20	Turkey	1
21	Sweden	1
22	Italy	1
23	Sudan	1
24	Check	1
25	Japan	1
26	Syria	1
	Total	217

## ***II.6 Graduates Profile***

Total Number of graduates from 2002/2003 until the end of the summer semester 2005/2006 is as follows:

<b>Academic Year</b>	<b>Graduates</b>
2002/2003	436
2003/2004	632
2004/2005	657
2005/2006	772

**Graduates per academic year:**



**Graduates during 2005/2006 per Faculty:**

<b>Faculty</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Summer Sem.</b>	<b>Total</b>	<b>%</b>
Arts and Sciences	62	76	50	188	24%
Architecture and Fine Arts	10	42	5	57	7%
Administrative and Financial Sciences	94	142	111	347	45%
Pharmacy and Medical Technology	43	27	30	100	13%
Information Technology	27	33	20	80	11%
<b>Total</b>	<b>236</b>	<b>320</b>	<b>216</b>	<b>772</b>	<b>100%</b>

**II.7 Students Profile**

Students are assisted to adapt to University life and culture by the Deanship of Students Affairs (DSA) and the academic advisor. At the start of each academic year, DSA organizes an orientation program for new students, in which seniors, starting with the University's President, address them. They are provided with information on UOP rules and regulations and introduced to facilities therein.

The University has a student union, which plays a vital role in helping students to adjust to, and be involved in, university activities. UOP provides transportation services for students for a nominal fee. The University also provides health insurance to all students.

**Number of Students enrolled for the academic year 2005/2006:**

<b>Faculty</b>	<b>Semester 1</b>		<b>Semester 2</b>		<b>Summer Semester</b>	
	<b>Students</b>	<b>%</b>	<b>Students</b>	<b>%</b>	<b>Students</b>	<b>%</b>
Arts and Sciences	952	21%	1040	23%	670	21%
Architecture & Fine Arts	350	8%	353	8%	219	7%
Administrative & Financial Sciences	1904	43%	1992	43%	1429	44%
Pharmacy and Medical Sciences	736	16%	708	15%	570	17%
Information Technology	515	12%	516	11%	374	11%
<b>Total</b>	<b>4457</b>	<b>100%</b>	<b>4609</b>	<b>100%</b>	<b>3262</b>	<b>100%</b>

**Students enrolled 2006/2007:**

- Total number of students enrolled for the academic year 2006/2007 is 5159 students (63.4% males and 36.6% females).
- BA students: 5116.
- MA students: 43.

**Distribution of enrolled students per faculty 2006/2007:**

Faculty	Bachelor		Master	
	Male	Female	Male	Female
Arts and Sciences	454	780	12	17
Architecture and Fine Arts	453	297	-	-
Administrative and Financial Sciences	1631	483	-	-
Pharmacy and Medical Technology	240	217	8	6
Faculty of Information Technology	425	109	-	-
Total	3230	1886	18	25

***II.8 International Students:***

The University of Petra is home to about 1000 international students from 31 different countries distributed as follows:

Serial #	Country	Semester 1	Semester 2
1	Jordan	3442	3589
2	USA	7	6
3	Iran	1	1
4	Bahrain	2	1
5	Turkey	2	1
6	KSA	99	93
7	Sudan	4	5
8	Syria	275	264
9	Switzerland	1	1
10	Iraq	131	135
11	Oman	33	28
12	Palestine	184	202
14	Canada	8	8
15	Kuwait	79	66
16	Lebanon	13	13
17	Lybia	1	1
18	Egypt	11	8
19	Yemen	29	29
20	Arab Israelis	151	140
21	Algeria	3	3
22	Morocco	2	2
23	Pakistan	2	2
24	Australia	2	2

25	Somalia	1	1
26	France	1	2
27	Italy	2	1
28	Ukraine	1	2
29	Spain	1	4
30	UAE	3	1
31	Tunisia	1	1
32	Russia	1	1
Total		4493	4613

As such, UOP works extremely hard to provide a comfortable study atmosphere for international students. DSA offices are responsible for following up all matters related to international students' welfare.

Every year, the DSA organizes a "Communities Week", during which, every community participates to exhibit their, culture, national dress, art and traditional dishes. Many communities also organize folkloric performances.

UOP is currently working on establishing an International Office to support international students at the University from the enquiry stage through to graduation, to help them have as enriching and enjoyable experience as possible.

### ***II.9 Learning Resources:***

The University of Petra's Library is at the forefront of the campus and opens during morning and evening term programs. It has a total area of 5185 square meters. There is seating for over 1500 readers and it is equipped with about 250 PCs, computer workstations and laptop docking points. It has a stock of about 60,000 reference books, around 340 periodicals and subscribes to EBSCO (on-line journal data base) for more journal titles. Further details can be found in Appendix A: Library Holding

In addition to the library services, UOP ensures that each faculty and department has its own learning resources to enable the students to make the best use of skills and capabilities. Appendix B: A list of labs around the campus. lists about 75 labs covering all faculties and departments which require such resources.

The university enjoys a state of the art ICT infrastructure. The university is served by a fast LAN network with high speed routers, fiber optic and wireless connections in certain designated areas. The network is served with the latest blade servers located at the computer center. There are around 1175 PCs on campus and more than 150 printers to serve staff and students. The university has agreements with a number of leading software vendors to avail software packages for teaching purposes. There are around 25 classrooms that are equipped with data shows and internet connections to enrich content delivery. All computers have access to Internet via the university's wide band internet connection through a leased line at a speed of 4Mb/sec. The computer center provides a learning managing system (LMS) named Blackboard and Share Point Portals (both planned to be operational in the near future), and on-line access to student records (for academic guidance purposes). The computer center also

acts as the university's webmaster and offers programming services to certain projects.

### ***II.10 Research:***

Deanship of Graduate Studies and Research is the center of the research activities at UOP. It is formed of two councils; one for research activities and the other for graduate programs. In accordance with the accreditation criteria, stipulated by the Ministry of Higher Education and Scientific Research, 5% of each university's budget is allocated to support research activities. The Deanship also financially supports the publication of textbooks and travel expenses of academic staff who participate in regional and international conferences.

### ***II.11 Academic Agreements:***

UOP concluded various academic agreements with Arab and foreign countries in the field of educational cooperation. Some of these agreements are listed in Appendix C.

### ***II.12 Governance and Decision Making:***

UOP is governed by a Board of Trustees and two main sub boards: The University Council and the Deans' Council.

#### **The Board of Trustees:**

This board is responsible for supervising the general activities of the University, ensures the implementation of the Universities' academic policies, boost the ties with local communities and find financial resources thereto. There are two subcommittees formed from within the Board of Trustees (both are forming what is known as the executive committee<sup>2</sup>): the Financial Committee and the Directorial (administrative) Committee. The Financial Committee is in charge of the financial aspects and endorsement of budgets. The Directorial Committee is in charge of setting up the university bylaws, rules, regulations... etc.

**The University Council:** The University Council, chaired by the President, is responsible for setting up the general policy of the University, evaluating its achievements, coordinating the activities of UOP's various units.

**The Deans' Council:** is made of Deans of faculties, Deanship of admission & registration and Deanship of Graduate Studies & Research and chaired by the President/ Vice President. The Council is commissioned to run the day-to-day activities of various faculties, departments and sections, throughout the University.

A copy of the current organizational chart is available in Appendix D.

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<sup>2</sup> See Appendix D: Organizational Chart.

### **III. Vision and Mission Statements:**

The Vision and Mission statements mentioned in this section are newly introduced for UOP as part of the SPQA project. They have been formulated based on the broad meetings made with stakeholders to echo their broad aims and aspirations. A set of strategic goals were primarily prepared to reflect the Vision and Mission statements. They were mentioned herein for this purpose. The strategic plan mentioned in this report includes objectives to fulfill these goals as well as other objectives to address the issues found in the needs assessment.

#### ***III.1 Vision***

***We aspire to be the university of choice, in Jordan and the region, for learners and scholars.***

#### ***III.2 Mission Statements***

##### ***Our Purpose:***

We aim to play a significant role in the progress of our nation through creating and disseminating knowledge & technology and preparing graduates who can contribute positively towards their communities.

##### ***Our Business:***

Our mission is to create an academic, cultural and social environment that develops research opportunities; builds-up the competence of our members; provides active community service, and prepares our students to be capable of creative and critical thinking and life long learning, and are able to compete in the marketplace.

##### ***Our Values:***

In conducting our work, we are guided by the following values:

- Pursue knowledge for the sake of knowledge.
- Equal opportunities to learn and excel.
- Respect for others' opinions.
- Motivate members for life long learning.
- Diversity is the essence of our existence.
- Encourage teamwork and collaboration.
- Treasure creativity and achievements.
- Advocate intellectual freedom.
- Committed to social justice and social responsibility.
- Dedicated to leadership and accountability.

### **III.3 Goals**

In fulfilling our mission, we seek to:

- A. (**Governance**): Maintain a responsible, accountable and caring leadership and governance that is strategically oriented to lead the university to fulfill its vision and mission, optimize the usage of its resources, and sustain its existence.
- B. (**Academic environment & resources**): Establish a vibrant scientific environment by providing adequate resources and infrastructure for teaching, learning and the creation and dissemination of knowledge and technology.
- C. (**Cultural environment**): Promote intellectual work, creative thinking, freedom of speech, and communal dialog to establish a rich cultural environment that positively contributes to the well-being of the nation
- D. (**Social environment**): Build a happy caring society within the university, with a joyful atmosphere and pleasant working conditions, where members of the university can enjoy performing and contribute positively to their full potential.
- E. (**Quality education: programs, teaching, learning & progression**): Provide and promote quality education with suitable variety of well-reviewed programs to turn out graduates of outstanding academic caliber, who are capable of life long learning, creative and critical thinking and who can successfully progress into further education and market careers
- F. (**Build-up competence**): Create opportunities, programs and incentives that allow university staff members to improve their skills, expertise and proficiency and be promoted.
- G. (**Research & outreach**): Avail funds and resources, bridge to the outside world and encourage innovation and novelty to create opportunities of scientific research, novel discoveries, technology transfer, and active participations in conferences and conventions.
- H. (**Community service**): Support various scholar and non-scholar initiatives directed to assess and enrich the socio-economical aspects of the local community and the region.

## **IV. The Strategic Planning Process**

In this section, we introduce the process undertaken by UOP to produce its Mission, Vision and Strategic Plan for the next five years. We start by introducing the role of UOP's leadership and QAC in the strategic planning process. The second part explains the extent to which different stakeholder groups were involved/consulted in the strategic planning process. The third part describes the methodology used in identifying key critical issues, mostly surveys and brain storming. This part concludes by illustrating the results of analysis.

### ***IV.1: The Role of UOP Leadership and QAC in the Strategic Planning Process:***

For a longtime, UOP decisions were mainly taken to operate the day-to-day affairs of the University. There were no clear strategic plans in effect. In 2006, the UOP senior management, and based on the initiative by HFE, had set its first step for a structured planning process that is quality driven and oriented. In June 2006, the UOP President formed the Quality Assurance Committee<sup>3</sup> (QAC) to build and prepare a strategic direction and plan for a Quality Assurance system for UOP. QAC, in addition for its initial mission of initiating the strategic planning for QA, is also responsible for setting up a total QA system and spreading the QA culture at UOP. The Committee had been formed to include 7 members representing all the faculties within the UOP.

QAC has initiated the strategic planning process within UOP by setting a plan for its work<sup>4</sup>. It realized the importance of the involvement of different stakeholder groups in the planning process<sup>5</sup>. However, the involvement of the senior management was the key for the successes of the process. For this purpose, and at the early stage in the process, the top management, represented by the University's President, advisors, and Board of Deans were involved in the process<sup>6</sup>. QAC reports directly to the President.

As discussed in section IV.2 and IV.3 below, the strategic planning process started by carrying out many brain storming sessions during the Board of Deans meetings<sup>7</sup>, Faculties' Boards meetings<sup>8</sup>, and Departments meetings. The QAC members were involved in each meeting in order to identify the critical issues affecting the SWOT analysis. The QAC Coordinator was constantly meeting with the University's President and advisors during the planning process<sup>9</sup>. They provided their insights, and views, which were taken in setting up the strategic plan for the University.

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<sup>3</sup> See UOP's President decision No. 95 dated 21/6/2006

<sup>4</sup> See QAC Minuets dated 22/7/ 2006.

<sup>5</sup> See QAC Minuets dated 22/7/ 2006.

<sup>6</sup> See details in sections IV.2 and IV.3 below.

<sup>7</sup> See Board of Deans' Minuets of Meeting No. 3/2006-2007 dated 2/11/2006.

<sup>8</sup> See Faculty of Arts and Sciences Board Minuets of Meeting dated 17/8/2006, Faculty of Architecture and Fine Art Board Minuets of Meeting dated 13/8/2006, Faculty of Information Technology Board Meeting dated 15/8/2006, Faculty of Administrative and Financial studies Board Minuets of Meeting dated 16/8/2006, and Faculty of Pharmacy and Medical Technology Board Meeting dated 16/8/2006.

<sup>9</sup> See, for example, QAC Minuets of Meeting dated 10/9/2006, QAC Minuets of Meeting dated 10/9/2006, and QAC Progress Report dated 9/1/2007.

UOP senior management emphasized the importance of the QAC work on strategic planning by various means. In accordance with a resolution made by the Dean's Council, Deans and staff were asked to cooperate and facilitate the work of the QAC<sup>10</sup>. The QAC was allocated an office at the UOP Presidency Building, and was provided with resources to facilitate its work.

After a thorough consideration of different views and performing comprehensive analysis, The QAC has managed to formulate the Vision, Mission and Strategic Goals for the University. These were translated into objectives and tasks and were communicated at different levels within the University.

#### ***IV.2. Internal and External Stakeholders Involvement in the Strategic Planning Process***

Although the QAC and the senior management have largely undertaken the process of strategic planning for UOP, it was realized, however, the importance of taking the needs and views of the major stakeholder groups as a key to the success of the planning process. It was also realized that different groups can provide different insights into the process, and that different methods should be used to gain these multiple insights and feed them into the planning process. The QAC has, therefore, tried to consult as many groups as possible<sup>11</sup>. The different groups consulted, and the insights sought from each group, are summarized as follows:

<b>Group</b>	<b>Insights sought after</b>	<b>Methods for Gaining Insights</b>
<i>I- Internal Groups</i>		
I.1 UOP President and advisors.	Future Outlook for the University. Extent of Commitment to Achieve Excellence. SWOT	Brain Storming <sup>12</sup>
I.2 Board of Deans	University Wide SWOT, University needs and capabilities.	Brain Storming <sup>13</sup> , Questionnaire Survey <sup>14</sup>
I.3 Academic Staff	University Wide SWOT, Faculty and Department SOWT, University needs and capabilities.	Questionnaire Survey <sup>15</sup>
I.4 Administrative Staff	University Wide SWOT.	Questionnaire Survey <sup>16</sup>

<sup>10</sup> See Board of Deans' Minuets of Meeting No. 3/2006-2007 dated 2/11/2006

<sup>11</sup> See QAC Minuets of Meeting dated 17/9/2006.

<sup>12</sup> See Board of Deans' Minuets of Meeting No. 3/2006-2007 dated 2/11/2006, QAC Minuets of Meeting dated 10/9/2006, and QAC Minuets of Meeting dated 10/9/2006

<sup>13</sup> See Board of Deans' Minuets of Meeting No. 3/2006-2007 dated 2/11/2006.

<sup>14</sup> See

Appendix E: Academic Staff Questionnaire.

<sup>15</sup> See

Appendix E: Academic Staff Questionnaire.

<sup>16</sup> See Appendix F: Administrative Staff Questionnaire.

I.5 Students	Program and University SWOT, Students' Needs.	Questionnaire Survey <sup>17</sup>
<i>E- External Groups</i>		
E.1 Alumni	SWOT	Questionnaire Survey <sup>18</sup>
E.2 Employers	Job Needs	Questionnaire Survey <sup>19</sup>
E.3 Industry	Job needs, Community Needs, Level of Students	Email Correspondences <sup>20</sup>
E.4 Community Representative	Community Needs and Expectations	Brain Storming <sup>21</sup>

### ***IV.3 Tools for Identification of Critical Issues***

As noted above, different stakeholders' views were gained using different methods. Since its inception in June 2006, the QAC has been holding regular meetings on weekly (and mid-weekly) basis to discuss and design the planning process. QAC had set a time table in order to accomplish the planning process<sup>22</sup>.

In order to gain a general view of what UOP is looking for, and to direct its future steps, the Coordinator of QAC met the President and the deans in several meetings during summer 2006<sup>23</sup>. Furthermore, at the beginning of the academic year 2006/2007, the Board of Deans held a meeting attended by all members of the QAC<sup>24</sup>. During this meeting, UOP's President stressed on the importance of the QAC work in setting up a QA system and strategic plan for UOP. The second step was having brain storming sessions in all faculties' Councils aimed to identify key Strengths, Opportunities, Weaknesses and Threats at both the university and the faculties' levels<sup>25</sup>. The results of these various brain storming sessions were summarized in one report<sup>26</sup>. This analysis had, however, resulted very valuable insights to key issues within and facing the university.

The next step was more focused on consultations with other stakeholders groups, mainly with community representatives, students, and members of staff. This was mainly undertaken during the University Council meeting held in November 2006<sup>27</sup>. Furthermore, employers and representatives of different employers in Jordan were

<sup>17</sup> See Appendix G: Students Questionnaire.

<sup>18</sup> See

Appendix H: Alumni Questionnaire.

<sup>19</sup> See Appendix I: Employers Questionnaire.

<sup>20</sup> See QAC Coordinator Email Correspondences with industry dated 18/1/2007 and 20/1/2007.

<sup>21</sup> See the University Council Meeting Minutes No.1-2006/2007 dated 27/11/2006.

<sup>22</sup> See QAC Minuets dated 22/7/ 2006.

<sup>23</sup> See QAC Minuets of Meeting dated 10/9/2006 and QAC Minuets of Meeting dated 10/9/2006,

<sup>24</sup> See Board of Deans' Minuets of Meeting No. 3/2006-2007 dated 2/11/2006.

<sup>25</sup> See Board of Deans' Minuets of Meeting No. 3/2006-2007 dated 2/11/2006, Faculty of Architecture and Fine Art Board Minuets of Meeting dated 13/8/2006, Faculty of Information Technology Board Meeting dated 15/8/2006, Faculty of Administrative and Financial studies Board Minuets of Meeting dated 16/8/2006, and Faculty of Pharmacy and Medical Technology Board Meeting dated 16/8/2006.

<sup>26</sup> See QAC document "UOP SWOT" Prepared by Professor Khalid Matalka.

<sup>27</sup> See the University Council Meeting Minutes No.1-2006/2007 dated 27/11/2006.

met during the Job Fair held during the first semester of the academic year 2006/2007. The views of employers/ industry were further investigated by contacting them to express their views on UOP's students<sup>28</sup>.

Members of QAC prepared questionnaire surveys which targeted other stakeholders groups. Five questionnaires were developed by Members of QAC in order to explore views of other stakeholders groups. Around 500 questionnaires were distributed to students, alumni, faculty members, administrative staff and employers of UOP's students. This survey was an extension for the brain storming and other meeting sessions, aiming to identify SWOT of UOP. These questionnaires were developed based on:

- 1- McKinsey 7S framework:** A well-known model to characterize and analyze internal environment of the organizations. The model consists of seven organizational factors: **strategy, structure, systems, staff, skills, style and shared values.**
- 2- PEST Analysis:** a tool used to understand the general environment of the organizations. This tool analyzes **Political, Economic, Social and Technological factors** surrounding the organizations.
- 3- Porter's Five Forces model:** this model analyzes task or industry environment. It consists of the following factors: **Rivalry among Existing Firms, Threat of New Entrants, Threat of Substitute Services, Bargaining Power of Suppliers and Bargaining Power of Buyers.**

The questionnaires were analyzed by using the statistical software SPSS. The results of the analysis are set at the end of this section. In the attached detailed results<sup>29</sup>, and based on the relevant literature, items with mean of 3.5 and above are identified as a strength or opportunity, items with average of less than 3 are identified as a weakness or a threat.

Although the planning process started with gaining views of major stakeholders groups through meetings and brain storming sessions, such sessions gave the opportunity to QAC members to understand what UOP's major stakeholders group "wants the UOP to be in five-year time". This represented the basis for setting up the UOP Vision and the Mission statements. These Vision and the Mission statements were rigorously discussed with UOP President and his advisors based on the initial SWOT analysis. Finally, the President suggested a raw proposal for the mission statements and the QAC formulated the final draft and prepared appropriate strategic goals to fulfill them. This was approved by the top management of UOP, and based on which, the rest of the strategic plan for the next five years was set.

In terms of the assessment needs, as explained earlier the QAC used two methods to reach SWOT analysis outcome. The first method was based on various discussions and brainstorming meetings which were held with deans, heads of departments and staff of all the faculties. The second approach was based on using surveys on major stakeholders to ensure their participation as well. The results are as follows:

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<sup>28</sup> See QAC Coordinator Email Correspondences with industry dated 18/1/2007 and 20/1/2007.

<sup>29</sup> See Appendix J: The Detailed Results of the Questionnaire Analysis.

## **A. Brain Storming SWOT Analysis Outcomes:**

Based on various discussions made in the previously mentioned meetings with stakeholders, the QAC has concluded some SWOT analysis outcomes as follows:

### ***Strengths:***

- UOP location, which gives it a competitive advantage.
- Good reputation of UOP compared to other private universities.
- Diversity of academic background of faculty members. The various sources of certificates enhance the opportunity of knowledge sharing and strategic alignment.
- Good relationships between UOP faculty, and the supportive organizational climate.
- Availability of scholarships which provides the opportunity to develop UOP faculty.
- Unique majors which are not available in most private universities, such as Journalism and MA/MSc programs.
- High number of applicant student (usually exceeds UoP capacity)
- Library resources in the Art literature.
- Prominent achievements of graduates.

### ***Weaknesses:***

- Inadequate administrative staff capacity for delivering the objectives. For example (registration, maintenance, HR and financial staff).
- Limited utilization of faculty members' skills as much of their efforts are devoted to teaching without enough attention to other training or research activities.
- Inadequate communication and coordination between the UOP's Management and the academic departments.
- Low level of contributions to scientific research and academic conferences.
- Poor promotion plans for employees and unclear incentive policies.
- Inadequate managerial and leadership skills which lead to ineffective decision making process.
- Lack of standard strategy and strategic thinking.
- Inadequate or outdated Infrastructure (Building spaces, ICT, Internet speed, library resources in the scientific fields, Classrooms audio-visual facilities, labs, equipment) and UOP entrance is not clearly visible.
- Lack of good salary scale.
- Insufficient human resource training and lack of workshops and training programs for academic staff.
- Current turn-over rate among faculty members is a concern.
- Lack of corporate projects for employees such as housing, loans ...etc.
- Insecure employee contracting system.
- Inadequate acceptance criteria of students leading to poor results.
- Poor community services such as lack of life-learning centers.

- Poor student services.
- Insufficient parking spaces.

### ***Opportunities:***

- The increased trend towards education in Jordan.
- The increased demand on education as a result of population growth in Jordan.
- Increasing demand on training activities as a result of increasing businesses in Jordan.
- Twinning with foreign universities.

### ***Threats:***

- Increasing level of competition in education as a result of increasing number of universities in Jordan.
- Recruitment of students by other universities/programs.
- Change of legislations by MoHE.
- Qualifying Exam.
- Incentives/salaries offered by other universities.
- Competition from other private universities.

## **B. Questionnaire Survey SWOT Analysis Outcomes:**

Questionnaire surveys on staff (both academic and administrative), students, alumni, and employers<sup>30</sup>, was conducted. The answers were rated between 1 and 5. Answers with a mean of greater than 3.5 were considered strength or opportunity. Answers with a mean of less than 3 were considered weakness or threat. The results were obtained using SPSS program and are summarized as follows<sup>31</sup>:

	<b>Strength</b>	<b>Weakness</b>	<b>Opportunity</b>	<b>Threat</b>
<b>1- Students</b>	Proud of being Student at UOP (Strong Reputation).	Unknown Vision	Increased social awareness towards education	Competition among the universities in Jordan.
		Procedures of registration system	Information technology development in Jordan	The intention to establish new universities in Jordan.
<b>2- Faculty Members</b>	leadership style (head of departments)	The Procedures of the Financial system	MoHE Comprehensive Exams	Competition among the universities in Jordan.
	leadership style (deans)	Lack of ability to maintain qualified staff.	The growth in international market.	The intention to establish new universities in Jordan.
		Not proud of being a staff	Increased social awareness towards	Alternative Opportunities for

<sup>30</sup> See Appendices E-I.

<sup>31</sup> See Appendix J: for the full details of the study.

		member at UOP.	education	UOP at the market.
		UOP does not support innovation.	Information technology development in Jordan	
		UOP does not develop faculty members' practical skills in teaching		
		UOP does not develop faculty members' practical skills in research process.		
<b>3- Administrative Staff</b>		Job descriptions are not well communicated	MoHE Comprehensive Exams	The intention to establish virtual universities in Jordan
		Procedures of HR system	Growth in the International Markets	There is lack of customers' power to influence UOP's decisions.
		The procedures of the financial system.	The increased social awareness towards education.	
	Leadership Style	Recruitment of well-qualified managerial staff.		
		The UOP can maintain its managerial staff.		
		Not proud of being one of UOP managerial staff.		
		UOP does not support innovation.		
		UOP does not develop the managerial staff practical skills.		
<b>4- Alumni</b>	Procedures of academic guidance are clear.	Un-known vision	The increased social awareness towards education.	The growth in the international market.
	Leadership Style (head of departments).		Information technology development in Jordan.	The competition among the universities in Jordan.
	The well-qualified faculty members.			The intention to establish new universities in Jordan.

	The well-qualified managerial members.			The intention to establish virtual universities in Jordan.
	Proud of being one of UOP alumni.			
	Development of research skills for students.			
<b>4- Employers of UOP Alumni</b>	UOP alumni are well-qualified		MoHE Proficiency	The intention to establish virtual universities
	Abilities of UOP Alumni		Economic Conditions in Jordan	
	UOP alumni are proud of being of UOP graduates.		Increased social awareness towards Education	
	UOP alumni have the capability to innovate.		Information technology development in Jordan	
	UOP alumni have the practical skills to enter market place.			
	UOP alumni have the practical skills to adapt with different circumstances in the field.			

A collective SWOT analysis of the above table had shown the following overall picture amongst all participants:

### ***Strengths:***

- Students and the alumni are proud of being UOP students and or graduates.
- Faculty staff sees that the deans and the head of academic departments have the skills of leadership and style. In addition, the managerial staff sees that head of their departments have leadership skills.
- There is a trend toward agreement (Alumni 4.25; Faculty staff: 3.27; Students: 3.45) that faculty members are well-qualified.
- There is a trend towards agreement (Alumni: 3.82; Students: 3.42) that procedures of academic guidance are (were) clear.

### ***Weaknesses:***

- UOP vision was not known for students.

- Registration system is not a simple procedure.
- Procedures of the financial system are not fast.
- Lack of staff retention programs.
- UOP does not support innovations.
- UOP does not systematically develop faculty member practical and research skills or the managerial staff skills.
- Job description of UOP staff is not well communicated and is not clear to employees.
- Human resource management needs improvement.
- There is no pride of being a UOP faculty or a managerial staff.

### ***Opportunities:***

- The establishment of new and /or virtual universities in Jordan, in addition to the competition among universities
- Economic deregulation.
- It is difficult to maintain faculty members because of other opportunities

### ***Threats:***

- The establishment of new and /or virtual universities in Jordan, in addition to the competition among universities.
- It is difficult to maintain faculty members because of other opportunities.

### ***IV.4 Strategic conclusions:***

A sensible strategy would be to build on the university strengths of high reputation, generally good staff, high number of student applicants, good location, and satisfied alumni in order to enable the University to compete in terms of quality. These points of strength together with the revealed opportunities and a strong promotional campaign can help portrait an image of quality that can attract students even with somehow higher tuition fees. The extra income generated by careful rise in tuition fees will help to finance the plans to attain the strategic goals set to fulfill the Vision and Mission statements in addition to the quality projects needed to create and keep up the quality corporate image and brand. These projects would involve resolving most of the weaknesses and threats that appear in the SWOT analysis. In addition, it is quite clear that staff is the most unsatisfied group in general. This point has to be addressed to raise morals and retain the current staff. As a response to the SWOT analysis, strategic planning should include:

- Adopting a concrete QME system across the university to assure that the quality of programs and provisions that are in place, and to duly develop the central QA office to promote QA culture, train the UOP staff and apply QA schemes.
- Rebuilding a HRM department with good incentive and salary schemes that ensures recruiting and retaining quality staff.
- Establishing a HRD Center to build-up competency that can offer proper training and upgrade proficiency.

- Increasing the number of staff and availing resources to empower them.
- Improving the reimbursement schemes of current staff to make them more aligned with those of peer institutions and local inflation rates.
- Increasing student serviceability by establishing an international students, alumni and career offices
- Deploying proper Knowledge Management KM systems to retain knowledge and better sustain the university records and automate the processes thereof.
- Developing a full-fledged professional marketing plan to market the university in Jordan and the region.
- Renovating the campus and avail up-to-date learning resources that would create an attractive working atmosphere.
- Promoting research work and make it part of the day-to-day activities of staff and increase the University presentation in scientific conferences locally and abroad.
- Introducing more community services to help build up the caring and socially responsible corporate image.
- Introducing some restructuring of the general management around the university to improve the decision making flow and establish reliable governance based on modern corporate culture.

The following plan includes strategic objectives that will address the strategic goals developed to fulfill the University Vision and Mission statements in addition to the above goals that had resulted from the needs assessment.

**V. Goals and Objectives for the Next Coming Five Year Period:**

V. Goals and Objectives for the Next Coming Five Year Period:					
Objectives	Strategies	Responsible Party	Indicator	Intended Outcome	Duration
A. (Governance): Maintain a responsible, accountable and caring leadership and governance that is strategically oriented to lead the university to fulfill its vision and mission, optimize the usage of its resources, and sustain its existence.					
A1. Organize the presidential building of UOP	A1.1 Establish Middle management offices for executing president's and UOP's advisors decisions.	President, UOP advisors, board of trustees	Devising a plan and progress made on the plan	At least 2 offices with all needed resources	3 - 6 months
	A1.2 Relocate the offices that are not related directly to UOP presidential office	President, UOP advisors, board of trustees	Devising a plan and progress made on the plan	Unrelated offices are relocated	3-6 months
A2. Set up a competent, responsible and accountable management that macro manages the university and leads it to fulfill its strategic goals.	A2.1 Endorsement of the strategic plan and availing the resources for it.	President, UOP advisors, board of trustees, QAC.	Minutes of relevant meetings and devising appropriate resolutions	Final endorsement and final plan on availing the resources	3-6 months
	A2.2 Establish a monitoring system that measures the progress	President, QAC, AQO.	Minutes of relevant meetings and devising	A quantitative monitoring and measuring system	3 -6 months



## **VI. Monitoring and Continuous Quality Improvement**

The University approach to monitoring and continuous improvement of quality will be greatly based on establishing a full fledged Quality Management and Enhancement (QME) system across the University that will cover both the academic and non-academic aspects of its provisions. At a first glance, introducing such system may be seen as creating more bureaucracy and limiting the scholastic freedom needed for creative thinking. Unfortunately, this is inevitable if Quality Assurance (QA) is to be seriously observed. Nonetheless, one can adopt a strategy to build a QME system with balanced flexibility to allow creative thinking and significant deployment of IT-based solutions to automate system processes and reduce the bureaucratic burden as much as possible.

The proposed QME system will have a common generic framework with the aim to assure stakeholders that all University's functions are process oriented, goal-driven with predefined SMART objectives and intended outcomes, and systematically conducted through Standard Operational Procedures (SOPs). Processes shall also be equipped with self-auditing and feedback reviewing mechanisms based on formal statistical methods to measure process compliance to system procedures, conformance to standards and references, performance (actual outputs) and efficiency (comparison of actual outputs with intended outputs and benchmarks). These methods and mechanisms will ensure continuous monitoring, feedback and enhancements of all processes across the university.

Such a QME system will provide a good degree of consistency in delivery, extensive documentation of activities and retaining of records. The system will also generate adequate transparency and evaluation reports that can be used to help the top and middle management to monitor and control the quality of provisions and to make sound decisions in steering the organization to achieve its goals. Finally, the system can be used by various units within the University as the basis to attain external accreditation and certification. All of the above are important ingredients to establish QA notations.

The Quality Assurance Committee (QAC) has set a general framework to design the aspired QME system that fulfills the above mentioned objectives<sup>32</sup>. The framework is generic (process-neutral) so it can be implemented by any academic or non-academic unit across the University. To ensure continuity, the committee has also worked on establishing a central QA office to take over the supervision of implementing the framework. The framework is based on the following pillars:

- Each unit shall establish a set of external and internal standard references that will shape and govern its functions. The external references will include the University Vision, Mission and Goals statements, together with the University rules, regulations and policies. In addition, academic units will adopt Ministry of Higher Education (MoHE) requirements for general and program-specific accreditations and QAA-UK standards and subject benchmarks as a minimum. They might, however, opt for other subject matter references that could help them to get international accreditation for example. On the other hand, non-

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<sup>32</sup> See Appendix K: The QME framework as proposed by the QAC.

academic units will adopt ISO9000:2000 standards as being suitable for managing administrative processes. Besides external references, units are also asked to prepare their own internal references. These mainly comprise the Mission statements, Goals, Objectives (deliverables) and Intended Outcomes of the units. Internal references will help these units to be objective-driven and set a strategic plan to fulfill their goals.

- Each unit will then identify the set of processes (QME system scope) that needs to take place within the unit to enable the fulfillment of its mission, attainment of goals, and conformance to standard references.
- A management entity will be appointed to design and run each of the processes mentioned in the scope. This entity will be responsible for drafting the process aims, objectives and intended outcomes in a way to conform to the standard references. It will also prepare the standard operation procedures to ensure consistent delivery of the objectives. Finally, it will construct formal statistical methods and surveys that will measure compliance, conformance, performance and efficiency.
- Each unit will establish a built-in QA division that oversee the design and implementation of the QME system as carried out by the various management entities involved, in addition to other tasks related to QA and spreading the QA culture within the unit.
- System auditing shall be carried out at three levels:
  - o Self auditing carried out periodically at the unit level by the management entities and the QA division within the unit. Audit results are reported to unit heads and the central QA office.
  - o Internal auditing carried out periodically at the University level by the central QA office. Audit results are reported to top and middle management within the University.
  - o External auditing carried out at any level by auditors outside the University (for Example, periodic accreditation audits by the Ministry of Higher Education - MoHE). None-obligatory external audits may not be systematic as is the case with the first two types of audits, but units will be encouraged to have them in order to provide credibility to the QA system in place and help gaining external accreditation and certifications.
- Audit results shall be discussed in special management review meetings at the appropriate levels and could induce corrective actions, preventive actions or enhancements to the system to increase compliance, conformance, performance and efficiency.
- In addition to this continuous audit and review process, the system will include a process for communication to communicate, execute and resolve induced actions and another process for document control (document versioning, distribution and recall).
- The University, through its Computer Center and ICT infrastructure, will help to automate these processes as much as possible to evade the bureaucratic burdens on staff.
- The framework will include the participation of as many staff as possible in designing and implementing the system so that procedures become as self induced rather than applied and the level of bureaucracy and system flexibility is determined by the parties involved in a way to suit their resources rather than

being enforced by a higher rank. This will help reduce resistance to the system, spread QA culture and control the bureaucratic load.

- Part of the activities to be carried out by the central QA office is the launch of continuous promotion and awareness campaigns to spread the QA culture and practices among University members to ensure program sustainability.

It is hoped that this framework will create a QME system that is process oriented, procedural and auditable. It will also ensure that the mass across the University have participated in forming the system and choosing its references and the level of its complexity in a way that suites their requirements and resources. The resultant system is generic (function neutral) and flexible to adopt different international QA schemes as needed. The choice of QAA-UK quality aspects and benchmarks as the main external reference for academic units stems from their widespread adoption by many local universities thanks to HFE's efforts in promoting QA in Jordanian universities. The choice for ISO9000 standards as the main external reference for non-academic units also stems from their widespread adoption by the industry in Jordan and hence the wide availability of subject matter experts and experienced human resources in this field to help the university to apply ISO standards.

The whole process of managing the implementation of the framework, designing and deploying the QME system will be the responsibility of the central QA office. A full fledged plan to establish and to operate this office had already been prepared and can be found in the document named "QME-Unit Action Plan & Requirements". It details the office vision, mission, aims, objectives, roles and responsibilities, intended outcomes, scope of work, implementation strategy and time plan, analysis of resources and budgets needed, and organizational chart for the office.

It is planned that the QA Committee (QAC) which has prepared this document will continue to exist. The QAC will have three immediate major responsibilities to work on. Firstly, it will supervise and implement the plan of establishing the central QA office. Secondly, it will supervise the implementation of the QME system framework across the University and link it to the work of the central QA office as it grows until this task is finally handed-over. The committee will then continue to work as the steering committee of the QA office, and to manage its tasks and other issues related to QA system across the University. Thirdly, the QAC will be responsible for implementing the strategies and plans mentioned in this SPQA document with the help of various responsible parties as depicted in the plan and re-engineer any changes required.

The QAC has already made considerable progress in these three tasks. In terms of establishing the central QA office, the University had already allocated an office in the presidency building and has officially been named as the Accreditation and Quality Office (AQO). The office is now well equipped with all the needs required and supplies to enable it to function. Efforts are now being made to recruit proper human resources to carry out the tasks assigned.

As far as the implementation of the QME system framework, the work has already started in all the five faculties of the university since November, 2006<sup>33</sup>. The work included circulating the framework, arranging side-meetings with deans and heads of departments and setting up time-plans for implementing the framework, organizing induction sessions on the implementation of the framework to staff in each faculty, setting up a QA unit in every faculty with reasonable room and equipment, and even performing a preliminary audit (during Jan / Feb. 2007) on all groups to measure the progress made. The primary audit reports show that all faculties and departments had worked out their external and internal references, had prepared a basement room for QA records, assigned a QA unit. Some faculties had even decided on the system scope and assigned management entities to work out the selected processes. Examples of the training materials, faculty time-plans, minutes of meetings, QAC progress report and various audit reports are all available for inspection.

In implementing the SPQA plan, works on some of the objectives had also already started. Plans are now underway to establish a career office and an alumni club under the hospice of Student Affairs Deanship. The University Computer Center has already acquired and is in the process to install MS Share Point portal solution, linked with form forming tools (like MS InfoPath) and MS SQL database server on the latest blade server technologies. In addition, a Learning Content Management System (LCMS) named Blackboard is already installed and ready for deployment. These tools will be extensively used to communicate, automate processes and manage the knowledge-base of the university. An assessment of all PC requirements by staff across the university had been made, and as a result, the University is now purchasing 100 PCs to ensure that every teaching staff at the University has the latest PC for his/her work. A training program with a consultant to train all staff involved in applying the 6 aspects of the QAA-UK is now being prepared by the QAC. Hopefully this will be carried out within the first few weeks of the second semester this year. The QAC is negotiating a special budget for various urgent QA projects across the university. Currently a possible plan for this budget is now being considered by the financial office and due to be ready shortly. The QAC and the financial department are also negotiating for a financial scheme to avail resources to execute the longer term-objectives of the plan mentioned in this document. Finally, the QAC will ensure that progress on these projects and plans are well communicated with appropriate stakeholders to ensure their involvement and participation.

The QAC believes that with above commitments, objectives and activities, the system has many anchors of sustainability, continuous monitoring and control, improving the quality of the provisions and fulfillment of the university vision and mission statements and its goals. Despite the efforts made to prepare this document, the committee will maintain an open minded attitude for any comments or feedback to improve any of its planning and execution processes.

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<sup>33</sup> See Board of Deans' resolution number 38-2006/2007, dated 15/11/2006, where the board agrees to the QAC's timetable for the framework implantations and gives authority to the QAC coordinator to liaises with deans and heads of departments on this process. The actual time table for all faculties is also available.

## **VII. Acknowledgements**

The Quality Assurance Committee (QAC) at the University of Petra, chaired by HE Prof. Adnan Badran, is deeply indebted to many individuals for their assistance in preparing this report.

Our special gratitude goes to Prof. Nezar al Rayyes, Acting President of UOP for his support and encouragement. He has planted the seed for this work. Our thanks is also to Ms. Hanada al Moumani and Ms. Rola Nashashibi, from the Presidency Office, who supported us endlessly.

Grateful acknowledgment is made to UOP Advisor Prof. Ahmad Salim who enlightened us with his dear comments and advice.

Our thanks are also due to all the deans at the UOP namely Prof. Fuad Shaban, Dr. Rafiq Omar, Dr. Mohammad Yaghan, Dr. Mohammad Abu Arqoub, Dr. Ayman Hindieh, and their coworkers for their help and assistance.

Needless to say that all heads of departments at all faculties were very cooperative and patient and we would like to extend our warmest thanks to all of them by name.

Special thanks are also due to Dr. Nasser al Jamal and all his members of staff who promptly provided us with all registration and statistical information required in a record time. We sincerely would like to thank Mrs. Afaf Abdul Rahman, UOP Librarian, and all library staff for their diligence and professional help.

We also wish to thank, HFE represented by Mrs. Hilda Ajeilat who has spared no efforts in guiding us and providing all materials and documents required.

QAC extends its sincere thanks to all admin staff at all faculties, deanships, departments, secretariats, and all students who helped us in typing, survey transcribing, collecting and grouping the data included in this report.

Finally we should also record a debt to all UOP members including security and services members particularly Mr. Faiq Amir and Mr. Maher Taqatqa for their care and patience during our long hour meetings.

## Appendix A: Library Holding

### University of Petra Library

<http://Library/Library/home.htm>

- Main library and Sub-Library: Total area 5185 sq. m.  
Shelf area 570 sq. m.
  - Collection ( total number of titles 60200) as shown :
    1. **Books:**
      - Titles 55500
      - Copies 81200
    2. **Audiovisual Materials :**
      - CD 2142.
      - Floppy disks 94
      - Video Cassettes 135.
      - USB HDD 1737.
      - DVD 10000 (300 titles at least).
    3. **Periodicals :**
      - English: 196.
      - Arabic: 134.
- To be ordered in 2007:**
- 4 Periodicals in Pharmacy.
  - 4 Periodicals in Graphic Deign.
  - 1 Periodical in Chemistry.
  - 1 Periodical in Architecture.
  - 1 Periodical in Arabic Language.
4. **Electronic database :**
    - EBSCO: Academic search Elite.
  5. **Computerization :**
    - Main database (Bibliog.).
    - Sub databases for :
      1. Cataloguing and indexing.
      2. Acquisition.

3. Circulation.
4. Serials.
5. CDVD (Audio visual Materials).

#### **6. Materials and Equipment :**

- Chairs 1555.
- Tables 200.
- Shelves 4527 for Books.
- Shelves 192 for periodicals.
- Computer desks 40.
- Carrels 18.

- **CD display Cases 12. (For Cd + Vd & records).**
- **Computers for staff (22 + 2 Server).**
- **Computers for students (225).**

#### **7. Organization :**

- Classification (Dewey decimal classification).
- Cataloguing (Anglo American Cataloging rules).
- Indexing ( JAMIA Trilingual Thesaurus ) .
- Computer system M2L (Version 9 Minisis) .

#### **8. Records and Files:**

- Barcode File.
- Secretary Files.
- Acquisition files (gifts file, Invoice file).

#### **9. Information Service :**

- Searching and reference service.
- New title monthly list.
- Borrowing Service.
- Reserve Service.
- Photocopying service.
- Internet & Petra net service.
- Printout.
- Training library science students.
- On-line service: <http://Library/Library/home.htm> .

**10. Staff & employees 20 :**

Qualification	degree	Number
Library Science	Higher diploma	1
Arabic	MA	1
Library Science	B.A	5
Sociology	B.A	1
Finance	B.A	1
English language	B.A	1
Chemistry	BSC	1
Computers	BSC	2
Library Science	Diploma	3
Management	Diploma	1
Tawjihi & Courses Library	-	3

## **Appendix B: A list of labs around the campus.**

جدول بالمختبرات والمراسم و المختبرات اللغوية  
في جامعة البترا كما في 25 ديسمبر 2006

المجموع	العدد	اسم المختبر	القسم/ قاعة	الكلية
				الاداب
	1	المختبر اللغوي	اللغة الانجليزية	
	1	مختبر الترجمة		
	1	مختبر اللغة الانجليزية		
	1	مختبر العلوم التربوية	العلوم التربوية	
	1	مختبر الصحافة والاعلام	الصحافة والإعلام	
6	1	مختبر حاسوب		
				العلوم
	2	مختبر الكيمياء العام	الكيمياء	
	2	مختبر الكيمياء العضوية		
	2	مختبر الكيمياء الفيزيائية والتحليلية		
	2	مختبر فيزياء	الفيزياء	
	2	الاحياء العامة	الاحياء	
12	2	مختبر التغذية		
				الصيدلة
	1	مختبر كيمياء النواتج الطبيعية		
	1	مختبر الكيمياء العضوية		
	1	مختبر علم الأنسجة / الدم		
	1	مختبر صيدلانيات		
	1	مختبر تشريح		
	1	مختبر أبحاث ( للمدرسين)		
7	1	مختبر صيدلة صناعية		
				العلوم الادارية والمالية
	1	مختبر حاسوب	9121	
	1	مختبر حاسوب	9111	
	1	مختبر حاسوب	9119	
	1	مختبر حاسوب	9211	
5	1	مختبر حاسوب	9213	
7	7	مختبر حاسوب	مركز الحاسوب	مركز الحاسوب
7	7	مختبر حاسوب	المكتبة	المكتبة
				كلية تكنولوجيا المعلومات
	1	مختبر حاسوب	7101	
	1	مختبر حاسوب	7106	
	1	مختبر حاسوب	7120	
	1	مختبر حاسوب	7109	
	1	مختبر حاسوب	7224	
6	1	مختبر حاسوب	7325	

العمارة والفنون الجميلة			
	1	مرسم الفنون	ط الارضي
	1	مختبر الاضاءة والصوتيات	خارج الكلية
	1	مرسم	4219
	1	مرسم	4220
	1	مرسم	4221
	1	مرسم	4222
	1	مرسم	4313
	1	مرسم	4314
	1	مرسم	4315
	1	مرسم	4316
	1	مرسم	4317
	1	مرسم	4318
	1	مرسم	4319
	1	مرسم	4320
	1	مرسم	4401
	1	مرسم	4210
	1	مرسم	4212
	1	مرسم	أ 4310
	1	مرسم	ب 4310
23	4	مختبر حاسوب	مختبر
73		المجموع الكلي	

## Appendix C: Academic Agreements.

Serial	Name of external partner	Country	Description	Date	Program
1	University of Sunderland, The RFW-University Bonn; Hussein Center for Cancer.	UK Germany Jordan	Scientific Cooperation	2006/2007	Pharmaceutical Science (Master)
2	University of Sunderland, The university of Notre Dame	UK Netherlands	Scientific Cooperation	2005/2006	English/Translation (Master).
3	Microsoft	Ireland	Microsoft Business Solutions Academic Alliance Agreement - EMEA	11/1/2006	Information Technology programs and MIS
4	Oman College of Management and Technology	Oman	Scientific Exchange (MoU)	17/10/2004	General
5	Gulf Institute for Applied Sciences	Saudi Arabia	Student uptake	16/1/20002	Computer Science
6	Microsoft Academic Agreement	Ireland	Software Agreement	26/4/2001	General
7	Oxford Brookes University	UK	Post graduate student joint supervision	21/7/1997	Architectural Engineering



## **Appendix D: Organizational Chart**

Put organizational  
chart here

## **Appendix E: Academic Staff Questionnaire.**

## استبانة أعضاء هيئة التدريس

الأخوة والأخوات أعضاء هيئة التدريس في جامعة البترا:

السلام عليكم ورحمة الله وبركاته وبعد؛

نرجو التكرم بمنحنا جزءاً من وقتكم للإجابة عن أسئلة الاستبانة المرفقة، والتي تهدف إلى تقييم البيئة الداخلية والخارجية للجامعة وذلك بهدف صياغة خطة استراتيجية للجامعة خلال السنوات الخمسة القادمة (2007-2011).

ويسرنا أن نقدم لكم بجزيل الشكر، وعظيم الامتنان على حسن تعاونكم في تعبئة هذه الاستبانة لما في ذلك من أهمية كبيرة في صياغة هذه الاستراتيجية. علماً بأن المعلومات التي تقدمونها ستعامل بسرية.

الله ولي التوفيق

لجنة ضبط الجودة في الجامعة

الجزء الأول (المعلومات العامة): يرجى وضع إشارة (X) داخل القوسين اللذين يمثلان الإجابة التي تنطبق عليك في الفقرات الآتية، وتعبئة الفراغ بالفقرة الأخيرة بذكر العمل الإداري إن وجد:

الجنس: ( ) ذكر. ( ) أنثى.

العمر: ( ) 30 سنة فأقل. ( ) 31 - 40 سنة.

( ) 41 - 50 سنة. ( ) أكثر من 50 سنة.

عدد سنوات الخبرة:

( ) 5 سنوات فأقل. ( ) 6-10 سنوات. ( ) 11 سنة فأكثر.

المؤهل العلمي :

( ) دكتوراه. ( ) ماجستير.

الريبة الأكاديمية :

( ) أستاذ. ( ) أستاذ مشارك. ( ) أستاذ مساعد. ( ) مدرس.

العمل الإداري إن وجد: .....

الجزء الثاني: تتعلق الفقرات الآتية بتحليل البيئة الداخلية والخارجية لجامعة البترا، يرجى وضع إشارة (X) في الخانة التي تقابل مستوى الإجابة الذي ينطبق عليك أو على الجامعة من وجهة نظرك:

ت	العبارة	موافق بشدة	موافق	محايد	غير موافق	غير موافق إطلاقاً

					1. يوجد لدى الجامعة خطة استراتيجية تسعى لتنفيذها.
					2. إنني أعرف ما هي أهداف الجامعة.
					3. يوجد لدى الجامعة هيكل تنظيمي يحقق أهدافها.
					4. هناك وصف وظيفي لكل وظيفة مما يسهل القيام بالأعمال.
					5. إن إجراءات نظام إدارة الموارد البشرية في الجامعة سهلة.
					6. أن إجراءات النظام المالي في الجامعة سريعة.
					7. يتمتع عميد كليتك بنمط قيادي يتسم بمشاركة أعضاء هيئة التدريس في صنع القرارات.
					8. يتمتع رئيس قسمك الأكاديمي بنمط قيادي يتسم بمشاركة أعضاء هيئة التدريس في صنع القرارات.
					9. يتمتع عميد كليتك بمهارات قيادية تمكنه من بناء فرق العمل في الكلية.
					10. يتمتع رئيس قسمك الأكاديمي بمهارات قيادية تمكنه من بناء فرق العمل في القسم.
					11. تعمل الجامعة على جذب واستقطاب الكوادر التدريسية المتميزة.
					12. تعمل الجامعة على حماية كوادرها تجاه الاغراءات المقدمة من جامعات أخرى.
					13. تخلق الجامعة لدى أعضاء هيئة التدريس الشعور بالفخر نتيجة التحاقهم بالجامعة.
					14. تخلق الجامعة لدى أعضاء هيئة التدريس الاتجاه نحو الإبداع.
					15. تسعى الجامعة لتزويد أعضاء هيئة التدريس بمهارات تطبيقية تساعد في تنفيذ مهامهم التدريسية.
					16. تسعى الجامعة لتزويد أعضاء هيئة التدريس بمهارات تطبيقية تساعد في تنفيذ مهامهم البحثية.

ت	العبارة	موافق بشدة	موافق	محايد	غير موافق	غير موافق إطلاقاً
---	---------	------------	-------	-------	-----------	-------------------

					17	تشكل تعليمات وزارة التعليم العالي المتعلقة بامتحان الكفاءة فرصة للجامعة في تحسين جودة مخرجاتها.
					18	يمكن للجامعة زيادة مواردها بالتوسع دولياً نظراً لتوفر فرص الانفتاح الاقتصادي على العالم في الأردن.
					19	هناك نمو في الوعي الاجتماعي نحو قيمة التعليم العالي والاقبال عليه مما يساعد الجامعة في التوسع.
					20	هناك اهتمام رسمي متزايد باستخدام التقدم التقني والمعلوماتي في العملية التعليمية في الأردن مما يساعد الجامعة في تنفيذ عملياتها.
					21	يتميز قطاع التعليم العالي في الأردن بتدني مستوى المنافسة.
					22	لا يوجد توجه لمزيد من الاستثمار في التعليم العالي الخاص في الأردن.
					23	لا يوجد توجه لترخيص جامعات افتراضية (Virtual) في الأردن.
					24	هناك سهولة في المحافظة على أعضاء هيئة التدريس لإدامة العمل في الأقسام الأكاديمية نتيجة عدم توفر فرص بديلة لديهم.
					25	هناك ضعف في قدرة الزبائن على التأثير في قرارات الجامعة.

## **Appendix F: Administrative Staff Questionnaire.**

## استبانة الإداريين

الأخوة والأخوات الإداريين في جامعة البترا:

السلام عليكم ورحمة الله وبركاته وبعد؛

نرجو التكرم بمنحنا جزءاً من وقتكم للإجابة عن أسئلة الاستبانة المرفقة، والتي تهدف إلى تقييم البيئة الداخلية والخارجية للجامعة وذلك بهدف صياغة خطة استراتيجية للجامعة خلال السنوات الخمسة القادمة (2007-2011).

ويسرنا أن نقدم لكم بجزيل الشكر، وعظيم الامتنان على حسن تعاونكم في تعبئة هذه الاستبانة لما في ذلك من أهمية كبيرة في صياغة هذه الاستراتيجية. علماً بأن المعلومات التي تقدمونها ستعامل بسرية.

والله ولي التوفيق

لجنة ضبط الجودة في الجامعة

الجزء الأول (المعلومات العامة): يرجى وضع إشارة (X) داخل القوسين اللذين يمثلان الإجابة التي تنطبق عليك في الفقرات الآتية، وتعبئة الفراغ بالفقرة الأخيرة بذكر مسمى الوظيفة:

الجنس: ( ) ذكر. ( ) أنثى.

العمر: ( ) 30 سنة فأقل. ( ) 31 - 40 سنة.  
( ) 41 - 50 سنة. ( ) أكثر من 50 سنة.

عدد سنوات الخبرة: ( ) 5 سنوات فأقل. ( ) 6-10 سنوات. ( ) 11 سنة فأكثر.

المؤهل العلمي :  
( ) دكتوراه. ( ) ماجستير. ( ) بكالوريوس  
( ) دبلوم متوسط. ( ) ثانوية عامة فأقل.

مسمى الوظيفة: .....

الجزء الثاني: تتعلق الفقرات الآتية بتحليل البيئة الداخلية والخارجية لجامعة البترا، يرجى وضع إشارة (X) في الخانة التي تقابل مستوى الإجابة الذي ينطبق عليك أو على الجامعة من وجهة نظرك:

ت	العبارة	موافق بشدة	موافق	محايد	غير موافق	غير موافق إطلاقاً
1.	يوجد لدى الجامعة خطة استراتيجية تسعى لتنفيذها.					
2.	إنني أعرف ما هي أهداف الجامعة.					
3.	يوجد لدى الجامعة هيكل تنظيمي يحقق أهدافها.					

					4. هناك وصف وظيفي لكل وظيفة مما يسهل القيام بالأعمال.
					5. إن إجراءات نظام إدارة الموارد البشرية في الجامعة سهلة.
					6. أن إجراءات النظام المالي في الجامعة سريعة.
					7. يتمتع رئيسك المباشر بنمط قيادي يتسم بمشاركة المرؤسين في صنع القرارات.
					8. يتمتع رئيسك المباشر بمهارات قيادية تمكنه من بناء فرق العمل في الوحدة الإدارية.
					9. تعمل الجامعة على جذب واستقطاب الكوادر الإدارية المتميزة.
					10. تعمل الجامعة على حماية كوادرها الإدارية تجاه الاغراءات المقدمة من الجامعات والمؤسسات الأخرى.
					11. تخلق الجامعة لدى العاملين الإداريين الشعور بالفخر نتيجة التحاقهم بالجامعة.
					12. تخلق الجامعة لدى العاملين الإداريين الاتجاه نحو الإبداع.
					13. تسعى الجامعة لتزويد العاملين الإداريين بمهارات تطبيقية تساعدهم في تنفيذ مهامهم.

ت	العبارة	موافق بشدة	موافق	محايد	غير موافق	غير موافق إطلاقاً
14	تشكل تعليمات وزارة التعليم العالي المتعلقة بامتحان الكفاءة فرصة للجامعة في تحسين جودة مخرجاتها.					
15	يمكن للجامعة زيادة مواردها بالتوسع دولياً نظراً لتوفر فرص الانفتاح الاقتصادي على العالم في الأردن.					
16	هناك نمو في الوعي الاجتماعي نحو قيمة التعليم العالي والاقبال عليه مما يساعد الجامعة في التوسع.					
17	هناك اهتمام رسمي متزايد باستخدام التقدم التقني والمعلوماتي في العملية التعليمية في الأردن مما يساعد الجامعة في تنفيذ عملياتها.					
18	يتميز قطاع التعليم العالي في الأردن بتدني مستوى المنافسة.					

					19 لا يوجد توجه لمزيد من الاستثمار في التعليم العالي الخاص في الأردن.
					20 لا يوجد توجه لترخيص جامعات افتراضية (Virtual) في الأردن.
					21 هناك سهولة في المحافظة على الموظفين الإداريين لإدامة العمل في الوحدات الإدارية نتيجة عدم توفر فرص بديلة لديهم.
					22 هناك ضعف في قدرة الزبائن على التأثير في قرارات الجامعة.

## **Appendix G: Student Questionnaire.**

## استبانة الطلبة

الأخوة والأخوات طلبة جامعة البترا:

السلام عليكم ورحمة الله وبركاته وبعد؛

نرجو التكرم بمنحنا جزءاً من وقتكم للإجابة عن أسئلة الاس تبانة المرفقة، والتي تهدف إلى تقييم البيئة الداخلية والخارجية للجامعة وذلك بهدف صياغة خطة استراتيجية للجامعة خلال السنوات الخمسة القادمة (2007-2011).

ويسرنا أن نقدم لكم بجزيل الشكر، وعظيم الامتنان على حسن تعاونكم في تعبئة هذه الاس تبانة لما في ذلك من أهمية كبيرة في صياغة هذه الاس تراتيجيات بما أن المعلومات التي تقدمونها ستعامل بسرية.

والله ولي التوفيق

لجنة ضبط الجودة في جامعة البترا

الجزء الأول (المعلومات العامة): يرجى تعبئة الفراغات بالفقرات التالية:

- الجنس: .....
- سنة الالتحاق بالجامعة: .....
- التخصص الأكاديمي: .....
- المعدل التراكمي: .....
- المعدل في الثانوية العامة: .....
- الجنسية: .....

الجزء الشائطق الفقرات الآتية بتحليل البيئة الداخلية والخارجية لجامعة البترا، يرجى وضع إشارة (X) في الخانة التي تقابل مستوى الإجابة الذي ينطبق عليك أو على الجامعة من وجهة نظرك:

ت	العبارة	موافق بشدة	موافق	محايد	غير موافق	غير موافق إطلاقاً
	أتاحت لي الجامعة فرصة التعرف على أهدافها.					
	أتاحت لي الجامعة فرصة التعرف على رؤيتها المستقبلية.					
	إنني أعرف أين أتوجه عندما تواجهني مشكلة أكاديمية.					
	إنني أعرف أين أتوجه عندما تواجهني مشكلة إدارية.					
	إن إجراءات نظام التسجيل في الجامعة سهلة.					
	أن إجراءات النظام المالي في الجامعة سريعة.					
	يمكنني مراجعة المرشد الأكاديمي عند حاجتي إليه.					
	يوفر لي رئيس القسم الأكاديمي الحلول للمشكلات التي أواجهها					
	يتمتع أعضاء هيئة التدريس بالجامعة بالكفاءة في التدريس.					
	يتمتع الكادر الإداري بالجامعة بالكفاءة في تنفيذ أعمالهم.					
	تخلق الجامعة لدي الشعور بالفخر نتيجة التحاقني بها.					
	تخلق الجامعة لدي الاتجاه نحو الإبداع.					
	تسعى الجامعة لتزويدي بمهارات تطبيقية تساعدني على دخول سوق العمل في المستقبل.					
	تسعى الجامعة لتزويدي بمهارات بحثية.					
	أشعر بأن امتحان الكفاءة فرصة للجامعة في تحسين جودة مخرجاتها.					
	إن الأوضاع الاقتصادية في الأردن تساعد الطلبة على الالتحاق بالجامعات لتمام دراستهم.					
	لقد دفعني إزدياد الوعي الاجتماعي للالتحاق بدراسة في الجامعة.					
	أشعر بأن التقدم التقني والمعلوماتي في الأردن يساهم في تحسين مستوى العملية التعليمية.					
	لا أشعر بأن هناك عدد كبير من الجامعات في الأردن.					
	لا أشعر بأن هناك توجه لإنشاء جامعات جديدة في الأردن.					
	لا أشعر بأن هناك توجه لإنشاء جامعات افتراضية (Virtual) في الأردن.					
	تأخذ الجامعة رأيي في العملية التدريسية.					

## **Appendix H: Alumni Questionnaire.**

## استبانة الخريجين

الأخوة والأخوات خريجي جامعة البترا:

السلام عليكم ورحمة الله وبركاته وبعد؛

جو للتكرم بمنحنا جزءاً من وقتكم للإجابة عن أسئلة الاس تبانة المرفقة، والتي تهدف إلى تقييم البيئة الداخلية والخارجية للجامعة وذلك بهدف صياغة خطة استراتيجية للجامعة خلال السنوات الخمسة القادمة (2007-2011).

وبسببنا أن نقدم لكم بجزيل الشكر، وعظيم الامتنان على حسن تعاونكم في تعبئة هذه الاس تبانة لما في ذلك من أهمية كبيرة في صياغة هذه الاس تراتيجيات بأبأن المعلومات التي تقدمونها ستعامل بسرية.

والله ولي التوفيق

لجنة ضبط الجودة في جامعة البترا

الجزء الأول (المعلومات العامة): يرجى تعبئة الفراغات بالفقرات التالية:

- الجنس: .....
- سنة التخرج: .....
- اسم الشركة أو المنظمة التي تعمل بها: .....
- مسمى الوظيفة الحالية: .....
- التخصص الأكاديمي: .....
- المعدل التراكمي: .....

الجزء الثالث يتعلق الفقرات الآتية بتحليل البيئة الداخلية والخارجية لجامعة البتراء، يرجى وضع إشارة (X) في الخانة التي تقابل مستوى الإجابة الذي ينطبق عليك أو على الجامعة من وجهة نظرك:

ت	العبارة	موافق بشدة	موافق	محايد	غير موافق	غير موافق إطلاقاً
	أتاحت لي جامعة البتراء فرصة التعرف على أهدافها.					
	أتاحت لي جامعة البتراء فرصة التعرف على رؤيتها المستقبلية.					
	كنت أعرف أين أتوجه عندما تواجهني مشكلة أكاديمية.					
	كنت أعرف أين أتوجه عندما تواجهني مشكلة إدارية.					
	كانت إجراءات نظام التسجيل في الجامعة سهلة.					
	كانت إجراءات النظام المالي في الجامعة سريعة.					
	كان المرشد الأكاديمي يساعدني عند حاجتي إليه.					
	كان رئيس القسم الأكاديمي يقدم إلي الحلول للمشكلات التي واجهتها.					
	يتمتع أعضاء هيئة التدريس بجامعة البتراء بالكفاءة في التدريس.					
	يتمتع الكادر الإداري بجامعة البتراء بالكفاءة في تنفيذ أعمالهم.					
	انني فخور بكوني خريج جامعة البتراء.					
	نمت جامعة البتراء لدي الاتجاه نحو الإبداع.					
	ساعدتني المهارات التي أكتسبتها خلال دراستي في الجامعة على دخول سوق العمل.					
	زودتني الجامعة بمهارات بحثية.					
	أشعر بأن امتحان الكفاءة الجامعية فرصة للجامعة في تحسين جودة مخرجاتها.					
	إن الأوضاع الاقتصادية في الأردن تساعد الطلبة على الالتحاق بالجامعات لاتمام دراستهم.					
	لقد دفعني إزدياد الوعي الاجتماعي للالتحاق بالدراسة بالجامعة.					
	أشعر بأن التقدم التقني والمعلوماتي في الأردن يساهم في تحسين مستوى العملية التعليمية.					
	لا أشعر بأن هناك عدد كبير من الجامعات في الأردن.					
	لا أشعر بأن هناك توجه لإنشاء جامعات جديدة في الأردن.					
	لا أشعر بأن هناك توجه لإنشاء جامعات افتراضية (Virtual) في الأردن.					
	كانت الجامعة تأخذ رأيي في العملية التدريسية.					

## **Appendix I: Employers Questionnaire.**

## استبانة مديري الشركات

الأخوة والأخوات مديري الشركات التي يعمل بها خريجي جامعة البترا المحترمين:

السلام عليكم ورحمة الله وبركاته وبعد؛

نرجو التكرم بمنحنا جزءاً من وقتكم للإجابة عن أسئلة الاس تبانة المرفقة، والتي تهدف إلى تقييم خريج جامعة البترا وتقييم البيئية الخارجية للجامعة وذلك بهدف صياغة خطة استراتيجية للجامعة خلال السنوات الخمسة القادمة (2007-2011).

ويسرنا أن نقدم لكم بجزيل الشكر، وعظيم الامتنان على حسن تعاونكم في تعبئة هذه الاس تبانة لما في ذلك من أهمية كبيرة في صياغة هذه الاس تراتيجية بما أن المعلومات التي تقدمونها ستعامل بسرية.

والله ولي التوفيق

### لجنة ضبط الجودة في جامعة البيرا

الجزء الأول (المعلومات العامة): يرجى وضع إشارة (X) لـ القوسين اللذين يمتثلان للإجابة التي تنطبق عليك في الفقرات الآتية، وتعبئة الفراغ بالفقرة الأخيرة المتعلقة باسم الشركة أو المنظمة التي تعمل بها:

الجنس: ( ) ذكر. ( ) أنثى.

العمر: ( ) 30 سنة فأقل. ( ) 31 - 40 سنة.

( ) 41 - 50 سنة. ( ) أكثر من 50 سنة.

عدد سنوات الخبرة:

( ) 5 سنوات فأقل. ( ) 6-10 سنوات. ( ) 11 سنة فأكثر.

المؤهل العلمي:

( ) دكتوراه. ( ) ماجستير. ( ) بكالوريوس

( ) دبلوم متوسط. ( ) ثانوية عامة فأقل.

اسم الشركة أو المنظمة التي تعمل بها: .....

الجزء الثالث: ق الفقرات الآتية بتقديم خريج جامعة البترا رقوم البيئية الخارجية للجامعة، يرجى وضع إشارة (X) التي تقابل مس توى الإجابة الذي ينطبق على الخريج أو البيئية الخارجية للجامعة من وجهة نظرك:

ت	العبارة	موافق بشدة	موافق	محايد	غير موافق	غير موافق إطلاقاً
	أشعر بأن خريج جامعة البترا يتمتع بالكفاءة في أداء عمله.					
	أشعر بأن خريج جامعة البترا فخور بكونه خريج جامعة البترا.					
	أشعر بأن خريج جامعة البترا يتمتع بالقدرة على الإبداع.					
	أشعر بأن خريج جامعة البترا يتمتع بالمهارات اللازمة لدخول سوق العمل.					

					أشعر بأن خريج جامعة البترا يتمتع بالمهارات اللازمة للتكيف مع الظروف المختلفة في العمل.
					إنني لا أتردد في تكليف خريج جامعة البترا بأي عمل.
					تشكل تعليمات وزارة التعليم العالي المتعلقة بامتحان الكفاءة فرصة للجامعات في تحسين جودة مخرجاتها.
					يمكن للجامعات زيادة مواردها بالتوسع دولياً نظراً لتوفر فرص الانفتاح الاقتصادي على العالم في الأردن.
					هناك نمو في الوعي الاجتماعي نحو قيمة التعليم العالي والاقبال عليه مما يساعد الجامعات في التوسع.
					هناك اهتمام رسمي متزايد باستخدام التقدم التقني والمعلوماتي في العملية التعليمية في الأردن مما يساعد الجامعات في تنفيذ عملياتها.
					يتميز قطاع التعليم العالي في الأردن بتدني مستوى المنافسة.
					لا يوجد توجه لمزيد من الاستثمار في التعليم العالي الخاص في الأردن.
					لا يوجد توجه لترخيص جامعات افتراضية (Virtual) في الأردن.

## **Appendix J: The Detailed Results of the Questionnaire Analysis.**

### **Questionnaire Description:**

Five questionnaires were developed by Members of QAC in order to explore views of other stakeholders groups. Around 500 questionnaires were distributed to students, alumni, faculty members, administrative staff and employers of UOP's alumni. This survey was an extension for the brain storming and other meeting sessions, aiming to identify SWOT of UOP. These questionnaires were developed based on:

- 1- McKinsey 7S Framework: A well-known model to characterize and analyze internal environment of the organizations. The model consists of seven organizational factors: strategy, structure, systems, staff, skills, style and shared values.
- 2- PEST Analysis: a tool used to understand the general environment of the organizations. It analyzes Political, Economic, Social and Technological factors surrounding the organizations.
- 3- Porter's Five Forces Model: this model analyzes task or industry environment. It consists of the following factors: rivalry among existing Firms, threat of new entrants, threat of substitute services, bargaining power of suppliers and bargaining power of buyers.

### **Questionnaire analysis:**

The questionnaires were analyzed using the statistical software SPSS. Items with mean of 3.5 and above are identified as a strength or opportunity; items with average of less than 3 are identified as a weakness or a threat. Values between 3 and 3.5 are considered non-determinant.

## 1- Students' Questionnaire Analysis

### A- Internal environment:

Dimension	Item	Number of Respondents	Mean	Strength	Weakness
Strategy	I know the strategic goals of the UOP.	300	3.1951		
	I know the vision of the UOP.	364	2.9066		**
Structure	I know whom to contact when I face an academic problem.	364	3.2143		
	I know whom to contact when I face administrative problem.	364	3.1264		
Systems	Procedures of registration system are simple.	364	2.9203		**
	Procedures of financial system are fast.	364	3.4258		
Style	Procedures of academic guidance are clear.	364	3.4203		
	The head of academic department solves any students' problem.	364	3.1538		
Staff	The faculty members are well-qualified.	364	3.4533		
	The managerial staffs are well-qualified.	364	3.4038		
Shared Values	I am proud of being one of UOP students.	364	3.5659	*	
	UOP supports innovation.	364	3.1813		
Skills	UOP develops students' practical skills.	364	3.2720		
	UOP develops students' research skills.	364	3.3571		

\* Strength: If the mean is greater than 3.5.

\*\* Weakness: If the mean is less than 3.

## 1- Students' Questionnaire Analysis

### B- External environment:

Dimension	Item	Number of Respondents	Mean	Opportunity	Threat
Political factor	Qualifying exam improves quality of the university outcomes.	364	3.3791		
Economic factor	Economic situations in Jordan enable the students to continue their university education.	364	2.7967		**
Social factor	Increased social awareness motives me to continue my university education	364	4.1538	*	
Technological factor	Information technology development in Jordan improves quality of university education process.	364	4.0137	*	
Rivalry among Existing universities	There is no competition among the universities in Jordan.	364	2.6016		**
Threat of New Entrants	There is no intention to establish new universities in Jordan.	364	2.9423		**
Threat of Substitute Services	There is no intention to establish virtual universities in Jordan.	364	3.2033		

\* Opportunity: If the mean is greater than 3.5.

\*\* Threat: If the mean is less than 3.

## 2- Faculty Members' Questionnaire Analysis

### A- Internal environment:

Dimension	Item	Number of Respondents	Mean	Strength	Weakness
Strategy	UOP has its strategic plan.	48	3.1667		
	I know the strategic goals of the UOP.	48	3.2292		
Structure	UOP has its organizational structure to achieve its goals.	48	3.3125		
	UOP has its jobs description.	48	3.0625		
Systems	Procedures of human resource management system are simple.	48	3.0208		
	Procedures of financial system are fast.	48	2.6875		**
Style	The dean of your faculty has participative leadership style.	48	4.0000	*	
	The head of your academic department has participative leadership style.	48	4.0208	*	
	The dean of your faculty has leadership skills which enable him to build up team-work.	48	4.0000	*	
	The head of academic department has leadership skills which enable him to build up team-work.	48	3.8958	*	
Staff	The UOP recruits well-qualified faculty members.	48	3.2708		
	The UOP can maintain its faculty members.	48	2.2708		**
Shared Values	I am proud of being one of UOP faculty members.	48	2.8958		**
	UOP supports innovation.	48	2.8333		**
Skills	UOP develops faculty members' practical skills in teaching process.	48	2.7708		**
	UOP develops faculty members' practical skills in research process.	48	2.6667		**

\* Strength: If the mean is greater than 3.5.

\*\* Weakness: If the mean is less than 3.

## Faculty Members' Questionnaire Analysis

### B- External environment:

Dimension	Item	Number of Respondents	Mean	Opportunity	Threat
Political factor	Qualifying exam improves quality of the university outcomes.	48	3.6458	*	
Economic factor	The university can increase it's recourses through growing in international market due to economic deregulation.	48	3.7917	*	
Social factor	Increased social awareness toward education value enables university to grow.	48	4.0417	*	
Technological factor	Information technology development in Jordan improves quality of university education process.	48	4.0417	*	
Rivalry among Existing universities	There is low level of competition among the universities in Jordan.	48	2.7708		**
Threat of New Entrants	There is no intention to establish new universities in Jordan	48	2.6458		**
Threat of Substitute Services	There is no intention to establish virtual universities in Jordan	48	3.0417		
Bargaining Power of Suppliers	It is easy to maintain UOP's faculty members because they have no alternative opportunities in the market.	48	2.5417		**
Bargaining Power of buyers	There is lack of customers' power to influence UOP's decisions.	48	3.0625		

\* Opportunity: If the mean is greater than 3.5.

\*\* Threat: If the mean is less than 3.

### 3- Managerial Staff Questionnaire Analysis

#### A- Internal environment:

Dimension	Item	Number of Respondents	Mean	Strength	Weakness
Strategy	UOP has its strategic plan.	41	3.1463		
	I know the strategic goals of the UOP.	41	3.0976		
Structure	UOP has its organizational structure to achieve its goals.	41	3.0244		
	UOP has its jobs description.	41	2.8537		**
Systems	Procedures of human resource management system are simple.	41	2.5854		**
	Procedures of financial system are fast.	41	2.5854		**
Style	The head of your department has participative leadership style.	41	3.3902		
	The head of your department has leadership skills which enable him to build up team-work.	41	3.5366	*	
Staff	The UOP recruits well-qualified managerial staff.	41	2.7561		**
	The UOP can maintain its managerial staff.	41	2.0488		**
Shared Values	I am proud of being one of UOP managerial staff.	41	2.3902		**
	UOP supports innovation.	41	2.3415		**
Skills	UOP develops managerial staff practical skills in implementing their duties.	41	2.4146		**

\* Strength: If the mean is greater than 3.5.

\*\* Weakness: If the mean is less than 3.

#### Managerial staff Questionnaire Analysis

#### B- External environment:

Dimension	Item	Number of Respondents	Mean	Opportunity	Threat
Political factor	Qualifying exam improves quality of the university outcomes.	41	3.5854	*	
Economic factor	The university can increase its recourses through growing in international market due to economic deregulation.	41	3.6829	*	
Social factor	Increased social awareness toward education value enables university to grow.	41	3.5366	*	
Technologic al factor	Information technology development in Jordan improves quality of university education process.	41	3.1707		
Rivalry among Existing universities	There is low level of competition among the universities in Jordan.	41	3.0000		
Threat of New	There is no intention to establish new universities in Jordan	41	3.0976		

Entrants					
Threat of Substitute Services	There is no intention to establish virtual universities in Jordan	41	2.3659		**
Bargaining Power of Suppliers	It is easy to maintain UOP's managerial staff because they have no alternative opportunities in the market.	41	3.1220		
Bargaining Power of buyers	There is lack of customers' power to influence UOP's decisions.	41	3.5854	*	

\* Opportunity: If the is mean greater than 3.5.

\*\* Threat: If the mean is less than 3.

#### 4- Alumni' Questionnaire Analysis

##### A- Internal environment:

Dimension	Item	Number of Respondents	Mean	Strength	Weakness
Strategy	I knew the strategic goals of the UOP during my study's period.	44	3.0682		
	I knew the vision of the UOP during my study's period.	44	2.8864		**
Structure	I knew whom to contact when I faced an academic problem during my study's period.	44	3.4091		
	I knew whom to contact when I faced an administrative problem.	44	3.0455		
Systems	Procedures of registration system were simple during my study's period.	44	3.1364		
	Procedures of financial system were fast during my study's period.	44	3.3409		
Style	Procedures of academic guidance were clear during my study's period.	44	3.8182	*	
	The head of academic department was able to solve any students' problem during my study's period.	44	3.6818	*	
Staff	The faculty members were well-qualified during my study's period.	44	4.2500	*	
	The managerial staff were well-qualified during my study's period.	44	3.5909	*	
Shared Values	I am proud of being one of UOP alumni.	44	4.0455	*	
	UOP was supporting innovation during my study's period.	44	3.0909		
Skills	The practical skills which	44	3.3864		

	I gained during my study's period enabled me to enter market place.				
	UOP developed my research skills during my study's period.	44	3.5000	*	

\* Strength: If the mean is greater than 3.5.

\*\* Weakness: If the mean is less than 3.

#### 4- Alumni' Questionnaire Analysis

##### B- External environment:

Dimension	Item	Number of Respondents	Mean	Opportunity	Threat
Political factor	Qualifying exam improves quality of the universities outcomes.	44	3.3409		
Economic factor	The universities can increase their recourses through growing in international market due to economic deregulation.	44	2.2955		**
Social factor	Increased social awareness toward education value enables universities to grow.	44	4.0909	*	
Technological factor	Information technology development in Jordan improves quality of university education process.	44	3.8409	*	
Rivalry among Existing universities	There is no competition among the universities in Jordan.	44	2.1136		**
Threat of New Entrants	There is no intention to establish new universities in Jordan.	44	2.6591		**
Threat of Substitute Services	There is no intention to establish virtual universities in Jordan.	44	2.8864		**

\* Opportunity: If the mean is greater than 3.5.

\*\* Threat: If the mean is less than 3.

## 5- Employers of UOP Alumni' Questionnaire Analysis

### A- Internal environment:

Dimension	Item	Number of Respondents	Mean	Strength	Weakness
Alumni Evaluation	I feel that UOP alumni are well-qualified.	28	4.1071	*	
	I don't hesitate to give UOP alumni any task.	28	4.1429	*	
Shared Values	I feel that UOP alumni are proud of being of UOP alumni.	28	4.0000	*	
	I feel that UOP alumni have the capability to innovate.	28	4.1071	*	
Skills	I feel that UOP alumni have the practical skills to enter market place.	28	3.9643	*	
	I feel that UOP alumni have the practical skills to adapt with different circumstances in the field.	28	4.2857	*	

\* Strength: If the mean is greater than 3.5.

\*\* Weakness: If the mean is less than 3.

## 5- Employers of UOP Alumni' Questionnaire Analysis

### B- External environment:

Dimension	Item	Number of Respondents	Mean	Opportunity	Threat
Political factor	Qualifying exam improves quality of the university outcomes.	28	4.2857	*	
Economic factor	Economic situations in Jordan enable the students to continue their university education.	28	4.2857	*	
Social factor	Increased social awareness motives me to continue my university education	28	4.392	*	
Technological factor	Information technology development in Jordan improves quality of university education process.	28	4.1429	*	
Rivalry among Existing universities	There is no competition among the universities in Jordan.	28	3.4286		
Threat of New Entrants	There is no intention to establish new universities in Jordan.	28	3.0357		
Threat of Substitute Services	There is no intention to establish virtual universities in Jordan.	28	2.7500		**

\* Opportunity: If the mean is greater than 3.5

\*\* Threat: If the mean is less than 3.

**Appendix K: The QME framework as proposed by the QAC.**

# **A proposed framework to build a Quality Management and Enhancement (QME) system for the faculties at the University of Petra**

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## ***Abstract***

A major enhancement that is currently taking place within the University of Petra is the building (and hopefully the successful implementation) of a formal ***Quality Management and Enhancement*** (QME) system. The main purpose of such QME systems is to ***assure*** the ***quality*** of the education process within the institution. This document illustrates the adopted QME system model with emphasize on the aspects of the QME system as applied to the faculty unit. The same general framework, however, is also applicable to other entities within the university.

## ***Motivations for QME systems for universities***

In many critical cases, ***Quality Assurance (QA)*** is the fundamental criteria for the existence, operation and growth and development of any organization. It offers:

- Superior quality & high standard services.
- Continuous enhancement.
- Consistent superior quality and satisfaction.
- Better control of all processes.
- Adequacy of facilities and resources.
- Extensive documentation.

The essence of QA is the deployment of proper QME systems. They are indispensable tools in sustaining the organization and keeping their competitiveness. In this sense, QME systems are corner stones in many organizations worldwide regardless of their discipline. They are no more a luxury any sensible market entity can avoid.

QME systems for universities are becoming a vital part of any university management structure, because:

- 1) Universities have a moral responsibility towards their societies to turn out graduates who have obtained higher education at a certain degree of assured quality that: