جامعة كالجاري في قطر
UNIVERSITY OF CALGARY IN QATAR

STRATEGIC PLAN
2019-2022

Educating nursing leaders in Qatar

جامعة كالجاري في قطر

A "desert rose" is the name given to rose-like formations of crystal clusters found in Qatar's arid desert regions. The beautiful, complex design of a desert rose produces 'petals' which fan open in radiating flattened crystal clusters. This intricately formed natural phenomenon has become a cultural icon in Qatar, a country where art and design are cherished.

Like a desert rose, each student at the University of Calgary in Qatar is unique. Our students are the central focus of all we do and are the core of a uniquely interwoven set of goals and priorities which will guide our growth over the next five years.

CONTENTS

— Respect

— Integrity

— Collaboration

— Equity

Message from the Dean:
Dr. Deborah White

> **As educational leaders, we have a responsibility to engage with our local health partners and government ministries to lead strategic conversations and propose initiatives that will develop a world class of nurse leaders.**

I am proud to introduce you to the University of Calgary in Qatar's Strategic Plan for 2019 – 2022.

The University of Calgary in Qatar (UCQ) aspires to achieve excellence in nursing education and practice. Our students are central to all that we do to achieve these goals. This strategic plan establishes the vision for our university for the next four years.

Guiding our compass are the Qatari National Health Strategy 2018-2022, the Qatar National Vision 2030, and the National Development Strategy 2017-2022. These strategies are a call for action by the State for health, social, and educational institutions to contribute to the development of a sustainable workforce — a workforce that contributes to the economic, social and health priorities of the State.

The University of Calgary Eyes High Strategy will also guide the activities and initiatives we aim to achieve over the next four years as we set our focus on research, scholarship, enriching the quality of our students' learning, and further integrating the University of Calgary in Qatar with the Qatar community at large.

The University of Calgary in Qatar is the only nursing program in Qatar. This distinction drives our commitment to advancing nursing as a profession in this country, enhancing the practice of nursing through academic excellence and workforce development, and increasing the number of nurses to work to full scope in health teams to meet the complex health needs of Qatar. We will continue to be advocates for making changes to a health system based on these needs and a national and global strategy for skilled health human nursing resources.

As educational leaders, we have a responsibility to engage with our local health partners and government ministries to lead strategic conversations and propose initiatives that will develop a world class of nurse leaders. These nurses will lead in practice, in the health system, and in the innovation for advancing health system transformation and performance.

Our plan to advance nursing in Qatar requires the engagement and advocacy of our nursing leaders and government ministries to support academic excellence and to increase the enrolment targets for projected nursing resources. Furthermore, our strategic plan includes initiatives to build capacity to support the State's long term vision for Nursing Education in Qatar.

This plan will also require the vision and support for the development of a state-of-the-art campus that fosters a thriving and innovative faculty and student body, while at the same time enhancing the efficiencies and effectiveness of business processes and systems. Our students and faculty will succeed in a space that is responsive to diverse learning needs, conducive to experiential learning, and embedded in advanced pedagogy — a space and culture for teaching and learning excellence.

From 2019 – 2022, UCQ will focus on five strategic priorities to achieve its vision and mission. These priority areas are:

- Advancing Nursing in Qatar
- Teaching and Learning Excellence
- Exceptional Student-Centred Experience
- Leading Research
- Institutional and Operational Effectiveness

Our strategic priorities were formed by a thorough, iterative, consultative process that included various focus groups and interviews with all of the University of Calgary in Qatar stakeholders. The process included valued input from our students, faculty and staff, and vital stakeholders including Hamad Medical Corporation, Primary Health Care Corporation, the Ministry of Public Health, and Sidra Medicine.

Sincerely,

Deborah White, PhD RN
Dean and Professor
University of Calgary in Qatar

Message from the Associate Dean of Academic:
Dr. JoAnne MacDonald

The University of Calgary in Qatar's academic mission is at the helm of our 2019 -2022 strategic plan. UCQ is in the privileged position to offer the only Bachelor of Nursing and Master of Nursing degrees in Qatar. With this privilege is an imperative to provide robust and context relevant academic programs that enriches the health and wellness in Qatar by educating and developing world-class nurses.

This plan provides an insightful roadmap about how we will achieve excellence in nursing education, practice, and research, to meet the demand for highly knowledgeable nurses who are adept conceptual, critical, clinical thinkers and who work to the full scope of their practice. In addition to modernizing and expanding our nursing programs, this plan embraces UCQ's commitment to build nursing capacity through an expanded Continuous Professional Development Plan that is designed to support the continuous learning among Qatar's healthcare practitioners. Foundational to this plan is creating pathways for the nurses of Qatar to gain competence and assume responsibility in educating their nurses for the future sustainability of nursing education in Qatar.

The design of this plan anticipates emerging challenges in preparing nurses for the delivery of health care now and in the years ahead. Exponential growth in Qatar's hospitals, health centres, technology, and services commands a demand for a large number of highly skilled nurses.

Modern programming and pedagogies will prepare a blend of new entry-to-practice nurses, alongside those returning to advance their knowledge, expertise, and leadership, and those aspiring to be Masters in their field. A suite of innovative student services and supports will meet the needs of a diverse pool of students from 39 different nationalities, with a range of education preparation, training, English proficiency, and learning needs. Inspired by our students, our faculty and staff, and our health service partners, the plan represents a revitalization of our programs, our learning environments, and our relationships with our Qatari partners.

Through program innovations we are building capacity within the State of Qatar by preparing nurse educators and skilled clinicians to support current and future nursing education. This plan builds on our strengths and stretches our potential, as a way to contribute to Qatar's vision for a healthier population. We are honoured to be part of this journey.

Sincerely,

JoAnne MacDonald

JoAnne MacDonald, PhD RN
Associate Dean Academic
University of Calgary in Qatar
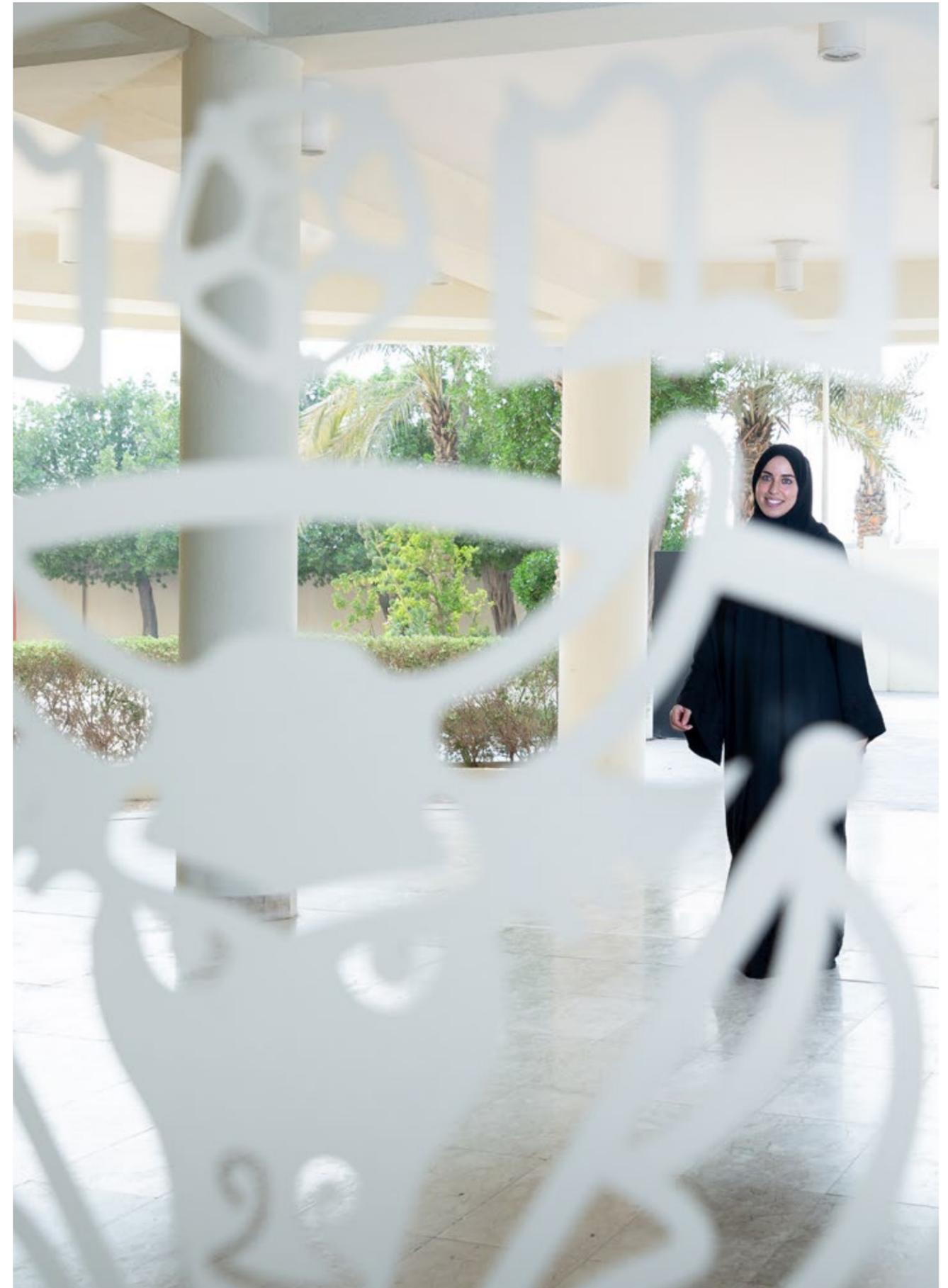
Our Vision

The University of Calgary in Qatar will be the model for excellence in international nursing education, practice, and scholarship.

Our Mission

The University of Calgary in Qatar enriches health and wellness in Qatar by educating and developing world-class nurses.

Our Values

RESPECT
We embrace diversity and value individual and collective contributions within a culturally relevant learning environment. We treat others with civility, openness, and professionalism in all interactions, activities, and decision making.
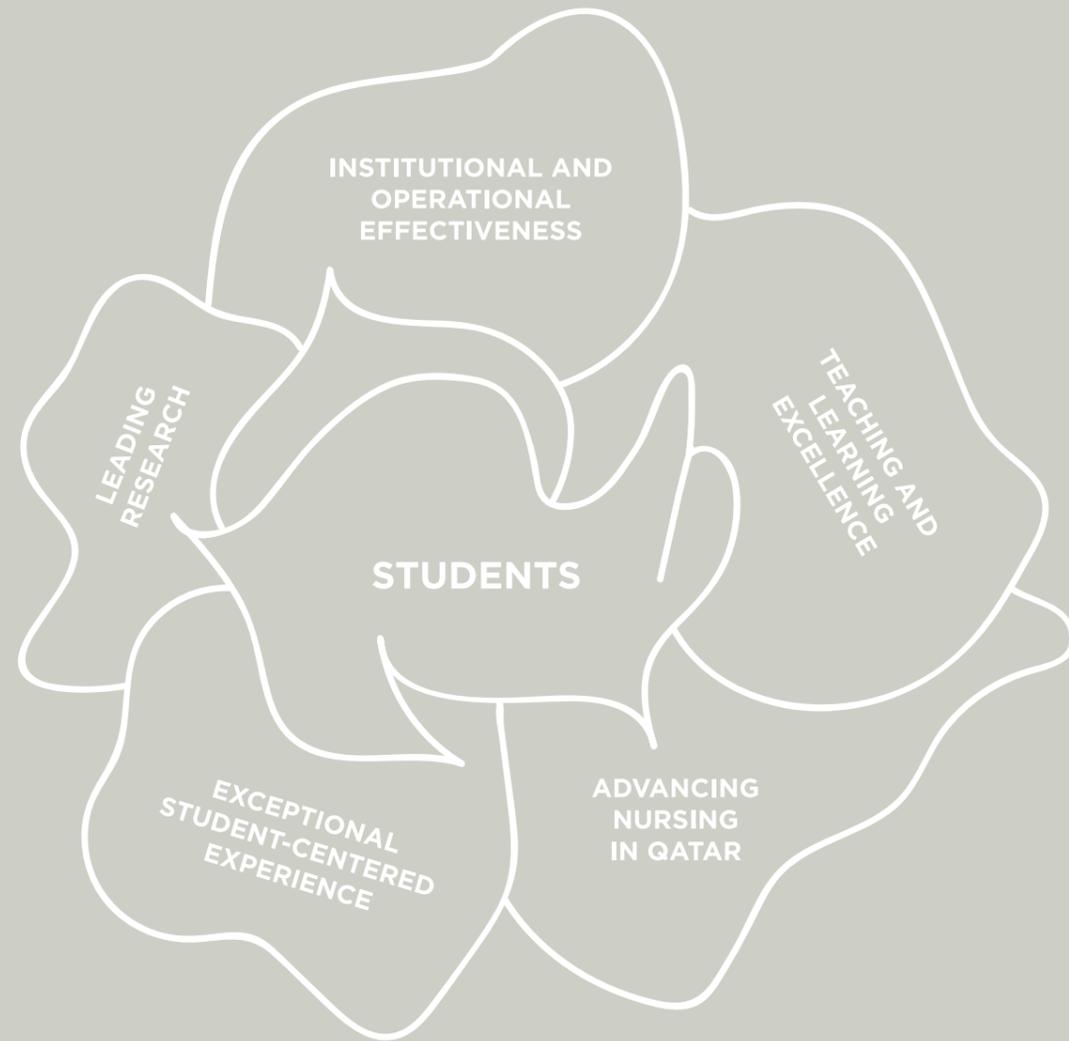
INTEGRITY
We act in a transparent and ethical manner, creating a culture of academic, financial, and social responsibility.
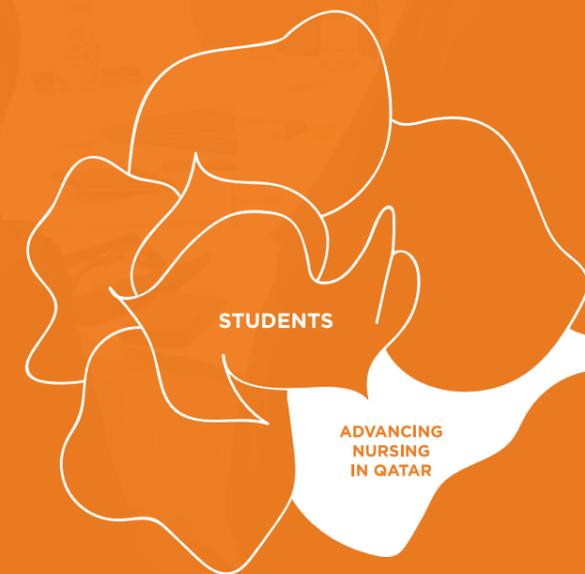
COLLABORATION
We work together with a shared commitment to pursue our common goals of teaching, learning, and institutional excellence.

EQUITY
We commit to fairness and inclusion in an environment free from prejudice and intolerance.

INSTITUTIONAL AND
OPERATIONAL
EFFECTIVENESS

LEADING
RESEARCH

TEACHING AND
LEARNING
EXCELLENCE

STUDENTS

EXCEPTIONAL
STUDENT-CENTERED
EXPERIENCE

ADVANCING
NURSING
IN QATAR

STRATEGIC PRIORITIES

STUDENTS

ADVANCING
NURSING
IN QATAR

1. Advancing Nursing in Qatar

Holding the honourable position as the only international nursing program in Qatar, UCQ is dedicated to ensuring that nurses are prepared to assume a key role in shaping the future health care in the country. Central to our purpose is raising the profile of the role of nurses and advocating to expand their contributions at the bedside, at policy tables, and in the development of evidence-based health care in national and international forums.

Goal 1.1
Operationalize UCQ's commitment to develop a skilled and sustainable nursing workforce.

Strategic Objectives and Initiatives

1.1.1 Expand enrolment by 100% to support the current and projected Qatar nursing human resource needs

- Implement a new tuition structure [yr 1]
- Implement a student recruitment plan [yr 1]
- Expand opportunities for student scholarship and sponsorship [yr 1-2]
- Implement a strategic enrolment management plan [yr 1-3]
- Implement a continuous monitoring process to assess and inform prospective enrolment targets [yr 2]

KPIs: Enrolment rates; tuition rates; percentage of Qatari and non-Qatari students; number, type, and amount of undergraduate and graduate sponsorship, scholarship and financial supports; and cost per student.

1.1.2 Enhance UCQ's contribution to advancing professional practice in Qatar through its Continuous Professional Development (CPD) program

- Implement a minimum of two CPD programs that will be led by UCQ [yr 1]
- Enhance the efficiency of implementing and evaluating individual CPD Programs [yr 1]
- Expand interprofessional CPD Programs [yr 2]

KPIs: Number and types CPD events; the number and types of health professionals in attendance at UCQ CPD events.

1.1.3 Improve students' transition to the workforce

- Update curriculum that supports students' transition to professional practice [yr 1]
- Assist Qatar stakeholders in the development of a National Licensing Exam for Qatar [yr 1-2]
- Evaluate strategies used in curriculum to support student success on the National Licensing Exam [yr 1-2]
- Implement a transition to professional practice plan in consultation with health service partners [yr 2]

KPIs: Percentage of students and employers that report that graduate students meet nursing standards & entry-to-practice competences within 6 months of their graduation; the number and percentage of students who pass the existing licensing exam(s); number and types of contributions to the development of a National Licensing Exam for Qatar.

Goal 1.2
Enhance UCQ's contribution to national and global health nursing initiatives.

Strategic Objectives and Initiatives

1.2.1 Enhance UCQ's engagement in national nursing initiatives and committees dedicated to expanding the scope of nursing

- Support the development of processes to achieve excellence in professional nursing regulation in Qatar [yr 1-2]
- Contribute to the three-year plan for the Nursing Now Chapter in Qatar [yr 1-3]

KPIs: Number and type of initiatives undertaken by the Qatar Nursing Now Chapter; the number of students and faculty participating in nursing regulation and scope of nursing practice initiatives and committees.

Goal 1.3
Enhance the public image, scope, and visibility of nursing in Qatar.

Strategic Objectives and Initiatives

1.3.1 Implement a marketing strategy to improve public understanding about the nursing profession and nursing education

- Expand media coverage that profiles UCQ and the role of nursing in Qatar [yr 1]
- Build capacity among faculty and staff to use social media to enhance the visibility of UCQ events and initiatives [yr 1]
- Enhance UCQ branding that enhances UCQ's visibility and profiles UCQ's uniqueness and value [yr 1-2]
- Implement a marketing plan that emphasizes UCQ's programs [yr 1-3]

KPIs: Number of branding, media, and marketing initiatives conducted; public perceptions about nursing and nursing education.

1.3.2 Build on initiatives that enhance the State's capacity to meet its vision for future nursing education in Qatar

- Enhance the engagement of Qatari and Non-Qatari nurse leaders in UCQ events [yr 1]
- Implement a stakeholder and community engagement plan that enhances community input into UCQ strategic initiatives [yr 1-2]
- Implement an alumni utilization plan [yr 1-2]
- Implement an adjunct utilization plan [yr 1-2]
- Establish a Stackable Teaching Certificate [yr 2]

KPIs: Number and type of engagement initiatives; number of community stakeholders, alumni, and adjuncts involved in UCQ initiatives; number of alumni that complete stackable teaching certificate.

2. Teaching and Learning Excellence
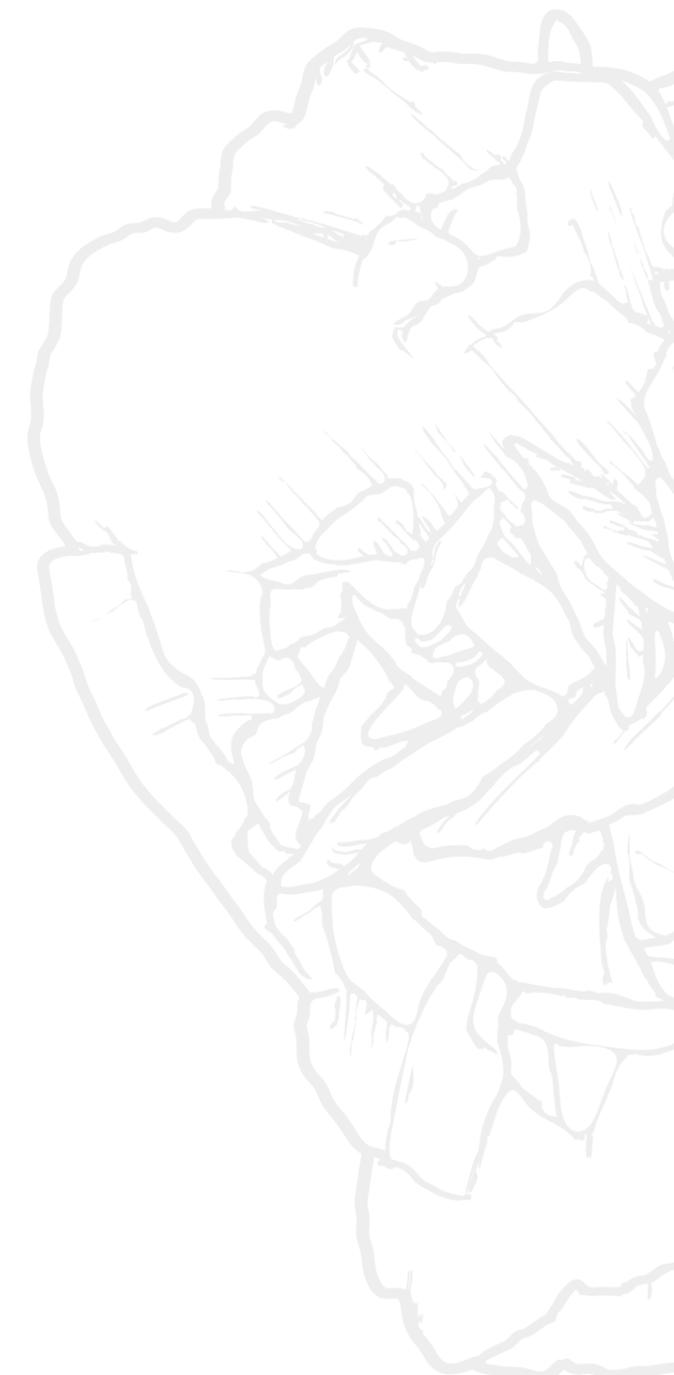
STUDENTS

TEACHING AND LEARNING EXCELLENCE
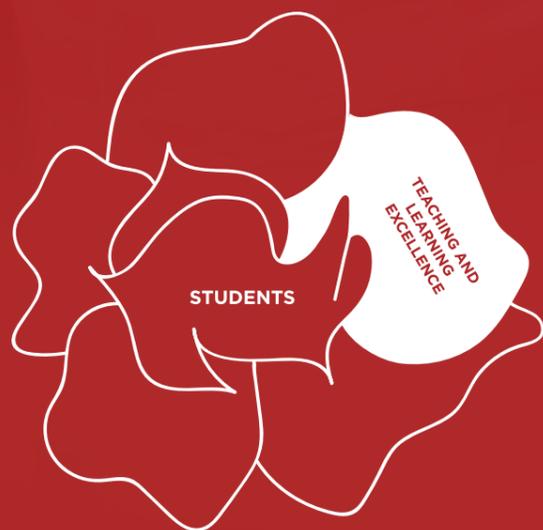
Our students are immersed in a strong culture of teaching, learning, and scholarship that supports their academic excellence and inspires their passion for life long learning. An underpinning of best practices in nursing and higher education nurture graduates to be conceptual and critical thinkers who are prepared to provide professional, ethical, and safe care in ever-changing complex health care environments.

Goal 2.1
Deliver current and evidence-based nursing programs that prepare skilled nurses to meet the health and human resource needs of the Qatari population.

Strategic Objectives and Initiatives

2.1.1 Establish a systemic and continuous evaluation process of all curriculum components for the undergraduate and graduate nursing programs

- Renew processes for continuous curriculum review for graduate and undergraduate programs [yr 1-2]
- Implement ongoing processes for accreditation of Undergraduate Nursing Program from CASN and other potential accrediting bodies [yr 1-3]
- Prepare for future accreditations of the Master of Nursing Program [yr 2-3]

KPIs: Number and type of continuous evaluation and accreditation processes for the undergraduate curriculum; percentage of the undergraduate curriculum that is in compliance with the intended curriculum.

2.1.2 Implement curricular changes in the undergraduate nursing programs based on ongoing assessment of programs

- Incorporate the Academic and Information Literacy Integration guidelines throughout nursing courses [yr 1]
- Conduct curriculum reviews for undergraduate program [yr 1-2]
- Engage a transition lead and team to implement undergraduate curriculum changes [yr 2-3]
- Implement quality assurance processes to ensure successful sustainability of intended curriculum [yr 2-3]

KPIs: Number and type of courses and learning

opportunities in place to prepare entry-level students with skills, knowledge and practice to join the Qatar labour market; number and types of nursing courses that incorporate information literacy guidelines.

2.1.3   Strengthen opportunities for students to link learning to the vision of health care in Qatar and the role of the nurse leader in that vision

- Ensure the integration of Qatar health documents and nursing standards in theory and practice courses [yr 1-2]
- Increase non-nursing and nursing electives based on projected human resource needs and population needs [yr 1-3]
- Implement focused areas of nursing (certificates) based on projected human resource needs and population needs [yr 3]

KPIs: Number and type of electives and focused areas of nursing (certificates); number and type of Qatar health documents and nursing standards used in nursing theory and practice courses.

2.1.4 Deliver innovative graduate programs that align with Qatar's National vision to build a skilled nursing workforce

- Complete a curriculum review for Master of Nursing Program [yr 1]
- Implement innovative graduate program streams for enhanced nursing clinical practice and leadership [yr 2-3]
- Engage a transition lead and team to implement graduate curriculum changes [yr 2-3]
- Investigate the feasibility of a future PhD Program [yr 3]

KPIs: Number and type of Master of Nursing Program streams; number and types of courses and learning opportunities designed to prepare graduate nurses for enhanced clinical practice and leadership; number of students enrolled in Masters' Stream; recommendations related to a PhD in Nursing Program at UCQ.

Goal 2.2

Enrich student learning experiences and engagement for academic success.

Strategic Objectives and Initiatives

2.2.1 Increase representation of student voice and perspectives in program related matters

- Establish formal arrangements for the solicitation of undergraduate and graduate input into curricular-related issues [yr 1]
- Implement processes for monitoring engaged student representation in program – curricular related process [yr 1]

KPIs: Number and types of venues that include student input (committees, forums, conferences, etc.); student reports related to representation in curricular-related decisions.

2.2.2 Enhance nursing experiential learning opportunities that effectively help learners attain the outcomes of the Nursing Programs

- Establish an active BPSO Nursing Student Championship Group [yr 1]
- Modernize simulation curriculum [yr 1-2]
- Integrate best practice in experiential learning in the lab setting [yr 1-2]
- Maximize opportunities for students to integrate theory into their clinical practice [yr 1-2]
- Integrate interprofessional education (IPE) into undergraduate curriculum [yr 1-2]
- Enhance opportunities for cross-learning through the UCalgary and UCQ student exchange program [yr 1-3]

KPIs: Number and type of simulation and lab learning experiences; number of hours and type of clinical practice experiences; number and type of opportunities provided for learners to develop functional working relationships, including intra/interprofessional and intersectoral collaboration; number and type of BPSO student championship

group activities; and number and type student exchange cross-learning experiences.

2.2.3 Enhance student assessment processes conducted by faculty and preceptors

- Renew policy and guidelines related to student assessment in theoretical and practice courses [yr 1]
- Implement assessment tools for all clinical practice experiences [yr 1]
- Evaluate the feasibility of establishing curriculum embedded assessments [yr 2-3]

KPIs: Percentage of courses that adhere to student assessment procedures; number and type of curriculum embedded assessments.

Goal 2.3

Revitalize the learning environment to ensure it is context and culturally responsive to students.

Strategic Objectives and Initiatives

2.3.1 Strengthen the Nursing Foundations Program to support students' transition from Nursing Foundation to the Nursing Program and progression in the Nursing Program

- Establish processes for Nursing Foundation and Undergraduate Nursing Program instructors to collaborate in the development of curriculum for shared concepts and competences [yr 1]
- Improve processes to assess placement of new UCQ students in Nursing Foundation or Nursing Program [yr 1]
- Renew Nursing Foundation Program policies and procedures that support scholarship and the effective operations of the Nursing Foundation Program [yr 1]
- Strengthen language and math courses in the Nursing Foundation Program to better prepare students for success in the nursing program [yr 1-2]
- Prepare for future accreditation of Nursing Foundation Program [yr 1-3]

KPIs: Number and types of language courses that prepare students for interpretation abstract health concepts; number of math courses that prepare students to conduct medication math; percentage of students that complete Nursing Foundations Program within two years; percentage of students regarded as information literate; percentage of first year nursing students that transitioned from Nursing Foundations Program that pass; ongoing accreditation processes in place for Nursing Foundations Program for future accreditation (e.g. the Commission on English Language Program Accreditation (CEA).

2.3.2 Strengthen academic programs and services that enable students to progress and succeed

- Implement a policy related to students at-risk for failure in nursing courses or clinical practice [yr 1]
- Establish a referral process for the assessment of students with learning disabilities [yr 1]
- Enrich the Learning Centre resources that provides a range of student programs and services that support student learning [yr 1-2]
- Implement a student success initiative that supports students at risk of poor academic performance or non-progression in programs [yr 1-2]
- Establish a remediation program for students at-risk for not progressing in clinical nursing courses [yr 1-2]

KPIs: Number and type of learning programs and services; number and types of students that access academic programs and services; number and types of students identified at-risk for non-progression in programs and clinical practice due to poor academic performance; ratio of students identified at-risk who are referred and use student success initiative supports and clinical remediation supports; percentage of students enrolled in student success initiatives and clinical remediation program who progress; number and type of students referred for assessment of students for learning disability.

Goal 2.4

Advance UCQ's culture of teaching excellence.

Strategic Objectives and Initiatives

2.4.1 Increase professional development opportunities related to teaching and learning in nursing and higher education

- Define priority areas for Teaching and Learning Specialist (Nursing Focus) [yr 1]
- Launch an Emerging Teacher Certificate [yr 1]
- Implement professional development programs for academic and administrative staff [yr 1-3]
- Implement Teaching Excellence Awards [yr 2]

KPIs: Number and types of learning supports provided by Teaching and Learning Specialist (Nursing Focus); number of faculty that complete stackable teaching or emerging teaching certificates; number and types of teaching excellence awards awarded.

2.4.2 Improve infrastructure and processes that allow faculty and instructors to share and retain institutional knowledge and educational resources

- Implement a review process to ensure required resources for courses are current and relevant [yr 1-2]
- Expand strategy for maintaining institutional memory [yr 1-3]

KPIs: Number and percentage of courses that have complete course information uploaded in course repository.

2.4.3 Expand innovative supports and delivery of programs

- Implement a Peer Mentorship Program [yr 1-2]
- Implement new innovative teaching and learning approaches [yr 1-3]
- Investigate the feasibility of future hybrid teaching arrangements [yr 2-3]

KPIs: Number of faculty that use peer mentorship program; percentage of faculty who report they are prepared in the classroom and practice setting; number and type of new teaching and learning approaches.

2.4.4 Renew processes that promote equity of work and ensure faculty teach to their expertise

- Apply criteria to ensure fair and appropriate work assignments [yr 1]
- Implement a process to review criteria for course assignment [yr 1]

KPIs: Number and types of courses and clinical placements covered by faculty with relevant qualifications and expertise; adequately (or not) covered; number of faculty who report assignment is fair and aligns with area of expertise.

3. Exceptional Student-Centered Experience

As a Canadian branch campus uniquely situated in the Middle East, our students achieve a balance of intellectual and social growth through exposure to diverse ways of thinking and immersion in a breadth of cultural experiences. Our growing number of graduates are inspired to fulfil a social responsibility to give back to their community and to contribute to the health and wellness of Qatar and the global community.

STUDENTS

EXCEPTIONAL STUDENT-CENTERED EXPERIENCE

Goal 3.1
Inspire student engagement and university pride.

Strategic Objectives and Initiatives

3.1.1 Enhance the visibility of student achievements

- Expand student awards program [yr 1-3]
- Enhance the showcasing of student achievements [yr 1-3]

KPIs: Number and type of student awards; number and venue student achievements publicized.

3.1.2 Expand student orientation, events, and student-led activities

- Renew policies and procedures that support student clubs and activities [yr 1]
- Hire a Student Life Coordinator dedicated to student activities [yr 1]
- Enrich strategies that support student transition to university [yr 1-3]

KPIs: Number and type of student clubs; number of students engaged in clubs; student life coordinator in place; number and type of orientation activities; number and type of academic, professional, personal counseling services; number and type of students engaged in programs and services.

Goal 3.2
Enrich opportunities related to students' physical, emotional, and social wellness.

Strategic Objectives and Initiatives

3.2.1 Expand physical and mental health programs for students

- Renew programs related to student health services and health education [yr 1]
- Implement a physical wellness program [yr 1-3]
- Launch Inspiring Minds Program [yr 1-3]

KPIs: Number and type of physical wellness activities; number and type of students engaged in physical wellness activities; number of student who take inspiring minds program; number and type of health service and health education programs.

Goal 3.3
Enrich opportunities for student leadership that builds individual capacity and social capital for UCQ and the State of Qatar.

Strategic Objectives and Initiatives

3.3.1 Expand supports for existing student leadership groups and initiatives

- Support an expanded leadership role for the Nursing Student Society in Qatar (NSSQ) [yr 1]
- Enrich student peer support program [yr 1]
- Develop opportunities for student participation in external community partner projects [yr 2-3]

KPIs: Number and types of leadership training activities provided to members of NSSQ; number of students that participate in leadership trainings; number and types of leadership groups/committees; number and types of students that participate in leadership groups/committees; number and type of peer support activities.

LEADING RESEARCH

STUDENTS
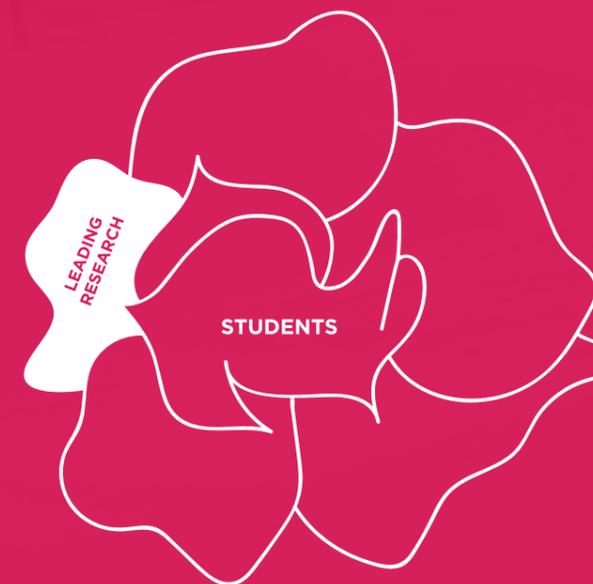
4. Leading Research

UCQ is uniquely positioned to assume a prominent role in developing and disseminating new knowledge that will advance health and health care in Qatar. Our expanding alumni, strong relationships with health care and government partners, intricate knowledge about Qatar's health and health systems, and international connections contribute to a vibrant research environment that engages faculty, students, and a range of stakeholders.

Goal 4.1
Enhance faculty, students, and UCQ stakeholders' capacity to conduct research.

Strategic Objectives and Initiatives

4.1.1 Strengthen financial, human, and technological infrastructure that supports the conduct of research

- Enhance the community of practice (CoP) to support research planning and implementation [yr 1]
- Dedicate time for faculty support staff to provide administrative research support for research projects [yr 1]
- Strengthen the use of research infrastructure available through UCalgary including its information technology and software [yr 1-2]
- Formalize research-related agreements with MoPH [yr 1-2]
- Strengthen the role of the UCQ Research Department in the planning and conduct of research [yr 1-3]

KPIs: Number of faculty and students participating in COP research sessions; percentage of participants that report satisfaction and increased knowledge; number and type of UCalgary research supports accessed; number and types of administrative research supports provided to faculty for research; types of research supports provided to faculty by UCQ Research Department; Data Science Research Network in place; number of research ethics applications reviewed by UCQ REB.

4.1.2 Strengthen opportunities for faculty, students, and UCQ stakeholders to learn to conduct innovative research

- Deliver training that will enhance UCQ success in national and international research funding competitions [yr 1-2]
- Enhance initiatives that encourage an expanded uptake of rigorous methodologies and cross-disciplinary research by faculty, students, and UCQ stakeholders [yr 2-3]
- Increase opportunities for undergraduate and graduate students to gain research experience [yr 2-3]

KPIs: Number and type of research-related trainings; number of participants who attend research-related trainings; number and type of student research opportunities; number of students engaged in faculty research.

Goal 4.2
Enhance the impact and visibility of UCQ research on health professional education, health, and health system outcomes.

Strategic Objectives and Initiatives

4.2.1 Establish research priorities that align with UCQ's academic vision and mission and that meet the health and health service knowledge needs in Qatar

- Engage national and international partners in establishing research priorities [yr 1]
- Create a UCQ research plan that builds on UCQ strengths and emerging national and international opportunities [yr 1]

KPIs: Research plan in place with established research priorities.

4.2.2 Generate new knowledge through diverse research designs to influence practice, programs, and policy

- Engage in research with community partners that align with Qatar's National Health Strategy 2018-2022 and the Qatar National Research Fund [yr 1-3]
- Engage in collaborative research with the Ministry of Public Health (MoPH) [yr 1-3]
- Expand involvement in emerging research opportunities with the UCalgary including the Faculty of Nursing and the Taylor Institute [yr 1-3]
- Increase intervention and outcome-based research [yr 2-3]

KPIs: Number and types of research conducted by faculty; number and types of collaborative research partners and projects; types and percentage of research that is funded.

4.2.3 Increase the range of the audiences and knowledge translation strategies to influence the spread and uptake of UCQ research

- Expand workshops and tools for knowledge translation [yr 1-3]
- Collaborate with partners to develop platforms to profile UCQ research [yr 1-3]
- Monitor and report scholarly activities and peer reviewed publications [yr 1-3]
- Expand conferences that are hosted by UCQ [yr 1-3]

KPIs: Number and type of KT workshops; number and type of participants in attendance at KT workshops; number and type of research projects and research outputs; number and types of conferences hosted by UCQ; number and types of presenters and participants at UCQ conferences.

5. Institutional and Operational Effectiveness

INSTITUTIONAL AND OPERATIONAL EFFECTIVENESS

STUDENTS

UCQ aspires to be a vibrant and welcoming campus where our students, staff and faculty, and guests feel comfortable, safe, and inspired. We are committed to a continuous improvement of student learning, staff and faculty supports, educational programs, learning and working environments, and operational processes. Our relevance, reputation, and effectiveness are upheld through good stewardship.

Goal 5.1
Implement a new governance structure to support Qatar's evolving vision of nursing and nursing education.

Strategic Objectives and Initiatives

5.1.1 Transition the internal governance structure to align with the new Collaborative Agreement 2018

- Implement a governance structure and processes that align with the new Collaborative Agreement [yr 1]
- Establish a continuous improvement process for faculty to contribute to yearly strategic planning [yr 1]

KPIs: Leadership and system of governance in place; experience and academic qualifications of academic leadership; number and timing of review of strategic initiatives.

5.1.2 Formalize an institutional evaluation framework that guides the continuous improvement of programs, operations, and institutional and learner outcomes

- Build infrastructure to streamline and implement the institutional evaluation [yr 1-2]
- Evaluate the institutional evaluation framework [yr 2-3]

KPIs: Types of data retrieved and reports constructed using the institutional evaluation framework.

5.1.3 Enhance processes for the ongoing implementation, monitoring, and updating of institutional policies and procedures

- Renew processes for departmental review and renewal of UCQ policies and procedures [yr 1]
- Expand infrastructure to store and enhance faculty, staff, and student access to current UCQ policies and procedures [yr 1-2]

KPIs: Timing of review of departmental policies.

Goal 5.2
Sustain a work force with the capacity to deliver effective programs.

Strategic Objectives and Initiatives

5.2.1 Recruit high quality, diverse, and talented faculty and staff

- Make UCQ an employer of choice [yr 1]
- Develop a yearly hiring succession plan to ensure the availability of experienced and capable UCQ senior leadership, faculty, and staff [yr 1-2]
- Implement a UCQ Qatarization Plan that complements and elevates the UCQ workforce [yr 1-3]

KPIs: Number of faculty and staff, and their qualifications and positions; number and type of initiatives undertaken to attract Qatari employees; number of Qatari faculty and staff; number and type of unfilled faculty and staff positions.

5.2.2. Retain high quality, diverse, and talented faculty and staff

- Develop a human resource analytics program to support decision-making for improved operational performance [yr 1]
- Enhance orientations and workshops that build capacity and facilitate transitions to the work and living environment [yr 1-2]
- Build on UCQ's healthy work initiative that is underpinned by its institutional values [yr 1-3]
- Sustain safe, feasible, and comfortable accommodations for faculty and staff [yr 1-3]

KPIs: Types of decisions supported by human resource analytics program; new employee satisfaction and level of adaptability rates; faculty and staff satisfaction rates related to accommodations; number and type of healthy work environment initiatives; percentage of faculty and staff that report lines of communication clear and UCQ values upheld; and faculty and staff retention rates.

Goal 5.3
Revitalize facility infrastructure that supports teaching and learning, safety, sustainability, and program growth.

Strategic Objectives and Initiatives

5.3.1 Enhance processes for managing facilities and monitoring its regulations as required by Qatar

- Develop a facility lifecycle plan [yr 1]
- Update firefighting, emergency, security response systems and ISO Certification [yr 1]
- Complete priority capital improvement projects including replacement of chiller package & campus sewage system [yr 1-2]
- Enhance internal and external working, learning, and common area spaces [yr 1-3]
- Investigate the feasibility of securing a new campus to accommodate increased enrolment and new teaching and learning innovations [yr 1-3]

KPIs: Facility condition index; number and type of capital improvement projects completed; number and type of internal and external facility renovations completed; number and type of safety certifications received; feasibility study for new campus completed with recommendations.

Goal 5.4
Advance the academic and business processes of UCQ.

Strategic Objectives and Initiatives

5.4.1 Enhance and sustain information technology (IT) infrastructure to maximize the operations of UCQ

- Develop an IT lifecycle plan [yr 1]
- Implement IT infrastructure upgrades [yr 1-3]

KPIs: Number and type of information technology systems in place to support the needs of its educational programs and its administrative services and activities; number and type of IT upgrades.

5.4.2 Integrate risk management into all decision-making and business operations to minimize negative impacts and maximize opportunities

- Establish risk assessment framework and processes to be implemented by all UCQ departments [yr 1]
- Upgrade existing tender structure to reflect forthcoming institutional climate [yr 1]
- Upgrade SAGE accounting system to the latest version - 2019 to ensure financial data integrity and business continuity [yr 1]
- Implement relevant social, cultural, and professional policies and procedures of the State of Qatar Polices for protection of the institution and its people [yr 1-2]
- Implement processes to achieve zero adverse findings on yearly external and State audits [yr 1-2]
- Improve the security and stability of IT resources [yr 1-3]

KPIs: Number, type and impact of risk exposures; number, type, and impact of IT security-related

incidences; goods and services threshold; outcomes of internal and external budget audits.

5.4.3 Enhance current business processes, tools, and systems that support the judicious allocation and use of resources

- Implement processes to achieve a minimum 95% budget spending ratio [yr 1]
- Implement annual budget that meets the institutions needs and ability achieve its mission and desired goals [yr 1-3]

KPIs: Yearly cost per student; annual spending ratios.

ACKNOWLEDGEMENTS

We would like to express our gratitude to all those who participated in the development of our UCQ Strategic Plan. This was indeed a collaborative effort to ensure that UCQ delivers on the nursing needs of the State of Qatar. Some of those who participated include students, faculty, staff, community partners and various other health care providers and government ministries. Many participated in planning committees, focus groups, and interviews. Others made crucial contributions through feedback sessions on the latter stages of the Plan's iteration. We are truly grateful for the extensive work and leadership the members of the Strategic Planning Advisory Group and the Senior Leadership played in helping us through the extensive iterative process.

Strategic Planning Advisory Group

Senior Leadership

Debbie White - Dean
JoAnne MacDonald – Associate Dean (Academic)
Mohamoud Adam – Associate Dean (Teaching and Learning)
Adel Gamar – Director Strategic Initiatives and Planning
Ahmed Sanni – Director Finance
Craig Wood – Director Student Services
Ivan Giesbrecht – Director Marketing and Communications
James Cottingham – Director Facilities Management
Marilyn Harris – Director Human Resources
Wayne Hann – Director Information Technology

Administrative Assistants

Tabetha Stafford – Administrative Assistant to the Dean
Margaret Medina – Administrative Assistant to the Associate Dean (Academic)

External Consultations

Provost and Vice President Academic, University of Calgary
Dean, Faculty of Nursing, University of Calgary
Hamad Medical Corporation
Primary Health Care Corporation
Ministry of Public Health
Sidra Medicine
Ministry of Education and Higher Education

Students	Faculty and Staff	
Amal Abdulkadir	Ahmad Kareem	Heather Kirby
Aminah Omar Ahmed	Angela Waigand	Jennie Seder
Daniah Setmariam Moreno	Arlene Masaba	Jessie Johnson
Halimah Adam	Arnel Araneta	Jody Shimoda
Hanan Zadeh	Barbara Rose-Lovett	Karen Gauthier
Nazli Nasur	Carolyn Wolsey	Kathleen de Leon-Demare
Pratiwi Hasatania	Carnelle Symes	Lanie Pana
Reem Adam	Cassandra Iammarino	Mary Boyer
Reem Almutairi	Catherine Bowman	Nicole McBain
Sharifat Makinde	Chris Picken	Pamela Zielinski
	Danaiet Teame	Priya Praveen
	Donna Elliot	Shelly McNeil-Picken
	Emmanuel Ngwakonggnwi	Vahe Kehyayan
	Fadi Khraim	Valerie Banfield
	Gerlofke Nieuwenhuijs	Zakkiya Kareem
	Hanin Omar	Zohra Hasnani-Samnani