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DUHOK POLYTECHNIC UNIVERSITY

Institutional Strategic Plan for University Reform

2024-2027

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Contents

Acronyms

CDC	Career Development Centre
DPU	Duhok Polytechnic University
M&E	Monitoring and Evaluation
QAM	Quality Assurance Management
TM	Third Mission
IoHE	Internationalisation of Higher Education
BP	Bologna Process

Notes

Institutes: means that institutions those award on year diploma and /or Technical advance diploma (two years diploma)   , Levels 5& 6 of   Technical and Vocational National Qualification Framework (KR & Iraq).

Colleges: means that institutions those award four years technical Bachelor , one year higher diploma , Technical Master, and Technical Doctorate , Levels 7-10 of   Technical and Vocational National Qualification Framework (KR & Iraq).

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1 Introduction

INSTRUCTIONS: Complete the introduction with some background on the university and the objectives of the strategic planning process.

1.1 University/Higher Education Institution

Duhok Polytechnic University is a comprehensive university offering professional, career-focused programs in sciences, engineering, health ,education, and natural sciences and technology that engage students in active via applied learning, theory and research essential to the future of society, business and industry.

Objectives of the strategic planning process

The objectives of the strategic planning process are to:

- Generating the future mission and vision of the institution in a dynamic environment and changing surroundings,
- Formulating and implementing strategies to achieve organizational goals.
- Analyzing the internal and external environment setting objectives, making strategic decisions, allocating resources, and monitoring progress.
- Detailed statements of direction that indicate what all is necessary and important in an organizational strategy. Specifically, these are clear goals that the organization strives to achieve in the near future.

Methodology

The strategic plan was prepared by a special committee in the DPU presidency consisted from (13 persons): President, Vise president of the scientific affairs, Dean of three colleges, Head of three directorates (scientific research, registration, Quality assurance) Head of international relation office, Career Development Centre, Language centre) in addition to two experts in IT. Because of the shortage of time, we cannot conduct a survey for stakeholders but we get a benefit from our previous workshops with different stakeholders.

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2 University Profile

INSTRUCTIONS: Complete the university profile with information about the history of the university, from when it exists, and its vision and mission and core values.
What do you do now but feel that you need to change?

Duhok Polytechnic University (DPU) established in 2012, is one of three polytechnic universities in Kurdistan under the auspices of the (KRG) Ministry of Higher Education and Scientific Research. DPU was originally descended from the oldest institute in Duhok Governorate in 1988, with more than 21587 graduates since then. DPU was consisted of six colleges and eight institutes, after establishment of Akre university for applied sciences in July 2023, two colleges and two institutes from DPU were engaged in this new university. At present time, DPU had six campuses, five colleges (College of Technical Engineering-Duhok, Duhok Technical college, College of Health and Medical Technology-Shekhan, College of Technical Administration –Duhok, and Zakho Technical Colleges) , and six institutes (Duhok Technical Institute ,Zakho Technical Institute, Shekhan Technical Institute , Amedi Technical Institute , and Shengal Technical Institute).Total number of the staff in the university is 167 .

2.1 Vision

Be a leading university in polytechnic education, training and research, and working for the development of Kurdistan Region- Iraq

2.2 Mission

Preparing efficient technical graduates and researchers with distinct levels of knowledge and technological innovation to achieve the international standards of quality assurance in accordance with the labor market needs in public and private sectors.

2.3 Values

The core values of the university are:

Accountability

The university assumes accountability and ownership for its decisions, actions, and outcomes, demonstrating responsibility for both the manner in which tasks are executed and the tangible achievements attained.

Integrity

The University demonstrates a commitment to ethical conduct characterized by a strong adherence to moral principles to earn widespread trust, respect, and good reputation.

Student Focused

Our students constitute the central pillar of our community, and in all our endeavors, we strive to provide an exceptional learning experience.

Excellence

Striving for the utmost levels of excellence and proficiency across all academic, research, and administrative pursuits.

Respect

Extend respectful, equitable, and dignified treatment to all individuals, irrespective of their status or personal background.

Ethical Leadership

The University demonstrates ethical leadership at every level of the institution, thereby establishing a positive precedent for the entire community.

Teamwork

Diversity

Continuous Improvement

Justice

2.4 Current approach

What are your university priorities? (Are the priorities you will be formulating in this project in congruity with your university overall priorities?)

<Describe the current aims, objectives, strategy and activities of the university, including any major achievements>

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Current aim

The main aim of DPU is to be leader in the technical education in Kurdistan Region of Iraq through preparing well trained graduates fulfill with labour market needs .

University Objectives:

1- Providing technical education to people of Kurdistan Region and Iraq in general.

2- Keeping up with the latest achievements and developments in the fields of science and technology.

3- Preparing technical professionals in various fields to fulfill market needs and help achieve scientific, economic and social development goals.

4- Strengthening scientific research focusing on community needs and problems.

5- Improving work and educational environment of the university.

6- Strengthening mutual cultural and academic relations with national and international institutions.

7- Promoting postgraduate education in various technical fields.

8- Improving quality in academic programs and organizational management.

9- Increasing university visibility internationally which is the main goal of the internationalization strategy of DPU through singing MOUs and partnerships by the university president that authorized by the MHE and scientific research.

University Priorities

1. **Student Success**

Support undergraduate student retention, graduation, and first destination outcomes

2. **Research**

Increase research and development expenditures and advance interdisciplinary research communities and partnerships, among them

3.**Stewardship of Resources**

Continue to ensure faculty and staff levels are aligned with student needs and enrolment, ensure strategic spending controls, and focus to advance our greatest needs.

4. **labor market compatibility**

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Continuous collaboration and follow up the labor market needs, revise the curriculum, and education programs to be compatible with the labor market.

5. **Academic Excellence**

   Academic excellence is a debated ideal that encompasses high educational achievement and the pursuit of well-being for all individuals. It involves providing a world-class quality education, emphasizing outstanding performance for some students while improving outcomes for all.

6. **Community engagement**

   Create meaningful opportunities for lasting partnerships with local communities and regional and global organizations.

Major Achievements

DPU is relatively new (young) university, so their achievements during last 12 years may regard as major achievements as DPU is one of the public universities in KR and funded totally by the government which undergoes a financial crisis from 2014 up to time. DPU was built in 2012 form the available institutes at that time, the main achievements are:

1. Establishing Seven Colleges
2. A new University (Akre University for Applied Science) was established from DPU (mother university)
3. Extensive postgraduate studies were established in different specialties
4. DPU provide

a. Current challenges

1. High rates of student admission, (most of them has low GPAs for both under and postgraduate studies). This negatively affects educational outcomes.

2. Ineffective partnerships with labour market.

3. Constrained international reach (scarce foreign collaborations and exchange programs).

4. Lack of the state-of-the-art infrastructure, (classrooms, libraries, and research facilities).

5. The University is dispersed across multiple and distant geographical areas.

6. Shortage in faculty staff, especially those holding PhD and senior academic titles, in addition to low employee turnover.

7. Some fields of study in the University are not based on market need, and there is weak relationship between the university and alumni.

8. There are only few university-owned student dormitories.

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9. A lot of bureaucracy may be realized in administrative processes making them slow and cumbersome.

8. Up-to-date libraries (both print and digital materials) are not in place.

9. Media (social media, TV, radio, print, advertisements, etc.) is not well developed.

10. Only few scientific activities are held at departments levels.

11. Third parties are not engaged in addressing the priorities at the institutional level.

12. Lack of adequate financial allocations and limited international grants, due to limited chances of foreign collaborations and exchange programs.

13. Lack of student entertainment facilities (e.g., social activities, university TV and radio, journals, sports areas, etc.)

7.   Institutional Strategic Plan

INSTRUCTIONS: Describe the strategy for the university, including the objectives, key indicators, target groups, target areas and approach.

The DPU strategic plan selected six main gaols for the university, for each goal about 5-6 objectives were determined followed by multiple actions. Responsible divisions at the university or colleges level were highlighted, beside that the budget, the flow of the process, a chart flow, and policy instructions described, at the end the amin Key Performance Indicators has been allocated.

Goals

Goal 1: Improving Teaching and learning process through implementation of Bologna process

Goal 2: Develop Scientific Research Capabilities and Innovations for Sustainable Region Development

Goal-3-Adopting digital technologies and integrating them into various aspects of the university to enhance operations, improve services, and drive innovation.

Goal 4: Vocational Learning & Employability

Goal: Internationalization

Goal 6 : Accreditation Process

Goal 1: Improving Teaching and learning process through implementation of Bologna process

Objective 1. Implementing the Bologna Process in order for universities to be more visible and attractive at international level

Action 1 .1 Reinforcing International Cooperation for Better Attractiveness

- Establishing new agreements among the APPRAIS partners: Pisa, Oslo, Evora, and Murcia for promoting Kurdish university attractiveness at international level, through bilateral mobility activities (students and staff both academic and administrative), international credit mobility (KA107) and other cooperation projects (at least (5) new agreements with EU universities; at least 10 academic staff mobility; at least 5 administrative staff mobility; at least (10) students' mobility)

- Looking for new international partners for the same purposes of above (at least new 5 partners)

- Establishing Double Bachelor Degrees on the main pivotal topics like Physiotherapy, at least 1 DBD activated and implemented for the academic year 2025-2026

- Establishing Double Master Degrees on the main pivotal topics at least 1 DMD activated and implemented for the academic year 2025-2026

- Increasing or improving activities for PhD students (co-supervision of PhD thesis by EU and DPU ; summer schools for PhD students, joint research) ; at least 2 PhD thesis co-supervised by end of 2025; at least 5 PhD students participating in PhD activity (summer school or joint research)

Action 1.2 Capacity Building to Support the university in Implementign Bologna Process

- Creating a working group (Bologna process committee)composed of staff and students, in order to create sessions to approach the Bologna process); by early 2024 (March 2024)
- Transferring the know-how and skills to university staff (faculties, colleges, departments) through cascade training and internal capacity building based on the ToT of APPRAIS in March/April 2024: at least 50 new people are trained by July 2024.
- Transferring the know-how and skills to other universities staff through cascade training and internal capacity building based on the ToT of APPRAIS at least 75 new people are trained by December 2024.
- Organising workshops, seminars and dissemination events at local and national level to maximise the visibility of Kurdish university system (at least 2 events per year with 50 people)

Objective 2. Quality Assurance mechanisms for teaching, but also For Research and Third Mission

Action 2.1 Unified System for Monitoring and Quality Control

- Use of the APPRAIS software on QAM in research,third mission and students'services (starting of using the software by January 2024 as the first phase of implementing the software; followed by training the personnel that will be using it and then a second phase of actual use of the software, by March 2024)
- Adoption of the handbook , DPU may adopt the quality assurance handbook defined by the WP4 of APPRAIS project (by June 2024)

Action 2.2: ESG (European Standards and Guidelines) adoption

- Implementation of the ESG for internal quality assurance as part of TVET2 program for all colleges and instites in the university through introducing the ESG regulations to the university staff (by training, workshops and seminars.): - Academic Units - Administration Units (organising at least 3 workshop about ESG per year, with at least 75 people: 50 academic staff and 25 administrative) .

Objective 3: Adopting measures to improve students' employability

ACTION 3.1: Information and Awareness Campaign

- Promote internal debates in the faculties with students and faculty members about the importance of implementing Bologna process for a better employability of graduates by organising a series of workshop and informative meetings ((4) per years, (Two) per semester, by end of 2024)

ACTION3. 2: Opening/Improving Career Centre

- Definition of mandate and function (by March 2024)

- Definition of basic activities: Career Guidance: Orientation interview – (Definition of ambitions   and goals starting from soft and hard skills); by September 2024

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- Resume VS Curriculum Vitae (CV - Writing the resume – Writing the cover letter - Upload Cv) By May 2024.

- Statistical study and reports about professional insertion of graduates into labour market; follow up of graduates and students during the university and after (by end 2024)

ACTION3. 3: Database of Companies & Career Day

- Mapping companies needs: Business sector, number of employees, recruiting needs (by June 2024)

- Create physical and online locations where the companies can advertise to the students their needs and where it would be possible to match companies' needs and graduates profiles (by September 2024)

- Organising events for each graduation session in order to inform companies about new graduates (2 events per year, one per semester, by end of 2024)

- Events – Campus Recruiting (Career Day – Recruiting Day): Employer branding (organising 1 Career Day by end of 2024)

- Students and fresh graduates meet companies (speed dating) by early 2025

 ACTION 3.4 : Agreement & Internship

- Signing agreement with companies at local, regional and international level (signing at least 10 agreements with 10 local or international companies by early 2025)

- Integrating internship into the curricula and academic offer: from 3 to 6 months internship in a company (as part of credits recognition) to start after the Bachelor or Master course (at least 15 students at the beginning have completed for the 1 year piloting, the internship from 3 to 6 months) by end of 2025. The internship conditions will be regulated according to the kind of study program.

Objective 4: Students centered learning and innovative pedagogical techniques

ACTION 4.1 Promoting Innovative Teaching Approaches

- Raise awareness internally at the institutions on modern teaching practices and approaches, involving the staff at the Education / Pedagogy faculties.

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- Organize workshops for academic staff (who didn't train on the new pedagogical methods) to learn new methods and pilot them (at least 2 workshops by early 2025)

- Create occasions of dialogue with internal (students, staff) and external (private companies, research centers, local authorities) stakeholders to present the university programs and jointly design measures for the inclusion of innovative elements into the degrees.(relate to objective 1 and objective 2)

ACTON 4.2 Changing the Focus of Instructions

- Define courses in terms of learning outcomes to highlight all the competences students will acquire (including both hard and soft skills) by June 2024;

- Include in courses activities where the students are proactive and not merely reactive (involving them in research processes, asking them to do group works, involving students in contests and challenges, etc). by September 2024 for the next academic year 2024-2025

- Embed in courses innovative methods such as Virtual Collaborative Learning (by end of 2024)

- Involve students representatives in the definition and adaptation of programs over the medium-term.(relate to objective 1) - by early 2025

Responsible division(s)

The responsible division for implement all objectives and actions of this goal are: International Relations Office, Quality assurance Directorate / curriculum and Programs, Bologna process implementation committee, Career Development Center (CDC), Pedagogy center , authorized departments in each college and institute at DPU.

Resources (budget, process, policy)
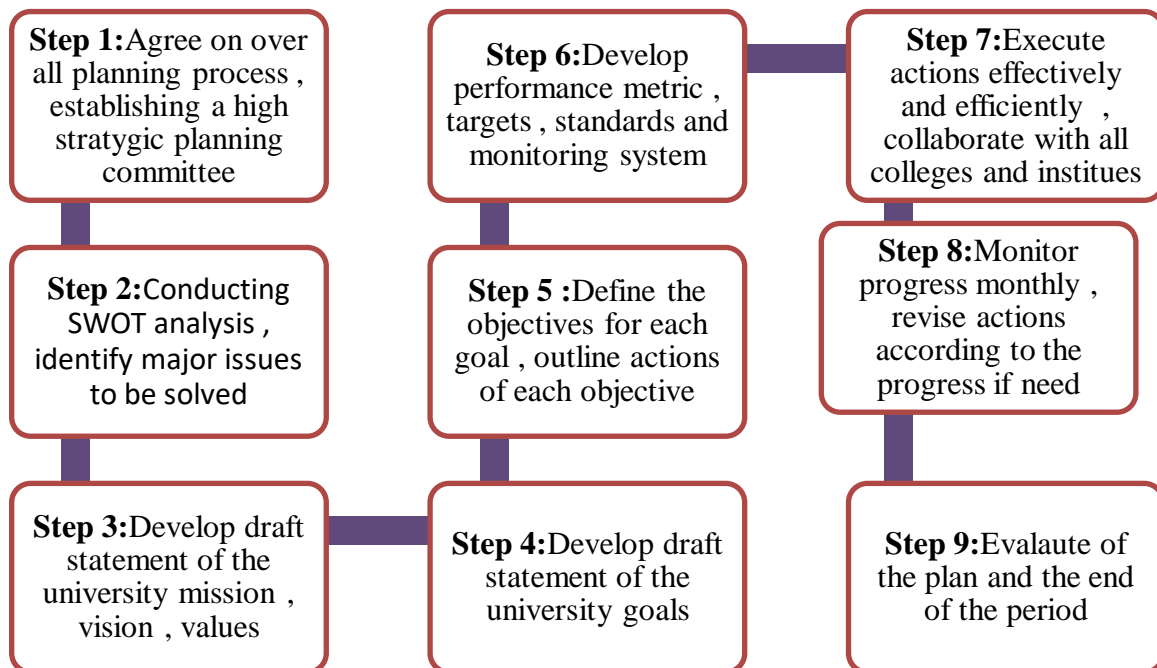
Budget:

The Budget and funds can not be estimated or allocated as there is financial crisis and currency exchange rates are not fixed. The budget needed for each action will depend on the budget that allocated by the government (Ministry of Finance and Ministry of Higher Education and Scientific Research). For staff /students' mobility or international internship the university may

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obtains fund from other university partners or organizations International (UNISCO) or NGOs (DAAD). The estimated budget for costs of conducting different workshop, training courses, workshop, internship, staff /students' mobility at local, national, and international level.

Process Flow chart :

Step 1: Agree on over all planning process , establishing a high stratygic planning committee

Step 2: Conducting SWOT analysis , identify major issues to be solved

Step 3: Develop draft statement of the university mission , vision , values

Step 6: Develop performance metric , targets , standards and monitoring system

Step 5 : Define the objectives for each goal , outline actions of each objective

Step 4: Develop draft statement of the university goals

Step 7: Execute actions effectively and efficiently , collaborate with all colleges and instiues

Step 8: Monitor progress monthly , revise actions according to the progress if need

Step 9: Evalaute of the plan and the end of the period

Policy Instructions:

1. Transparent and consistent communication amongst all divisions concerned.
2. Based on real-time data, strategies are continuously improved through iteration.
3. Prioritise students' employability above all else and ensure alignment with the local and global employment market.

2.5 Key performance indicators

University KPIs are the tools that many universities use to measure their success and progress towards their goals. University KPIs and metrics will help these education institutions direct their policy formulation and target setting.

Achievement of the objectives will be measured using the following key performance indicators:

1. No. of staff/student mobility within one year
2. No. of Double Degree programs (Bachelor & Master) within one year
3. No. of Co supervision of PhD students
4. No. of workshops for capacity building of the university staff on BP implementation within one year, and No. of participated staff per each institution.
5. No. of cascade training courses and internal capacity building for the university staff within one year, and No. of participated staff per each institution
6. No. of cascade training courses and internal capacity building for the staff of the local universities within one year, and No. of participated staff per each institution
7. Percentage of the staff and units that used software on QAM in research, third mission and students'services and started from the baseline to 25% every year
8. No. of the workshop on the Implementation of the ESG for internal quality assurance within one year and the acadedmic staff participated
9. No. of internal debates with students and faculty members about the importance of implementing Bologna process per year
10. Percentage of students are able to write their CV per each institution and each semester
11. Number of events organized for organized sessions per year, and number of companies attended the sessions`
12. No. of agreements signed with companies at the local, regional, and international levela per year
13. No. of integrated internship per year after Bachelor and Master courses per year
14. No. of workshops for academic staff to learn new methods (who not trained on the current Pedagogical methods) per year.
15. Percentage of students representatives involved in the definition and adaptation of programs over the medium-term to reach 100% at the end of each academic year.

Goal 2: Develop Scientific Research Capabilities and Innovations for Sustainable Region Development

Objective 1. Enhance the university research profile and impact.

Action 1 .1 Increase the number and quality of publication in well-known journals and conferences

Action 1 .2 Conducting international conferences with well-known institutes and universities.

Action 1 .3 Form partnerships and networks with respectable academic institutions, organizations, publishers, or/and industries.

Action 1.4 Attempt to issue university journals, either local or international.

Objective 2. Increase/enhance, manage, and structure external and internal stakeholder relations and particularly for research funding.

Action 2.1 Coordination with public and private sector institutions to diagnose fundamental problems.

Action 2.1 Diversify funding sources by seeking grants.

Objective 3: Develop research and innovation in KRG priority fields

Action 3.1 Coordination with public and private sector institutions to diagnose fundamental problems.

Action 3.2 Organizing workshops and symposium with Governmental organization to allocate research priorities

Objective 4: Continuous development of the capabilities and skills of academics and researchers 4.1 **Action 4.**1 Conducting workshops for all academic in improving research skills

Action 4.2 Organizing local research seminars and Invite speakers to enhance researchers' skills and capabilities.

Action 4.3 Forming research teams.

Objective 4: Maximize the impact and international recognition of DPU research

Action 5.1 Arranging partnership with respectable international institutions, procedures are devised.

Action 5.2 strengthen connections and partnerships with famous research institutions, organizations, publishers, and/or industries by conducting industrial research projects

Responsible division(s)

The responsible division for implement all objectives and actions of this goal are:

- VP for academic affairs

- Research Center Director

- Deans

- Academic affairs

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Resources (budget, process, policy)

Budget:

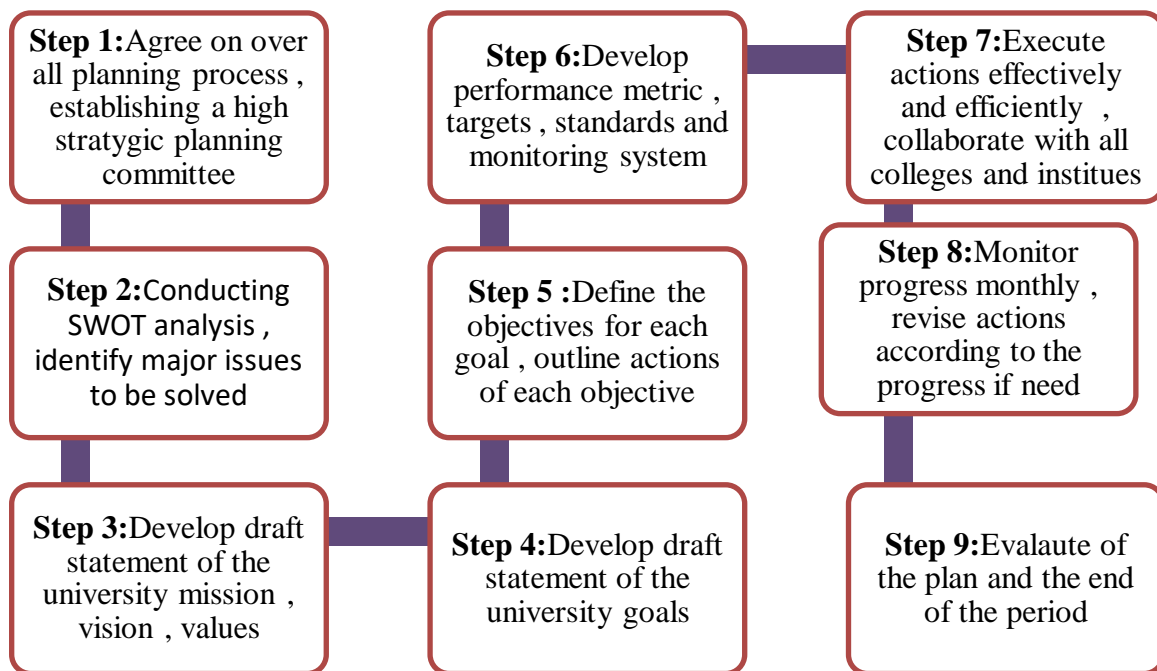The Budget and funds can not be estimated or allocated as there is financial crisis and currency exchange rates are not fixed. The budget needed for each action will depend on the budget that allocated by the government (Ministry of Finance and Ministry of Higher Education and Scientific Research).

Action 2, 3 and even 5 will provide some funds and support for the research if the gov. and private sectors collaborate with university.

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The estimated budget for costs of conducting conferences, different workshop, training courses, workshop, at local, national, and international level should be provided from the university budget.

Process Flow chart :

Step 1: Agree on over all planning process , establishing a high stratygic planning committee

Step 2: Conducting SWOT analysis , identify major issues to be solved

Step 3: Develop draft statement of the university mission , vision , values

Step 4: Develop draft statement of the university goals

Step 5 : Define the objectives for each goal , outline actions of each objective

Step 6: Develop performance metric , targets , standards and monitoring system

Step 7: Execute actions effectively and efficiently , collaborate with all colleges and institues

Step 8: Monitor progress monthly , revise actions according to the progress if need

Step 9: Evalaute of the plan and the end of the period

Policy Instructions:

4. Transparent and consistent communication amongst all divisions concerned.
5. Based on real-time data, strategies are continuously improved through iteration.
6. Prioritise students' employability above all else and ensure alignment with the local and global employment market.

2.6   Key performance indicators

University KPIs are the tools that many universities use to measure their success and progress towards their goals. University KPIs and metrics will help these education institutions direct their policy formulation and target setting.

Achievement of the objectives will be measured using the following key performance indicators:

1. No. of conferences held.
2. No. of research workshop held.
3. No. of journals issued.
4. Number of research MoU signed.
5. No. of research collaborative projects signed with other institutes.
6. No. of publications.
7. No. of Scopus papers published every year.
8. The IF reached every year.
9. No. of research teams.
10. No. of partnership with famous institutes achieved.
11. Google scholar achieved.
12. No. of citation.
13. No. of active researchers.
14. No. of research seminars achieved.
15. No. of grants and funds.
16. No. of prices or awards in research.

Goal-3-Adopting digital technologies and integrating them into various aspects of the university to enhance operations, improve services, and drive innovation.

- **Objectives**
1. **Digital Resources: Providing study programme modules, digital textbooks, research materials, and online libraries for easy access to information. In addition, Promoting online research collaboration and access to research databases and tools.**
   - **Actions**
     i. Encourage faculty to design digital courses and learning materials. Provide training and incentives for educators to adapt to digital teaching methods.
     ii. Ensure that digital resources and platforms are accessible to all students, including those with disabilities.
     iii. Promote the use of digital collaboration tools for research, group projects, and faculty collaboration.

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    iv. Collaborate with technology companies, educational institutions, and government agencies to leverage expertise and resources for digitalization.

2. Learning Management Systems (LMS): Implementing LMS platforms to manage course content, assignments, grading, and communication.
   - **Actions**
     i. Implement a robust LMS platform (i.e., Moodle) as a blended learning system in DPU to manage course content, assignments, and communication between students and faculty.

3. Digital Self_Assessments: Conducting self_assessments online, including automated grading for multiple-choice questions to improve students' performance regarding the exam questions before conducting the real exams.
   - **Actions:**
     i. Integrate online self_assessment tools to conduct self_exams and self_assignments digitally.

4. Administrative Efficiency: Streamlining administrative tasks like admissions, registration, grads, CAD and financial aid through digital systems.
   - **Actions:**
     i. Offer training programs to help students and faculty become proficient in digital tools and technologies. Provide ongoing support and resources.
     ii. Continuously assess the effectiveness of digitalization efforts and gather feedback from students and faculty for improvements.

5. Data Analytics and Protection: Using data to track student progress, identify areas of improvement, personalize learning experiences, and track alumni, Also, the security and privacy require protecting of sensitive data and ensure the security of digital systems.
   - **Actions:**
     i. Keep the university community informed about digitalization initiatives and provide clear channels for feedback and questions.
     ii. Invest in cybersecurity measures to protect sensitive data and ensure the security of digital systems.

- **Responsible division(s)**

The following divisions will be involved in the strategic plan preparation:

1. ICT Center: Developing, upgrading, and maintaining digital systems.

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2. Quality Assurance & Research Center: Supervising staff and students regarding the learning outcomes, curricular standards, and collaborative research efforts.
3. Scientific Departments: Managing study programmes, classes, student orientations, cultural programming, and guaranteeing student welfare.
4. Student Affairs Center: Responsible for admission, registration, and graduation processes.
5. Career Development Center: Responsible for tracking alumni and for offering jobs throw engagements with privet sectors.

- **Resources (budget, process, policy)**

1- Budget: Computer-based systems (i.e., Digital Systems) will be allocated 2 percent of DPU's annual institutional budget. Additionally, efforts to raise third-party finance will be strengthened, with an annual rise of 5 percent as the target.
2- Process: Beginning with the proposal of E-Campus structure, followed by elective of professional local IT technicians to develop, evaluate, and update all the proposed systems, and finally getting feedback from faculty, students and stockholders.
3- Policy Instructions: Digital system policies typically encompass a set of guidelines, rules, and regulations governing the use of technology and digital resources within a university.

- **Key performance indicators**

Achievement of the objectives will be measured using the following key performance indicators:

1. Digital resources indicators refer to metrics or measurements used to assess the performance, utilization, and effectiveness of digital resources within a university. These metrics are usage, accessibility, performance, engagement, content quality, security, cost and resource utilization, user feedback and surveys, compliance, and availability and uptime.
2. Learning Management System (LMS) indicators are metrics and key performance indicators (KPIs) used to evaluate the effectiveness, usage, and impact of an educational institution's LMS platform. These indicators are Course Enrolment and Completion, User Engagement, Content Utilization, Assessment and Progress, User Feedback and Surveys, and Learning Analytics.
3. Students' self-assessment tools indicators refer to metrics as basic digital skills, internet skills, usage, adaptability and continuous learning, and feedback and surveys.
4. Administrative efficiency is crucial for effective operations and resource management. Here are some key indicators that can be used to assess administrative efficiency: Paperless

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Initiatives, Administrative Technology, Enrolment and Registration, Admissions Processing, Financial Aid and Scholarships, Course Scheduling and Availability, Academic Advising, Human Resources and Payroll, Billing and Fee Payments, Research Grant Administration, and IT Support and Infrastructure.

5. Research and collaboration indicators are Research Outputs, Research Funding, Research Impact, Collaboration Networks, Publication Quality, Collaborative Project Outcomes, and Stakeholder Engagement.

6. Data analytics indicators are Data Quality, Data Collection and Integration, Data Storage and Management, Data Processing and Analysis, Data Visualization, Data Governance and Security, Predictive and Prescriptive Analytics, and Data-Driven Decision-Making.

7. Cybersecurity indicators are metrics and key performance indicators (KPIs) used to assess the effectiveness and state of an organization's cybersecurity measures. These metrics are Incident Detection and Response, Threat Intelligence, Vulnerability Management, Access Control and Identity Management, Cybersecurity Audits and Compliance, Security Awareness and Training, and User Authentication and Authorization.

Goal 4: Vocational Learning & Employability

1. Objectives & Actions

Within five years, the university aims to achieve the following objectives with the suggested action (s):

1. Strengthen internship and placement ties with local and international companies and NGOs. This objective could be achieved through the following actions:
- Organise biannual roundtable conversations (i.e., Industry Advisory Board) with industry executives to comprehend their requirements and expectations.
2. Introduce at least two new vocational training programs (new degrees) linked with the industries with the highest demand on the job market. This objective could be achieved through the following actions:
- Conduct a comprehensive market analysis (i.e., labour market assessment) and receive direct feedback from IAB on the latest market needs to establish the most in-demand occupational skills and design curricula accordingly.
3. Launch university-wide workshops, seminars, and training programs on employment skills for students. This objective could be achieved through the following actions:

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- CDC Center and in Partnership with experts and trainers (i.e., the Vocational Training Directorate) to provide workshops on CV writing, interviewing techniques, and industry-specific training.
4. Establish a robust industry advisory board for continuous engagement with the industry. This objective could be achieved through the following actions:
- Recruit a dedicated staff for the industry advisory board and establish frequent communication routes.
5. Upgrade the facilities and equipment for vocational training to train students using the most recent technology. This objective could be achieved through the following actions:
- Allocate funds to acquire and upkeep cutting-edge training equipment in vocational labs.
6. Try to cancel the summer training with government institutions and replace it with private sectors. This objective could be achieved through the following actions:
- CDC Center coordinate with city-based institutions and companies that are professional in their fields to provide a hands-on environment for students to complete summer training.
7. Training center network: establishment of a stable network of vocational training centres anchored in the network of employment offices. This objective could be achieved through the following actions:
- Establishing multidisciplinary teams comprised of all professionals involved in vocational education, with defined responsibilities, a teamwork mentality, and close cooperation with other services.
- Create the required infrastructure, create appropriate courses, and cultivate industry collaborations to create real-world opportunities. Implement training gradually, with regular feedback, to ensure alignment with job requirements.
8. Cooperation: developing stable mechanisms and forms of cooperation with and between training providers, particularly in the NGO community, to ensure compatibility between their training offers and labour market demand and promote a coherent structure for quality and recognition of qualifications. This objective could be achieved through the following actions:
- Locate and map non-profit training providers; organise workshops to standardise training standards and curricula. Establish universal training standards and collaborate with authorities to create a consistent certification process. Employer input should be used to refine and improve training modules continuously.
9. Capacity-building: creating a stable structure of employment office staff dealing with vocational training issues, including capacity building of all vocational service staff: regional vocational training coordinators, local training and vocational guidance advisors. This objective could be achieved through the following actions:

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- To strengthen the vocational training framework at Duhok Polytechnic University (DPU), it is crucial to partner with the Directorate of Labour in Duhok and conduct a comprehensive needs assessment. Establishing different responsibilities would pave the way for a cooperatively produced, specialised training program complemented by external vocational partners' perspectives. Importantly, vacancies will be announced regularly to students and alums to create a bridge between training and real-world opportunities. This comprehensive plan will be supported by continuing feedback channels, performance evaluations, and appropriate acknowledgement of employee efforts to ensure sustainable growth and relevancy.

3. Responsible Divisions

The following divisions will involve in the strategic plan preparation:

1. Career Development Center (CDC): Organise training programmes, workshops, and seminars. Moreover, the CDC will connect the university with industry partners, hosts roundtables, and guarantees continual collaboration.
2. Quality Assurance Directorate (Curriculum Development Division): Responsible for modifying and introducing new programs for vocational training.
3. Industry Advisory Board: Newly established dedicated team to foster relationships with industries.
4. Engineering and Projects Directorate: Oversee the upgrade and maintenance of vocational training facilities (e.g., labs and workshops).
5. Vice President for Scientific Affairs, Deans, Head of Departments, Laboratory Administrators in all disciplines and Technical Staff.

4. Resources (budget, process, policy)

Following are the estimated costs from what is needed in the strategic plan preparation, the flow of the process, and policy instructions:

Budget:

An estimated funds (A percentage of funds allocated from the University budget) for the first year. This includes costs for establishing new programmes, purchasing equipment and tools for workshops and labs, and conducting seminars, workshops and training programmes.

Process Flow:

1. Analyse labour market and industry requirements.
2. Collaborate with divisions to carry out actions.
3. Allocate the budget accordingly.
4. Execute actions effectively and efficiently.
5. Continuously monitor and evaluate progress.

Policy Instructions:

1. Transparent and consistent communication amongst all divisions concerned.
2. Based on real-time data, strategies are continuously improved through iteration.
3. Prioritise students' employability above all else and ensure alignment with the local and global employment market.

5. Key Performance Indicators

Achievement of the objectives will be measured using the following key performance indicators:

1. Number of students placed in internships or full-time employment within six months of graduation.
2. The number of newly introduced vocational training programs and their enrolment rate.
3. Evaluations of employability skills workshops, seminars, and training programs based on participant feedback.
4. The frequency and quality of engagements that the industry advisory board facilitates.
5. The availability and rate of utilisation of modernised vocational training facilities and equipment.

- **Goal 5: Internationalization.**

  Objectives

1. Enhanced Global Presence: By extending the partner network to at least five additional top tier international universities, DPU may better position itself on the world stage.

   - **Action:**

   Engage in Active Partnership Building: Through conducting a global outreach and networking events to establish partnerships with prospective partner universities.

2. Teaching Staff Mobility: For the first year, five academic staff and then raise to reach ten staff after five years.

   Action:
   Staff Training Programs: Develop staff capacity by participation in training programs that equip employees with the necessary skills and knowledge required for international cooperation.

3. Student Mobility: For the first and second years, starting from five students and then in the following few years, to no less than ten students participate in overseas exchange programs.

   - **Action:**

   Student Orientation & Cultural Programs: Launch orientation and cultural assimilation activities to acclimate students to their new environment and to welcome international students to university.

4. International Research Collaboration: Boost international research cooperation with a goal of a 10% increase in publications done in conjunction with overseas researchers.

   - **Action:**

   Research Outreach & Collaboration Platforms: Create online communities and host yearly conferences to bring DPU scholars together with colleagues worldwide.

5. International Internship & Summer Training: A number of least five students of the whole student body participate in summer training programs and internships abroad, including Micro-Internship.

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- **Action:**

  Internship and Training Engagement: Engage in proactive outreach to overseas businesses and universities to identify student summer training options.

6. Postgraduate Scholarships: Offering one seat for a Master's Degree and one seat for a PhD as a scholarship, fully funded by the university.

   - **Action:**

   The University Council decides the admission criteria and field of postgraduate scholarship (i.e., study programme).

- **Responsible division(s)**

The following divisions will be involved in the strategic plan preparation:

6. International Relations Office (IRO): Establishing and maintaining international ties and collaborations.
7. Quality Assurance & Research Center: Supervising staff and student exchange programs, curricular standards, and collaborative research efforts.
8. Student Affairs Division: Managing international student orientations, cultural programming, and guaranteeing student welfare.
9. Career Development Center: Responsible for establishing relationships with foreign corporations and institutions to facilitate internships and summer training opportunities for students and ensure that students are prepared for such engagements.

- **Resources (budget, process, policy)**

1. Budget: International activities will be allocated 5 per cent of DPU's annual institutional budget. Additionally, efforts to raise third-party finance will be strengthened, with an annual rise of 10 per cent as the target.
2. Process Flow Chart: Beginning with the identification of prospective partners, followed by negotiations and memorandum of understanding (MOU) signings, program implementation, and finally evaluation and feedback.
3. Policy Instructions: Any relationship or collaboration formed must be consistent with the vision and mission of DPU. All DPU student and staff activities should prioritise their welfare, safety, and development. Transparency and constant communication between departments are essential.

- **Key performance indicators**

Achievement of the objectives will be measured using the following key performance indicators:

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1. Number of New International Partnerships: Compared to the previous year, a noticeable increase is seen in cooperation.
2. Staff Exchange Growth Rate: A quantifiable increase in the number of employees participating in foreign exchanges.
3. Student International Mobility Rate: Monitor the number of students enrolled in overseas exchange programs.
4. Joint Research Publications: number of publications published in collaboration with foreign partners.
5. Internship & Training Placement Rate: The percentage of students placed in international internships and summer training programs is increasing.
6. The follow-up committee will report the success rate of the postgraduate study procedures.

Goal 6 : Accreditation Process

"To ensure the quality assurance of the university's academic programs, a comprehensive assessment is conducted across its faculties and institutes. This assessment aims to ascertain the compliance of the implemented academic programs with specific global standards and their suitability for the awarded degree level in accordance with these standards. All related procedures are documented electronically and in print."

Objective 1. Adopting academic accreditation standards for educational programs based on the faculties' and institutes' specializations

Action 1 .1 Reinforcing International Cooperation for Better Attractiveness

Action 1 .2 Establishing an Academic Accreditation Team

Action 1 . 3 Coordinating with accrediting bodies to determine accreditation requirements.

Action 1 . 4 Conducting a survey study to assess the current status of colleges' readiness to obtain accreditation

Action 1 .5 Preparing a report on the current state of affairs and identifying gaps

Action 1 . 6 Developing a plan for enhancing each of the academic accreditation standards

Action 1 . 7 Providing the financial allocations required by the organizations that grant academic accreditation.

Action 1.2 Capacity Building to Support the university in Implementign Bologna Process

- Creating a working group (Bologna process committee)composed of staff and students, in order to create sessions to approach the Bologna process); by early 2024 (March 2024)
- Transferring the know-how and skills to university staff (faculties, colleges, departments) through cascade training and internal capacity building based on the ToT of APPRAIS in March/April 2024: at least 50 new people are trained by July 2024.
- Transferring the know-how and skills to other universities staff through cascade training and internal capacity building based on the ToT of APPRAIS at least 75 new people are trained by December 2024.
- Organising workshops, seminars and dissemination events at local and national level to maximise the visibility of Kurdish university system (at least 2 events per year with 50 people)

Objective 2. Promoting a culture of awareness regarding the significance of academic accreditation for educational programs

Action 2.1 Conducting training courses, seminars, workshops, and producing booklets to disseminate the culture of academic accreditation for academic programs and to raise awareness among faculty and students

Action 2.2 Establishing an incentive reward system

Action 2.3 Mitigating resistance to change

Action 2.4 Utilizing university media to support the university's efforts in obtaining accreditation

Objective 3: Further developing and improving academic curricula

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Action 3.1: Establishing committees for the selection of textbooks and supplementary materials to meet global quality standards

Action 3.2 : Reviewing international curricula and conducting benchmark comparisons with them

Action 3.3: Introducing academic programs for students that align with the demands of the labor market

Action 3.4 : Developing joint collaborative academic programs with local and regional universities

Action 3.5 : Publishing the curriculum on electronic platforms, making accessible, and activating electronic course materials

Action 3.6: Regular assessment and ongoing monitoring of academic programs

Objective 4: Enhancing the academic performance of faculty members

Action 4.1 Improving teaching methods

Action 4.2 Training faculty members on modern assessment systems and implementing educational outcomes measurement

Action 4.3 Establishing the central library and enhancing the university libraries, including the digital library

Action 4.4 Analyzing the training needs of faculty members

Action 4.5 Involving the teaching staff in specialized English language courses

Action 4.6 Setting documented and accredited criteria and indicators for assessing the academic performance of faculty members, encompassing their achievements in teaching, research, and community service

Action 4.7 Implementing corrective measures to monitor the performance of faculty members and staff

Objective 5 : Infrastructure Development

Action 5.1: Construction of state-of-the-art laboratories and modern classrooms

Action 5.2: Implementing modern information and communication technology.

Action 5.3: Implementing blended learning

Action 5.4: Providing the necessary support to encourage university faculties and institutes to take the necessary steps to seek accreditation

Action 5.5: Preparing regular progress reports and submitting them to the relevant authorities

Objective 6: Assessments and Accreditation obtaining

Action 6.1: Preparing the Self-Assessment Report

Action 6.2: Identifying the gap and implementing appropriate remedies

Action 6.3: Engaging with accrediting bodies to monitor progress

Action 6.4: Paying membership fees to international accreditation organizations

Action 6.5: Preparing a report on obtaining accreditation within a specified time frame

Responsible division(s)

The responsible division for implement all objectives and actions of this goal are: University President, The Academic Accreditation Team and the Quality Assurance Department within the colleges and institutes, Deaneries of Faculties and Institutes , University media, Academic Departments and QA Departments, Pedagogy center , Directorate of engineering and projects , IT Directorate

Resources (budget, process, policy)

Budget:

The Budget and funds can not be estimated or allocated as there is financial crisis and currency exchange rates are not fixed. The budget needed for each action will depend on the budget that allocated by the government (Ministry of Finance and Ministry of Higher Education and Scientific Research

Policy Instructions:

7. Transparent and consistent communication amongst all divisions concerned.
8. Based on real-time data, strategies are continuously improved through iteration.
9. Prioritise students' employability above all else and ensure alignment with the local and global employment market.

2.7 Key performance indicators

University KPIs are the tools that many universities use to measure their success and progress towards their goals. University KPIs and metrics will help these education institutions direct their policy formulation and target setting.

Achievement of the objectives will be measured using the following key performance indicators:

16. No. of scientific programs has been accredited within one year
17. No. of colleges or institutes has been accredited
18. No . of annual assessments of the departments and institutions
19. Percentage of the achieved parts of the accreditation process for the university as a whole

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Annexes

INSTRUCTIONS: Add any necessary annexes. This could include a log frame, SWOT analysis, workplan, monitoring and evaluation table, etc.

A. Strategic plan Committee

مكتب رئيس الجامعة

نڤیسینگەها سەروكێ زانكوێ

Kurdistan Regional Government
Council of Ministers
Ministry of Higher Education & Scientific Research, Duhok Polytechnic University,
University president office

No:

Date:

ژمارە: 221

رێکەفت: 13 / 9 / 2023 زایینی

/ / 2723 کوردی

فەرمانا زانکوێ

لپەی دەستهەلاتا مە هەی بریار هاتە دان لسەر:

-   پێک ئینانا لیژنا (دانانا پلانا ئیستیراتیجی یا زانکوێ) ب سەروکاتیا و ئەندامەتیا بەرێزێن ناڤ و جهێ کاری و ناسناڤێ زانستی و
    ئەرکێ وان ب لیستا هەڤپێچ فە دیارکری :

هەڤپێچ:

-   لیستا ناڤا

پ.د. نـــاری عـــــادل
سەروکا زانکوێ

ڤێتەیەک بوو:
•   نڤیسینگەها سەروکێ زانکوێ/ بو زانین دگەل رێزگرتنێ.
•   نڤیسینگەها هاریکاری سەروکێ زانکوێ بو کاروبارێن کارگێری و دارای ب وەکالەتا/ بو زانین دگەل رێزگرتنێ
•   نڤیسینگەها هاریکاری سەروکێ زانکوێ بو کاروبارێن ڤینابیان ب وەکالەت/ بو زانین دگەل رێزگرتنێ
•   نڤیسینگەها هاریکاری سەروکێ زانکوێ بو کاروبارێن زانستی/ بو زانین دگەل رێزگرتنێ
•   رێکەبەری سەنتەری توئژینێت زانستی/ بو زانین دگەل رێزگرتنێ
•   سەروک و ئەندامێن لیژنێ.
•   هڤیا دووسیا.

Prjin

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// لیستا ناڤێن لیژنا (دانانا پلانا ئیستیراتیجی یا زانکویێ)//

ئەرك	جهێ كارى	ناڤێ سێ قولی	ز
سەروكا لیژنێ	سەروكا زانكویێ	پ.د. ئاری عادل عبدالقادر	1
ئەندام	ه.سەروكێ زانكویێ بۆ كاروبارێن كارگێری و دارایی	پ.ه.د. صلاح عبدال عزو	2
رێكخەر	راگری كولیژا تەكنیكی تەندروستی و پزیشكی شیخان	پ.ه.د. مسعود عبدالكریم عبدالرحمن	3
ئەندام	راگری پەیمانگەها تەكنیكی كارگێری دهوك	پ. د. هادی خلیل اسماعیل	4
ئەندام	راگری كولیژا تەكنیكی كارگێری دهوك	پ.د. اری محمد علی	5
ئەندام	ر.م.ر. و سەنتەرێ قوتابیان	پ.د. صبحی رفیق محمد	6
ئەندام	سەنتەرێ توێژینێت زانستی	پ.د. صدیق یوسف امین	7
ئەندام	رێفەبەرێ تومارا گشتی	پ.ه.د. نوزت صادق احمد	8
ئەندام	بەرپرسێ هوبا پروگرامێن خواندنێ	پ.ه.م. هیوا مجید محی الدین	9
ئەندام	رێفەبەرێ رێفەبەریا پەیوەندیێت نێڤدەولەتی	د. شیروان مصطفی سیف الدین	10
ئەندام	رێفەبەرێ سەنتەرێ زمان	د. نزار محمد توفیق	11
ئەندام	كولیژا تەكنیكی كارگێری دهوك	د.اراز رجب ابراهیم	12
ئەندام	ر.سەنتەرێ گەشەپێدانا كاری	م. پیوار سلیمان حاجی	13

B-SWOT Analysis chart

< **Duhok Polytechnic University -SWOT analysis**

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	Strengths	Weaknesses
Internal Factors	1. DPU offer a wide range of undergraduate and postgraduate programs. 2. There are feasible research projects and where students are involved 3. The University has several centers that enables it to be independent (like Pedagogy Center, Language Center, Career Development Center). Such centers are vital for strengthening its relation with the wider community and external community. 4. Curricula are regularly updated and made available. The university adopts a modern learning system (Bologna process). 5. Ethical and scientific values are maintained throughout the university on various levels.	1. High rates of student admission, (most of them has low GPAs for both under and postgraduate studies). This negatively affects educational outcomes. 2. Ineffective partnerships with labor market. 3. Constrained international reach (scarce foreign collaborations and exchange programs). 4. Lack of the state-of-the-art infrastructure, (classrooms, libraries, and research facilities). 5. The University is dispersed across multiple and distant geographical areas. 6. Shortage in faculty staff, especially those holding PhD and senior academic titles, in addition to low employee turnover. 7. Some fields of study in the University are not based on market need, and there is weak relationship between the university and alumni. 8. There are only few university-owned student dormitories. 9. A lot of bureaucracy may be realized in administrative processes making them slow and cumbersome. 12. Up-to-date libraries (both print and digital materials) are not in place. 13. Media (social media, TV, radio, print, advertisements, etc.) is not well developed.

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		14. Only few scientific activities are held at departments levels. 15. Third parties are not engaged in addressing the priorities at the institutional level. 12. Lack of adequate financial allocations and limited international grants, due to limited chances of foreign collaborations and exchange programs. 13. Lack of student entertainment facilities (e.g., social activities, university TV and radio, journals, sports areas, etc.)
External Factors	**Opportunities** 1. There are regional and global trends toward prioritizing professional vocational programs. 2. Holding conferences in coordination with regional and global universities 3. Benefiting from benchmarking with accredited (reputable) universities to develop the university and obtain a certificate of accreditation. 4. The possibility of communicating with the private sector to provide job opportunities for university graduates. 5. The University can create short-term certification programs that are customized to satisfy the needs of the Iraqi labor markets. 6. There exists an opportunity for alumni to make a greater contribution towards shaping the future trajectory of the University. 7. Applying scientific research and modifying training programs in such a way that better serve and develop society.	**Threats** 1. Political Instability in the area. 2. Financial Crisis and economy Instability. 3. There are no considerable chances of employment for university graduates at both private and public sectors. 4. Rules, regulations and policies at the ministry level keep changing swiftly, contributing to a confusion, and inconsistency when implementing them on the ground. 5. The university encounters fierce competition from regional and international counterparts. 6. The demand for traditional degree programs may decline in favor of online and other alternative education programs. 7. Lack of adequate and up-to-date databases coping with the rapidly changing labor market trends and needs.

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8. Various consulting offices may be opened to offer various specialized consultative services. 9. There is an opportunity to foster stronger collaboration with universities worldwide, and holding partnerships with some other polytechnic universities worldwide. 10. The University can work to further establish broader and stronger connection with the wider community. 11. Establishing focused research groups to collect data on community problems and employ scientific research to find suitable solutions for community priorities.	8. unforeseen climate changes and global crises. 9. Staff recruitment process is totally controlled by the Ministry.
Positive	**Negative**