

# وزارة التعليم العالي والبحث العلمي

Ministry of Higher Education and Scientific Research

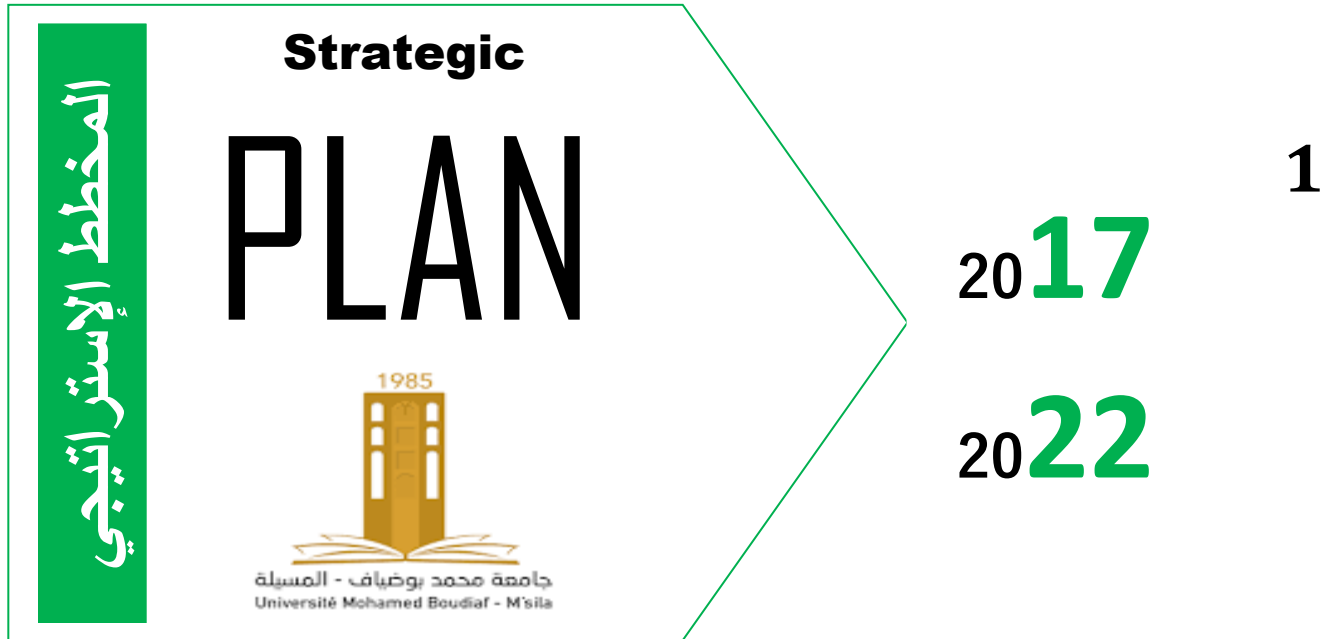
جامعة محمد  
بوضيافالمسيلة- الجزائر

## UMBM



Mohamed Boudiaf University  
M'sila - Algeria

رئاسة الجامعة  
Rectorate of University



أفضل سنواتي، قضيتهم في جامعة المسيلة  
« I spent my best years at University of M'sila »

Strategic Plan of Mohamed Boudiaf University - M'sila

تمت الموافقة عليه في : \_\_\_\_\_

## Word of the Rector of University



It gives me a great pleasure to present the strategic development plan of our university named after the illustrious leader Mohamed Boudiaf. As you know, never in the history of the university such a plan has been considered, developed, and then submitted to the university public. In the past, my predecessors had no doubt intended to achieve this noble goal, but It seems that they did not have either the required time nor the opportunity to design and implement it.

The plan that I am presenting to you today intends precisely to fill these regrettable gaps. It has been submitted for discussion in order to achieve its enrichment in workshops composed of teachers' representatives, managers, and technical-administrative staff. The best contributions have been taken into account, and integrated in this project. We hope that all the members of Msila's academic team are sure to work towards the implementation of this project.

I would like the momentum demonstrated by the different stakeholders during the implementation of this project to be more than ever supported and strengthened. I would like to solicit the different external stakeholders, mainly the sector in charge of higher education, the local communities, such as the authorities of M'sila district and the decision-makers of the socioeconomic sector to kindly support and accompany this project so that it can release more valuable results for the development of the institution, which in turn could have positive local and national repercussions on economic and social progress.

In conclusion, the success and visibility of Msila University, nationally and internationally, depends essentially on the entrepreneurial spirit and the motivations of the university team which is its living soul in some way. Although it may be theoretically well built, the project we present here can not be realized without the voluntary and motivated involvement of the members of the community of our university, which seems to be suffering from the absence of this powerful energy called the motivation and selfless commitment...

**BADARI Kamel, Professor and President of University of M'sila.**

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**Start date of Project Development:** October 05, 2017

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**Seal and Signature**

## 1. INTRODUCTION

The fast and deep changes in the sector of Higher Education lead the university to enhance its potentials and to reinforce its strengths taking into account all the constraints likely to slow or even stifle its growth dynamics.

If the Mohamed Boudiaf University of [in] M'sila, has a number of strengths likely to make it able to compete with the best national universities, even international, it is nonetheless aware of the weaknesses that are intrinsic and that it is now trying to overcome. Our goal as manager of this university, is to engage resolutely and for the first time since its foundation on competitiveness, which supposes for us, the appraisal of the existing competences and the reinforcement of all its real capabilities so that it can fully accomplish the assigned missions.

For this reason, it has developed its strategic plan of development for the next five-year period in order to carry out the listed actions. The starting point of this plan is the assessment of the current situation, which reveals the real strengths and weaknesses of the institution, as well as the opportunities and challenges it faces in a socioeconomic environment with economic and sociological constraints at the same time. Constraints that hinder the progress of the institution.

According to this observation, which is a diagnosis at the same time; A strategic analysis is being drawn up, its purpose is to draw the axis of development which will be broken down into general and specific objectives and actions that allow its implementation.

In order to be able to bring the necessary corrections during the implementation of this plan, many assessment steps will be carried out according to the obtained results, objectively verifiable indicators of risk assumptions that are defined at the same time as the development axis.

The actions are decided according to the values upheld by the university, its means and especially according to its possibilities to realize them. The methodology to achieve the plan is based on a thorough knowledge of all segments of the university, a brainstorming and a technique of integration between the internal and external factors. The aim is to develop a strategic orientation in order to impose itself as a major interlocutor for the development of its environment.

Many debates have been taken during the final drafting of this plan which has been submitted to the Scientific Board of University for reviewing and enrichment. The teacher-researchers, the technical-administrative staff and the students were introduced by the nominated, proposed or selected people according to their interest for this Plan. Several working sessions brought them together in addition to the ongoing online work done by the project writers.

## Methodology

The strategic plan constitutes a real roadmap of university during the five-year period. Thus, its conception requires that an approach and a method would be applied to identify the problematics and the constraints that could stifle the development of the institution.

### 1) Approach

#### *a) Identification*

The identity, missions, vision, values, ambitions and geo-economic situation of the university and its environment constitute the first part of this plan.

#### *b) Diagnostic Analysis*

The preference to do this analysis had been given to SWOT. Even though it would be designed basically for the economic and industrial sector, this concept is the suitable during the analysis of transposable facts applied in education and scientific research sectors. It seems to meet the expectations in terms of management and governance.

#### *c) Strategic Analysis*

According to SWOT results, Approximation of Factors will be done in order to conclude the strategic axis which will be divided into specific and general objectives and the actions that will be developed to achieve the objectives. It should be noted that the plan will not deviate from the orientations of the supervising ministry.

### 2) Approach

#### *a) Presentation Session*

SWOT method was presented, and how to approximate the factors in order to have a strategic orientation. The administrative, academic and scientific executives including the representative of teachers and students participated to develop this plan.

#### *b) Workshops*

The university has selected four principal themes, each one constitutes a workshop. The themes are: University governance, training, research and life at university. These themes are a part of the supervising ministry approach, concerning quality insurance mainly.

#### *c) Consolidation*

The work of the four groups has been consolidated in order to identify the axis of development, the general and specific objectives and the actions that allow to compose again new workshops in search for general consensus.

#### ***d) Evaluation***

The financial evaluation of the plan objectives was carried out by the vice-rectorate in charge of research and post-graduation, with the steering committee. This evaluation, which did not fail to take into account the risks of relationships with the economic sector that is not always aware of the fact of that reality. It involves the university's own funds: student registration fees, services allowances, socioeconomic sector contribution, as well as that of the State.

#### ***Drafting of Report***

The drafting of the strategic plan was carried out according to the consensus of all the participants. In this respect and taking into account the importance of the information likely to contain, its dissemination on a large scale must be well studied. It would be better to provide already a summary that will replace the full dissemination of the plan; which will be released through the world wide web.

#### ***e) Approval of the Plan***

The plan has been submitted to the University's Scientific Board for approval. This was done after a wide debate and the corrective mentions brought to the plan.



## 2. BRIEF HISTORY OF UNIVERSITY

According to a maxim that comes as a leitmotif at Mohamed Boudiaf University, the student who will have completed his courses will always have a feeling of nostalgia awhile after his integration into the workforce, which is expressed by this phrase: «I spent my best years in M'sila». This is not an anecdote, but an experience shared by all the former students of this institution. We really intend to make these wishes come true on the ground. This project is the result of a collective effort, involving all the stakeholders of the university: teacher, student and technical-administrative employees. It is also the product of the history of the region that has its profound print in different areas of the university. We hope that the development plan presented here will contribute largely to satisfy this maxim. To become the main essential initiator.

### *1) Establishment of the University*

Mohamed BOUDIAF University of M'sila was created in conformity with the Executive Decree No 01274 of September 18, 2001. It is a multidisciplinary public institution, medical science excluded. Today, at the beginning of the academic year 2017-2018, it counts more than 34,000 students, 1,410 teachers and 1,307 technical-administrative staff, spread over seven faculties: Technology Sciences, Mathematics and Computer Science, Law and Political Sciences, Economic Sciences, Arts and Languages, Humanities and Social Sciences and two national institutes: Management of Urban Techniques, Sciences and Techniques of Physical and Sports Activities. The university, at its inception, inherited the infrastructure and resources of the former M'sila University Center which was erected in **1985**.

### *2) Major developments in Education fields, sectors and specialties.*

University of M'sila was marked by two important periods in its construction that gave the image we know today. The period before 2004 and the one that has followed to now.

The first period was marked mainly by its establishment in the region as a small institution of higher education in accordance with the university card of that time. The second period was marked by the development of the university on all of its segments as defined by the decree of its creation. This period is marked by the latest university reform and the implementation of LMD system that the university was to adopt and generalize from **2005**.

The LMD system has introduced a total autonomy in the development of education courses at all levels. University of M'sila has seized this opportunity, in addition to developing education courses based on the will of teachers in relation to academic and socioeconomic expectations, to introduce a dose of pedagogical practices judged consistent with modern education. .

This momentum continued until the introduction of a series of typical courses by the supervising ministry. The university has complied with it but has retained a significant number of areas of education emerging from its competencies

The LMD, although it has brought some improvements in education, has caused difficulties in its application. These difficulties have been due to many factors, among which are the human and material factors that have not been able to adapt to the new situation introduced by the newly adopted reform. This situation attracted criticism to the new institution, justified or not, but taken into consideration, would make it more efficient. This is also the purpose of this document.

### ***3) Recruitment Diversification.***

The diversity of recruitments is a well-understood interest. It is a source of wealth. Diversity is also universality, which corresponds to the etymology of the word «university». Mohamed Boudiaf University has a faculty members composed of a strong mix of local cultures and regional traditions. The presence of such faculty with various origins has drastically limited the perverse effects of partitioning, introversion or withdrawness.

### ***Infrastructure Development***

Originally, University of M'sila was only a university center, founded in 2004, coinciding with the launch of university reforms. The infrastructures of this nascent university were all the more limited to the strict minimum that they were barely sufficient to meet the educational and scientific needs of the time. In addition, student numbers and teaching and administrative staff were small and scientific claims limited.

University reform has radically transformed the backbone of the university. It is now deployed on several poles where infrastructures even exceed the expectations of university managers.

The tables in appendix1 witness the increase of the current physical infrastructure, as well as infrastructure in progress.

### ***4) Acquisition of academic and scientific equipment for education and research***

Pedagogic and research equipment in quantity and quality go along with the development of the university. The tutorials and the practical works, as a whole, take place relatively in favorable conditions because of the availability of equipment. Of course, sometimes there are some lacks because of the growing number of students that university receives every year.

The availability of this equipment allows students widely to carry out their personal learning or research work. However, there is a limited availability of the use of ICTE because of the slow internet connection. A special effort will be made to achieve this goal to compensate for the shortfall generated by the current network.

At the end of this historical overview, and taking into account the means at its disposal, the University of M'sila should fully accomplish its missions assigned by the public authorities, and among these missions: the development of human and material resources that are the prerequisite for achieving quality and professional excellence.

### 3. PRESENTATION OF UNIVERSITY

As part of the public service missions of higher education, the university provides missions of advanced education, scientific research and technological development.

In the higher education, the fundamental missions of the university are, in particular:

- Training of a necessary number of managers for the economic, social and cultural development of the country.
- Introducing the students to research methods and the promotion of education by and for research.
- Contribution to the production and general dissemination, acquaintance, acquisition and development of knowledge.
- Contribution to continuing education.

In scientific research and technological development, the fundamental missions of the university are, in particular:

- Contribution to the national effort for scientific research and technological development,
- Promotion and dissemination of the national culture,
- Participation in strengthening the national scientific potential,
- Assessment of the results of research and the dissemination of the scientific and technical information,
- Participation in the international scientific and cultural community in the exchange of knowledge and its enrichment.

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#### 3.1 Overview of internal situation

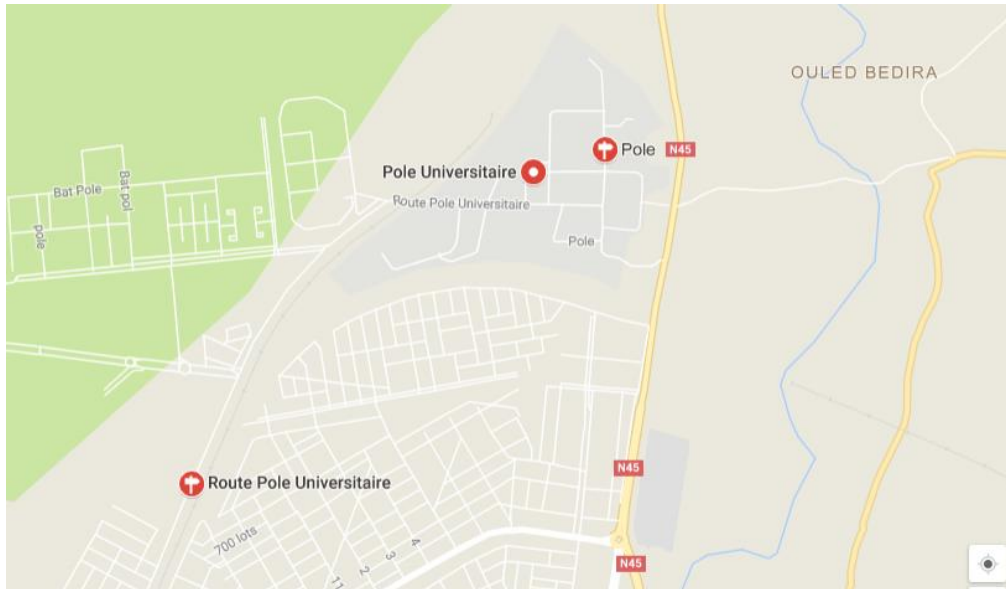
Appendix 1 contains all the tables related to the following resources:

- Bachelor Degree BA and Master Education
- LMD PhD Education
- Number of students enrolled: (Bachelor, Master and Doctorate in the last 10 years)
- Number of graduates
- Human resources:
  - o Teacher-researchers (last 10 years)
  - o Administrative, technical and service staff (last 10 years):
- Current material infrastructure
- Material infrastructure in progress or projected
- Training and research structures

## 3.2 Environment

### 3.2.1 Physical Geography

In order to locate the geographic site and its characteristics of university, a copy from Google map has been reproduced here.



Province of Msila has a pivotal geographical location; It is situated in the center east of the country, at the gateway to the Sahara, relies on its own strengths to better build and participate more actively in national development.

M'sila, which covers an area of 18.175 km<sup>2</sup>, is considered as the main crossroads between the provinces of Bordj Bou Arreridj, Setif, Batna, Biskra and Medea. It is one of the most important regions on which the state plans to optimize the multifaceted development process that has been running for more than a decade.

### 3.2.2 Economic Geography

It is dominated by the steppe, covering more than 60% of its total area. It presents an homogeneous and unified topography, which predisposes this province to become a region with high potential of intelligent urbanization.

M'sila has chosen to invest in the activities that masters best such as pastoralism, livestock (sheep in particular), plasticulture, cereals, market gardening and fruit growing. In the industrial sector, the province records the birth of several brick factories, earthenware and cement works. The region is also known for its tourist sites of Bous-Saâda, its dunes and its “old Medina”, the tomb of the famous French painter converted to Islam “Nasredine Dinet”, “Ferrero Mill”, “Zaouïa El Hamel”, “Kalaâ Beni Hammad” , its Roman ruins or its rock carvings.

Henceforth, we would like to encourage scientific research to meet the challenges of globalization. Our university is now home to 33 research laboratories, accredited by the Ministry of Higher Education and Scientific Research covering several fields. It is our

responsibility to give them a vigorous impetus, to give them the autonomy of action and management that they were previously lacked, and this to ensure that they emerge from the relative lethargy in which they had been confined until then. Most, if not the majority, of the managers of these laboratories have a certain desire to conduct serious research and expect nothing more from us than the removal of certain administrative obstacles that encounter or may encounter from now on.

Thanks to this desire for reflection and openness to the outside world, several partnership agreements have recently been signed with companies that constitute the local economic fabric. In this perspective, the university tends to build bridges of exchange of experiences and skills and also to improve the teaching methods, to boost scientific research and to establish a solid and sustainable cooperation network.

A question should be asked here: what is collaboration? It is above all a collaboration based on a reciprocal exchange of knowledge and skills between the University and the world of business. This is the answer of this question. In that respect, Mohamed Boudiaf University of M'sila wants to be responsive to the needs of its socioeconomic partners in terms of human resources and skills by setting up traineeship related to the world of work. The linking between the university and the local and national economic sector is now a strategy for the implementation of promising projects. Thus, several agreements have been signed with national and international companies (Lafarge, HCC and ACI ...).

The University-Business Partnership has become one of the priority themes in a rapidly changing economic context. Thus, two professional masters have been created to meet the needs of partner companies. It is about establishing a lasting and profitable relationship between the university and the company in order to facilitate the integration of graduates.

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### 3.2.3 Relationship with the local and regional environment

**«Passing through university remains a necessary condition for the success of any economic initiative.»**

The role of the university is not only in the transmission of knowledge but much more of the knowhow, it is necessary to increase the recruitment of graduates. University of M'sila seeks to establish partnership with local and national companies, in order to contribute to improving the mobility and employability of its graduates.

In this perspective, agreements have been signed with the Chamber of Commerce and Industry of M'sila, the National Youth Employment Support Agency (ANSEJ), the National Unemployment Insurance Fund (CNAC) ... by even offering them premises within the university to ensure interlinking with the students.

In addition, University of M'sila has expressed the wish to adapt its programs and training offers according to the socioeconomic fabric of the region to meet the needs and expectations of companies and of course to increase the employability of its graduates.

## 4. Environment analysis

### 4.1 SWOT Matrix

The SWOT matrix, provided in Appendix 2, has been developed on the basis of a set of segments that correspond to the missions of the university in accordance with the Ministry of Higher Education and Scientific Research (MHESR) sectoral policy, as follows:

1. Governance.
2. Offer of training.
3. Research and valuation.
4. Life at University.

### 4.2 Diagnosis

The diagnosis focused on the four areas that constitute the basic missions of the university. These areas are university governance, university training provision (or simply training), scientific research, and life at university. Each of these areas led to create a SWOT matrix. The «Training» working group has developed the analysis on areas they considered relevant:

#### 4.2.1 Training

##### 4.2.1.1 Analysis

###### *1) Definition of training offer and its management:*

In this respect, it has been recognized the differentiation of training offers and their compatibility with the professional, local and national environment and it is involved in the implementation of training offers that meet the needs, characteristics of the region and means of the university. It enhances to open vocational training offers (professional masters), taking into account the strengths and socioeconomic characteristics of the region.

In terms of equipment and some specialties, taking into account the number of students, the laboratories can not meet the practical needs. Thus, it is necessary to finance and support the pedagogic laboratories, especially those in relation with the important areas, which are referred to be supported.

###### *2) Accompaniment of the student during his university education:*

There is a lack of academic accompaniment for the benefit of the students, because the mentoring seems to be down there.

###### *3) Assessment and review of Teaching:*

The virtual absence of a monthly planned pedagogic meeting, except in the case of the appearance of specific problems which will be resolved quickly. Also, we must consider the revision of academic programs and resolve them at university for immediate application.

#### ***4) Monitoring Students knowledge and learning:***

The lack of openness to the external environment has had the visible consequence of reducing contact between the university and the company. This has had a negative impact on the quality of training. At the local scale, there are not many companies to welcome students and the material resources are minimal to provide quality training throughout the education course, because the practice is lacked. In general, knowledge controlling is compatible with programs, goals, and evaluation.

#### ***5) Guidance and professional Integration:***

The guidance is done according to the classification and the means of reception in each specialty. In order to obtain quality training, competence must be considered. There is also a lack of conventions, which does not meet the ever increasing demand. There is no follow-up either in terms of professional integration.

#### ***6) PhD Training :***

The criteria for ranking and selecting doctoral candidates to compete should be reviewed. Moreover, it is revealed that our university suffers from a flagrant deficit in terms of partnership with the local, national and international socioeconomic environment. This requires its remobilization. Similarly, there is a lack of partnership with national universities. We need an effective openness of our university to the corporate world with a diversification of PhD specialties, while emphasizing the opening of the professional doctorate.

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#### ***Training throughout life :***

This type of training is not supported and workshop participants have raised this issue during the discussions. For them, this failure is explained by the absence of remuneration for the teachers who teach the lectures for 1<sup>st</sup> year doctoral students and who hold substantive responsibilities. A motivating solution should be found, such as material rewards for mobilizing existing skills towards a long-term training.

### **4.2.1.2 Approximation of Factors**

The «strengths» are not likely to boost the training process. We are going to consider the WT strategy, «weaknesses threats» or a strategy of «danger» where vigilance will be required. Weaknesses must be minimized to be less vulnerable to threats.

The keywords derived from this analysis are:

- Quality training,
- Meet the needs of the environment,
- Professionalism,
- Challenges.

The axis of development is formulated from these keywords as follows:

*«Ensure progressive academic and professional high quality training, meeting to the needs of society, and coping with the global challenges».*

## 4.2.2 Research

### 4.2.2.1 ANALYSIS

The analysis of the SWOT matrix highlights the main concerns of the “faculty” of M’sila University: the development of an attractive and innovative research. Thus, we must strive to:

- Develop and adapt the research axis to the socioeconomic environment and deploy the doctoral schools with the orientation of the laboratories and vice versa.
- Upgrade the physical equipment and enhance human elements.
- Develop a policy of interaction with the economic, social and cultural environment.

#### **1) In terms of material and human resources:**

The analysis clearly shows the availability of human and material resources but which contrast with a weakness on its use or deployment with wisdom, which generates the discouragement. There is also negligence in the maintenance of educational structures, such as lecture halls and Tutorials classrooms, to overcome these shortcomings. It is suggested to emphasize three factors, namely:

- Staff training and development
- Establish a policy for equipment maintenance and acquisition
- Set up incentives measures related to service provisions

#### **2) In terms of Valuation of Research and the Ways of its achievement**

The tenuous links that bind the university to its socioeconomic environment, and therefore the weak relationship that the latter has with the laboratories, have not so far made it possible to highlight the current capacities of these research structures and what they actually produce. In the light of these «shortcomings», it is suggested to:

- Establish a motivating relationship with companies
- Develop axis of research between the university and the company
- Promote and facilitate the dissemination of research results
- Encourage high performance laboratories to reach high level laboratories.
- Make visible the work of the laboratory through the publication of data sheets.
- Take into account the research axis of laboratories in the organization of scientific events.
- Create a cell to identify current concerns.
- Create an interface between the University and the companies.



### **3) In terms of Training through Research : Science Doctorate et LMD PhD**

- Strengthen the supervision quality
- Reinforce foreign languages learning
- Training on Teaching

### **4) In terms of Partnership**

- Develop a policy of interaction with the socioeconomic environment
- Encourage the twinning of laboratories in research units.
- Encourage the opening of professional doctorates
- Adapt the problematics of the “CNEPRU”, “PNR” and LMD PhD projects to the problem of the socioeconomic environment through the creation of a specialized cell.

### **5) In terms of Publication**

Laboratories, SBDs and SBFs have a special and important role in the promotion and dissemination of publications so that they reflect the reality of the quality of research carried out at Msila University. However, the existing visibility mechanism seems to be deficient. So, is it suggested to:

- Find mechanisms that encourage researchers to make their publications visible.
- Encouraging the indexation of journals
- Review the criteria for selecting journals accepted for publication.
- Develop a documentation policy in the service of research

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The workshop participants denounced the factors that hamper scientific research in Msila, while recalling that there are many positive factors that must be highlighted. In addition, there is an insignificant number of elements that can be associated with “strengths” or “opportunities”.

#### **4.2.2.2 APPROXIMATION OF FACTORS**

It is important to seize certain opportunities by using the performance of the laboratories mentioned in «Strengths». Only then can we minimize weaknesses, if not; the latter would become harmful and structural.

«Strengths» can be deployed with opportunities as well as weaknesses with opportunities.

The keywords are:

- Attractive research
- Innovation

**«Develop scientific research, creativity and innovation»**

**«Integrate the university into the international dimension»**

## 4.2.3 LIFE AT UNIVERSITY

### 4.2.3.1 ELEMENTS OF ANALYSIS

#### *1) In terms of Reception and Guidance*

In terms of reception and orientation of students, much more tasks to be done, as there are sometimes deficiencies in the communication between employees and students and between them and teachers, many of whom show little receptivity to their concerns. While student representatives are often consulted and involved in making decisions about the future of their peers, the fact that the administration's welcome to their 1<sup>st</sup> year counterparts is unhelpful, and sometimes disorienting. These are the negative behaviors that the present Institution Project intends to combat.

According to these notes made in the field, it has been decided to make, in addition, the necessary corrective measures for the following technical and human aspects:

- The infrastructures are not adapted to people with reduced mobility.
- The working hours of the administration are not always respected.
- Agents are sometimes irreverent towards students.

It is to the institution's credit, that true practices of exchange and communication between teachers and students can be established, and that the quality of the reception of students enrolled for the first time at university is improved, and many of whom complain of being «badly welcomed». It would also be good for student representatives to be involved in some decision-making about the future of the institution.

Other shortcomings are reported by the working groups, who therefore recommend that the following aspects be reviewed to better address them:

- The infrastructures are not adapted to people with reduced mobility.
- The working hours of the administration are not always respected.
- Agents are sometimes irreverent towards students.

#### *2) In terms of Sports and Cultural Activities:*

The existence of an institute specialized in sports training with qualified staff should enhance the sports practice. Even thought, It must be pointed to:

Lack of support for clubs

- Low club activity
- Lack of sports facilities at the pole (2<sup>nd</sup> campus of the university)
- Lack of hygiene and safety
- Inexistence of places of relaxation (Coffee shop)
- Lack of cultural and sports activities

### 3) *Living and Work Conditions*

The debates that took place in the various workshops revealed a very contrasting overview of the situation: on the one hand, there were «advantages offered to the student» and whose campus would play a role of «attractiveness», and on the other hand, there are serious disadvantages related to various malfunctions, which are listed as follows:

- Accommodation infrastructures are not well maintained
- Lack of coffee shops for students, administrative and technical staff
- Problems in the management of university transport (start and arrival of buses)
- Absenteeism

### 4) *Societal Responsibility*

It was noted during the debates, which took place in the workshops, that the culture and tradition of Algerians give preference to living together, also in the civic and civil sense. According to the relative cultural, ethnic, religious, geographical and historical homogeneity of Algerian society, we can expect a peaceful coexistence between its various components, of which the university is only a fraction of this great Algerian family. Moreover, during these debates, there was much talk of respect for the law, for others and for the pacification of human relations in the institution which, like the rest of the institutions of the country, adopted the Charter of Ethics and Deontology, which intends to apply with the required rigor. According to these facts, the persistence of certain deplorable practices and behaviors, such as:

- Lack of awareness-raising activities on the social responsibility themes.
- Existence of favoritism behavior towards certain students.
- Phenomenon of cheating is taking on a broader scope with the use of new technologies.

#### 4.2.3.2 **Approximation of Factors**

Most of the listed strengths suggest attracting more students because of the excellent and advanced living conditions. Does the university have the capacity to receive a significant number of students in addition to what it contains already? The strength of «availability of teachers ready to supervise» can be deployed in the strategy to seize certain advanced opportunities advantageously. The weaknesses remain numerous but many of them are not such a hurdle.

The work will focus on bringing the two factors together: SO and WO are the internal factors with opportunities.

The keywords are:

- Successful scientific clubs
- Student success

The development axis are broken down by reinforcing the strength «success rate» and using the available means to strengthen the functioning of the scientific clubs, and also to attract other national and international scientific associations. The following orientations can be stated:

*«Foster students development and success. »*

*«Encourage and strengthen the establishment of scientific and cultural clubs»*

## 4.2.4 GOVERNANCE

### 4.2.4.1 ANALYSIS

#### *1) In terms of University Context and Missions*

If the missions are clearly defined and allow the proper management of the university, there are no more than a few points that need to be clarified, if not invented. The university can only rely on the resources of the state. Thus, in the next plan, the overview of the situation suggests:

- a) Improvement of the work context (incentives, fight against absenteeism, etc.)
- b) Accountability (transparency mechanism, adequate dissemination of information, audits, etc.)
- c) Participation (channels of expression, motivation of the stakeholders, removal of constraints for the stakeholders, ...)

#### *2) In terms of Academic Management*

The financial, academic and staff management is governed by texts which suggest a beneficial decentralization but it is only partly implemented as indicated in the SWOT matrix; but these texts still attract some criticism from most of the managers because of the diversity of interpretations. The SWOT matrix also highlighted the lack of training of managers and the appropriate management of the non digitization of archives. So, it is suggested:

- a) Digitization of archives
- b) Unification of texts interpretation by the structures
- c) Retraining staff.
- d) Producing guides for all management levels
- e) Decentralization as much as possible of management tasks

#### *3) In terms of Autonomy*

The SWOT matrix, in the same way as before, emphasizes the importance of the request for autonomy from the main stakeholders. The texts in force allow a certain autonomy, but it is only partially implemented. The SWOT insists on the role of the Board of Directors and also on all the elective organs of the institution. So, it is recommended to:

- a) Empower the University Faculties.
- b) Promote of laboratory autonomy (financial and administrative)
- c) Diagnosis of the University Board of Directors
- d) Improve the functioning of the university's board of directors.

#### ***4) In terms of Information and Communication***

Communication and information are so weak that they do not reflect the true expectations of the stakeholders in the university. The website is not proactive or reactive, the publication is partial or nonexistent ... So, It is required:

- a) Installation of communication and information cells.
- b) Acquire the mail license.
- c) Secure the existing information system
- d) Implement an integrated IS
- e) Implement a quality management system
- f) Revitalize the cell of quality

#### ***5) In terms of Strategic Policies***

There is indeed a close link between economics, politics and science. The university is no longer autonomous from its context. A strategic reflections group composed of teachers is needed more than ever. After careful and initial analysis of the process, they will prepare a strategic report that will be submitted to the President of the university. So, it is further suggested:

- a) Creation and implementation of strategic reflections group
- b) Develop training and research policies to ensure that the university is a key player in development.

The "Governance" team has completed his job with a focus on the method and consistency of any action taken. The group particularly points to the need to develop a succession planning strategy for the different services, and also to find the mechanism to empower teachers and Technical-administrative staff. From the external point of view, they insist on the coherence of the texts and on the circulars of its application.

#### **4.2.4.2 Approximation of Factors**

A special effort must be made in managing the weaknesses to minimize them in order to avoid their structuring, which is being built to persist over time. The strengths unfortunately are not enough to counter the threats that are so important. Nevertheless, it can be deployed to attract additional funds and to compensate for the insufficiency of the financial allocation of the State.

Real results and observations indicate a lack of staff training who must be trained and accustomed to management in order to support legally and without any ambiguity the administrative and financial affairs of the institution.

Factor analysis shows that strengths are not used to reinforce or initiate a strategy. The strategy to be considered is WO and a little bit of SO, or to develop the following axis of development:

***Axis 1 : Ensure the proper functioning of the university by establishing appropriate policies, procedures and rules of administration.***

***Axis 2 : Ensure the development of the university through a strategic use of accessible resources by optimizing the contribution of new resources.***

Axis 3 : *Create a conducive work environment and support to the professional development and wellbeing of faculty and administrative staff.*

Axis 4 : *Make the university responsible and able to get involved in society.*

## 5. STRATEGIC VISION AND DEFENDED VALUES

Mohamed Boudiaf University aims to carry out its missions, mainly by providing the company with an attractive training offer, innovative research by creating an attractive work environment and favorable working conditions. An unprecedented effort will be made to equip laboratories with high-performance scientific equipment. In addition:

### 5.1 IN TERMS OF TRAINING POLICY

- Promote autonomy, accountability and the participation of all stakeholders of the university.
- Strengthen the initiatives of professional integration.
- Develop continuing education and work-study programs
- Complete the training offer
- Encourage support and autonomy of students.
- Bring out modern pedagogical practices
- Bring out the culture of evaluation.

### 5.2 IN TERMS OF SCIENTIFIC RESEARCH AND TECHNOLOGICAL DEVELOPMENT

- Conduct common research projects with academic institutions with the same scientific affinity and also with business professionals to strengthen research and development.
- Strengthen doctoral schools and ensure sustained support for PhD students to ensure their development and professional integration. It's also about constituting a ground of young doctoral students who will tomorrow assume the profession of teaching.
- Support all efforts to participate in the transfer of technology to the economy and society.

### 5.3 IN TERMS OF VISION

Mohamed Boudiaf University sets itself the challenge of becoming a competitive university for cultural, social and technological development at the local, regional and national levels and making it fertile ground for research and innovation in perfect symbiosis with the system of values of the Algerian nation.

Our vision can not deviate from that of "MHESR", it will be deployed in the strategy of implementation of its sectoral policy. The challenges facing the "MHESR" today are threefold:

- The modernization of higher education and scientific research in order to better equip the socioeconomic sector with regard to the rapid evolution of the country's development process

- The performance and effectiveness of higher education and scientific research while ensuring a wider international openness
- Adaptation to the changes in the Algerian society in which, in particular, the number of students is increasingly important.

We will adopt the "project" approach to reach the satisfaction of our concerns, knowing that a "project" is a true "laboratory" of research and development in which methods, tools and skills can be identified and tested before being offered as "deliverable" to the beneficiary.

#### **5.4 IN TERMS OF DEFENDED VALUES**

Work tirelessly to:

- A high-performance and competitive public service for the country's development, both in terms of training, research and accountability.
- A culture of quality, guaranteeing the satisfaction of the stakeholders of the university.
- Rigor and discipline, pledge of a well done job.
- Sharing because it is the basis of partnership and diversity.
- Accountability, participation and autonomy to achieve a consensual development of the institution, and develop the feeling of involvement in the march of the university

#### **5.5 IN TERMS OF LOCAL, REGIONAL, NATIONAL AND INTERNATIONAL CONTEXT**

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- Confirm its presence at the local, regional, national and international levels.
- Strengthen its international recognition.
- Participate in the cultural and scientific development of Msila.
- Develop the use of ICT and digital methods in general

#### **5.6 IN TERMS OF SOCIETAL DIMENSION**

- Reinforce attractive living environment.
- fuel societal debates on science and technology through the prism of the human and social sciences.
- To adapt the access to infrastructures for all stakeholders in the university (including people with reduced mobility).

#### **5.7 IN TERMS OF ETHICS AND DEONTOLOGY**

- Identify and defend the general interest and equal opportunities.
- Ensure the application of the Charter of Ethics and Deontology.
- Protect the academic honesty.

## 6. AXIS OF DEVELOPMENT AND OBJECTIVES

The steering team, after studying the four SWOT matrix, in several contradictory debates gathered dozens of university stakeholders, with a general consensus, , have concluded a general axis whose objectives are summarized in the synoptic table . The approximation of the two factors of SWOT matrix in each domain was particularly forced to focus on the following pairs:

- **Strength** to seize **opportunities** taking into account the **challenges (threats)**.
- **Strength** and **opportunities** to reduce **weaknesses** (areas for improvement).

Previously, a weighting exercise was carried out to bring together the development axis induced by the SWOT study with those contained in the outline provided by the line ministry.

This work led to the breakup of the four areas studied into eight segments that represent all the activities of a teaching and research institution. The following diagram shows the result of this work

Fields	Segments	Axis of development
Training	training	Provide progressive academic and professional high-quality training, meeting the needs of society, and coping with the global challenges.
Research	research	Develop scientific research, creativity and innovation
	Internationalization	Integrate international dimension in University
Life at university	Student experience	Foster the development and success of students. Encourage the establishment of scientific and cultural clubs.
Governance	Workplace	Create a work environment conducive to the professional development and wellbeing of faculty and administrative staff
	Community	Make the university responsible and able to get involved in society
	Resources and Campus	ensure the development of the university through the strategic use of its resources, and by optimizing new resources
	Governance	Ensure the proper functioning of the university by applying appropriate strategic policies, procedures and rules of administration

This approximation concerns the orientations and objectives. The work with general objective, its implementation in specific objectives, the actions, the indicators, is the result of the group work, according to the orientations of the “MHESR”. The succinct result is as follows:



## 6.1 Synoptic table of general and specific objectives

### 1) Training

General objective	Specific objectives
<b>F1: Ensuring the quality of university education</b>	(SO1): Improve linking between high school and university. (SO2): Academic training for teachers (SO3): Involve professionals in training. (SO4): Reinforcement of internships and practical works. (SO5): Training through research
<b>F2: Integrate innovative teaching methods.</b>	(SO1): Promote the use of digital platforms. (SO2): Lead the student to produce knowledge. (SO3): Introduce self-learning and self-assessment. (SO4): Promote the use of active teaching methods. (SO5): Promote digital pedagogy
<b>F3: Adapt the training offer to the economic environment.</b>	(SO1): Adapt training courses to the reality of the socioeconomic world. (SO2): Create applied training with the specificities of the region. (SO3): Strengthen the role of interfacing: incubators, job observers.)
<b>F4: Preponderance of vocational training compared to academic training.</b>	(SO1): Valuing the university's professional qualifications among students and employment sectors. (SO2): Promote the co-establishment of training courses with national and international institutions.

### 2) Research

<b>F1: Organization and management of research</b>	(SO1): Organize the research. (SO2): Improve the administrative management of research. (SO3): Develop an equipment maintenance policy (SO4): Develop a training and development policy for laboratory staff. (SO5): Visibility, traceability and capitalization of the knowhow of the research laboratories
<b>F2: Develop and adapt the research axis to the socioeconomic environment</b>	(SO1): To generalize the university-company partnership to develop common axis of research. (SO2): Strengthen the presence of the university in economic, social and cultural contexts.
<b>F3: Valuation and dissemination of research results.</b>	(SO1): Valuing and facilitating the dissemination of research results. (SO2): A documentation policy in the service of research.

### 3) Student Experience

<b>F1: Valuing the production of scientific and cultural clubs.</b>	(SO1): Science clubs at the university. (SO2): Make clubs known and value their works.
<b>F2: Follow-up of graduates.</b>	(SO1): Maximize contacts with graduates.
<b>F3: Relationship with former graduates</b>	(SO1): Ensure a permanent relationship with former graduates. (SO2): Establish an annual seminar "Alumni Day"

#### 4) Internationalization

<b>F1: Establishment of international teaching and research networks</b>	(SO1): Develop open distance learning. (SO2): Strengthen the international mobility of students and teacher-researchers as well as the hosting of visiting professors. (SO3): develop the university's capacity to set up international projects.
<b>F2: Encourage the enrollment of students in all the different training cycles.</b>	(SO1): Foster cooperation with the European Commission. (SO2): Foster cooperation with Arab, African, Asian and American countries

#### 5) Work Place

<b>F1: Plan the succession.</b>	(SO1): Promote the knowledge transfer among staff through internal mechanisms. (SO2): Develop a succession plan and transfer of skills
<b>F2: Develop a sense of belonging to the university.</b>	(SO1): Support the interaction of the student with his university environment. (SO2): Encourage the participation of the teacher and the technical-administrative staff.
<b>F3: Encourage staff to support the teaching and research tasks and encourage their support for university projects.</b>	(SO1): Improve satisfaction and wellbeing (SO2): Strengthen the sense of belonging through increased understanding of the mission of teaching and research. (SO3): Support teacher-researchers and technical administrative staff. (SO4): Identify the skills of the university and make good use of them
<b>F4: Ensure the organization of work for the evolution of the university.</b>	(SO1): Optimize the information flow and communication circuits. (SO2): Ensure good coordination of activities. (OS3): Digital development.

#### 6) Community

<b>F1: Integrate the principles of sustainable development into the organization and management of the university (campus)</b>	(SO1): Establish a sustainable development policy. (SO2): Draw up a policy of waste reduction. (SO3): Draw up a policy of optimization of fluid consumption.
<b>F2: Promote an ethical approach to teaching, research and university management.</b>	(SO1): Review the university's Ethics and Deontology Commission and ensure the dissemination of the code of ethics developed by the MHESR. (OS2): Value teaching and research. (OS3): Value the administrative work.
<b>F3: Increase the visibility of the university in society.</b>	(SO1): Development of actions towards the communities. (OS2): Create a student-society interaction to generalize knowledge for all. (OS3): University custom print on clothes (Tshirt, cap)

## 7) Resources - Campus

<b>F1: Ensure the financial viability of the university.</b>	<b>(SO1): Encourage the administrative and socioeconomic sectors to participate in training and research financing. (SO2): Pooling system of training and research projects with academic or professional institutions receiving financial support from companies. (SO3): Introduce modern methods of financial management.</b>
<b>F2: Ensure the realization of major projects at university.</b>	<b>(SO1): Ensure strict compliance with the terms and conditions. (SO2): Creation of a language learning center. (SO3): Set up a videoconferencing center.</b>
<b>F3: Boost the operational process and decision making.</b>	<b>(SO1): Ensure the functioning of the university's advisory bodies.</b>
<b>F4: Enhance the documentary, technological and physical infrastructure of the university according to the evolving needs of the university community.</b>	<b>(SO1): Develop a multiyear plan for the management of documentation equipment. (SO2): Develop a multiyear plan for the management of teaching equipment. (SO3): Develop a multiyear plan for the management of research equipment.</b>

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## 8) Governance

<b>F1: Create responsive governance involving all stakeholders.</b>	<b>(SO1): Improve the work context (SO2): Improve accountability. (SO3): Improve participation. (SO4): Strengthen academic and financial management. (SO5): Strengthen autonomy.</b>
<b>F2: Policy development.</b>	<b>(SO1): Apply mechanisms to make the university participate in its development. (SO2): Create and establish a group of strategic reflections.</b>
<b>F2: Promote the quality approach</b>	<b>(SO1): Set up an QMS (SO2): Set up an QMS</b>
<b>F3: Set up an information system</b>	<b>(SO1): Design the information system. (SO2): Evaluate and generalize the information system.</b>
<b>F5: Improve Life at university.</b>	<b>(SO1): Improve working and studies conditions at university. (SO2): Strengthen reception, information and orientation systems for students and staff. (SO3): Strengthen common infrastructures</b>

## 6.2 Logical Framework

The logical framework allows to establish the basis of the plan and to mention the details of each specific objective in actions, indicators, expected results, periods, evaluation and risk assumptions.

### *a) In terms of Actions*

The tasks to be performed by the institution to achieve the specific objective. These tasks will have to be measured. This is done by objectively verifiable indicators (OVI).

### *b) OVIs*

OVIs are very important because they allow to control whether the listed tasks have been carried out or not, and also to measure their achievement.

### *c) Expected Results*

What are the expected gains at the end of the execution of the strategic plan? They allow to confirm or not the results obtained by application of the OVI.

### *d) Periods*

The overall period of the plan is five years. Depending on the availability and means of the institution, we will indicate the start of its realization for each action.

### *e) Evaluation*

The financial evaluation is based on the exact knowledge of the means to implement for its realization. It remains approximate.

### *f) Risk Assumptions*

Any action that falls in the future is subject to unforeseen changes. This is for each action to indicate what risks might occur and what would prevent its realization.

### **Observation :**

It should be noted that the duration of the plan is five years. The period from 2017 to 2022 is already mentioned on the cover of this document. The beginning of this period may be amended if the approval of this plan takes a long time by the different authorities and the supervising ministry.

## TRAINING

The axis of development in accordance with the orientations of the supervising ministry is stated as follows:

*« Ensure progressive academic and professional high quality training, meeting the needs of society, and coping with the global challenges»*

Quality training is measured by the employability of graduates. such quality is achieved by the use of modern methods of teaching, sophisticated equipment and a large dose of professionalization on its courses.

### General objective (F1) : Ensure the Quality of University Education

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Improve articulation between high school and university.</b>	<ul style="list-style-type: none"> <li>- Hold a Data base of secondary schools in Msila</li> <li>- Establish a unit in charge of organizing and monitoring visits to high schools</li> <li>- Assign the necessary means and resources</li> <li>- Establish annual statistics</li> <li>- Design and operate an annual satisfaction survey of high school students</li> </ul>	<ul style="list-style-type: none"> <li>- Rate of made visits</li> <li>- Satisfaction rate of high school students</li> <li>- Number of people participating in the awareness campaign.</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>- Approval of the Directorate of Education</li> <li>- Awareness carried out</li> </ul>
<b>(SO2): Pedagogic training for teachers</b>	<ul style="list-style-type: none"> <li>- Establish the organizational unit for the training of newly recruited teachers</li> <li>- Elaborate the planning</li> <li>- Designate teacher trainers</li> <li>- Launch of the training</li> <li>- Follow up on courses and evaluations according to the procedures set by the Ministry</li> <li>- Elaborate the documents asked by the supervising ministry</li> <li>- Develop a satisfaction questionnaire</li> <li>- Remuneration of trainers</li> </ul>	<ul style="list-style-type: none"> <li>- Training follow-up rate</li> <li>- Success rate at different evaluations</li> <li>- Opinion of new teachers</li> </ul>	5 000 000 00	<ul style="list-style-type: none"> <li>- Lack of trainers</li> <li>- Lack of follow-up</li> <li>- Preparation of reports</li> <li>- Evaluation not carried out</li> </ul>
<b>SO3): Involve professionals in training.</b>	<ul style="list-style-type: none"> <li>- Develop a standard contract for the recruitment and remuneration of high quality professionals</li> <li>- Establish incentive mechanisms</li> <li>- Sustained contacts</li> </ul>	<ul style="list-style-type: none"> <li>- Number of professionals providing training</li> <li>- Number of contacts with professionals</li> </ul>	10 000 000 00	<ul style="list-style-type: none"> <li>- The companies do not join</li> <li>- Rigidity of laws</li> </ul>

	with professionals			
<b>(SO4): Reinforcement of internships and practical work.</b>	<ul style="list-style-type: none"> <li>- Strengthen the services of internships for qualified staff</li> <li>- Establish training certification</li> <li>- Create an internship platform</li> <li>- Practical works platforms</li> </ul>	<ul style="list-style-type: none"> <li>- Number of staff assigned to internships</li> <li>- Number of issued certificates</li> <li>- Rate of use of the internship platform</li> <li>- Number of practical works platforms.</li> </ul>	30 000 000 00	<ul style="list-style-type: none"> <li>- Rigidity of laws</li> <li>- Equipment not acquired</li> </ul>
<b>(SO5): Boost the doctoral schools.</b>	<ul style="list-style-type: none"> <li>- Improve the follow-up of doctoral students</li> <li>- Awareness-raising of the importance of advertising.</li> <li>- Organization of regular seminars (once per week) to present the progress of thesis</li> <li>- Seminars</li> <li>- Workshop day</li> <li>- Colloquiums</li> </ul>	<ul style="list-style-type: none"> <li>- Number of organized seminars</li> <li>- Number of publications</li> <li>- PhD student follow-up rate</li> <li>- PhD defense thesis rate</li> <li>- Number of organized workshop days</li> <li>- Number of organized colloquiums</li> </ul>	10 000 000 00	<ul style="list-style-type: none"> <li>- The colloquiums do not take place</li> <li>- The seminars are poorly organized</li> <li>- lack of awareness</li> </ul>

### General Objective (F2) : Integrate innovative teaching methods.

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Promote the use of digital platforms.</b>	<ul style="list-style-type: none"> <li>- Raise awareness and train teachers in educational platforms (MOODLE, ...)</li> <li>- Raise awareness and train teachers and students in the use of practical work platforms.</li> <li>- Acquire the necessary platforms.</li> <li>- Make students aware of the use of Moodle</li> <li>- Mail server</li> </ul>	<ul style="list-style-type: none"> <li>- Rate of use of MOODLE by students</li> <li>- Teachers' use of MOODLE</li> <li>- Rate of use of the practical works platforms by teachers</li> </ul>	50 000 000 00	<ul style="list-style-type: none"> <li>- Lack of training on MOODLE among teachers</li> <li>- Bad support for practical works platforms</li> <li>- Platforms not acquired</li> <li>- Failure of the website</li> </ul>
<b>(SO2): Introduce self-learning and self-assessment.</b>	<ul style="list-style-type: none"> <li>- Appraise the student's personal work</li> <li>- Design self-assessment sheets</li> <li>- Acquire a training platform in learning</li> <li>- Practice of critical and reflective analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- The personal work of the student and valued.</li> <li>- Student satisfaction rate.</li> </ul>	1 500 000 00	<ul style="list-style-type: none"> <li>- Lack of awareness</li> <li>- Lack of student follow-up by the teacher</li> </ul>
<b>(SO3): Promote the use of active teaching methods.</b>	<ul style="list-style-type: none"> <li>- Make teachers aware of the use of active methods</li> <li>- Create teachers training: case studies, reverse class,</li> <li>- Make teachers aware of the usefulness and use of training tools and</li> </ul>	<ul style="list-style-type: none"> <li>- Rate of seminars teacher training in active methods</li> <li>- Rate of seminars teacher training in self-learning and self-assessment.</li> </ul>	50 000 000 00	<ul style="list-style-type: none"> <li>- Unlisted material</li> <li>- Teachers are not trained</li> </ul>

	<ul style="list-style-type: none"> <li>materials: table, interactive, simulation</li> <li>- Acquire interactive whiteboards and interactive data show</li> <li>- Acquisition of electronic boxes</li> <li>- Acquisition of voting software.</li> </ul>			- Unusual use of equipment
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**General objective (F3) : Adapt the training offer to the economic environment.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Adapt the training offer to the reality of the socioeconomic world.</b>	<ul style="list-style-type: none"> <li>- Set up a business needs survey</li> <li>- Propose corrective actions of Education.</li> <li>- Create an applied training at the request of companies.</li> <li>- Orientation of the training on the socioeconomic world</li> <li>- Open doors</li> <li>- Information days</li> <li>- Mutual visits</li> <li>- Work with experts</li> <li>- Remuneration of experts</li> </ul>	<ul style="list-style-type: none"> <li>- Rate of companies that have interacted</li> <li>- Rate of corrected formations</li> <li>- Number of applied courses created.</li> <li>- Number of open doors</li> <li>- Number of information days</li> <li>- Number of visits by others</li> <li>- Number of experts hired</li> <li>- Number of working sessions with experts</li> </ul>	4 000 000 00	<ul style="list-style-type: none"> <li>- The needs are poorly quantified</li> <li>- The needs are not integrated into the TOs</li> <li>- Lack of teachers</li> <li>- Visits and exchanges of practices are not carried out</li> <li>- Rigidity of laws</li> </ul>
<b>(OS2): Create training applied to the specificities of the region.</b>	<ul style="list-style-type: none"> <li>- Develop professional training that meets the needs of the region</li> <li>- Turn internships and preparation of dissertations and thesis towards problems of the region</li> <li>- Encourage the establishment of the number of training courses created in accordance with the needs of the region</li> <li>- Number of internships dealing with issues in the region</li> <li>- Number of prepared briefs responding to the specificities of the region</li> <li>- Number of completed thesis dealing with the problems of the region</li> <li>- Number of teachers with additional training in the region</li> <li>- teachers with complementary and</li> </ul>	<ul style="list-style-type: none"> <li>- Number of trainings created in line with the needs of the region</li> <li>- Number of internships dealing with issues in the region</li> <li>- Number of prepared thesis responding to the specificities of the region</li> <li>- Number of completed thesis dealing with the problems of the region</li> <li>- Number of teachers with additional training in the region</li> <li>- Number of trained company executives</li> </ul>	50 000 000 00	<ul style="list-style-type: none"> <li>- The needs are not integrated into the TOs</li> <li>- Lack of teachers</li> <li>- Visits and exchanges of practices are not carried out</li> <li>- Rigidity of laws</li> <li>- The communities do not commit</li> </ul>

	transversal training. - Training of company executives			
<b>(SO3): strengthen the role of interfacing: incubators, job observers, ...)</b>	<ul style="list-style-type: none"> <li>- Establish observers of employment</li> <li>- Harmonize the operation of these interfaces</li> <li>- Provide the interfacing with the necessary means of operation</li> <li>- Promote the exchange of knowledge with companies (technological platform, ...)</li> </ul>	<ul style="list-style-type: none"> <li>- Number of interfaces created</li> <li>- Number of signed agreements</li> <li>- Number of organized workshop days</li> </ul>	20 000 000 00	<ul style="list-style-type: none"> <li>- Interfaces are not created</li> <li>- The interfaces do not work properly</li> <li>- Little immersion in the company</li> </ul>

**General objective (F4) : Preponderance of vocational training compared to academic training.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Valuing the university's professional qualifications among students and employment sectors.</b>	<ul style="list-style-type: none"> <li>- Create a database of dissertation and thesis topics related to the needs of the employment sectors.</li> <li>- Provide written materials to applicants (employment sectors)</li> <li>- Provide explanations and relate the author of the requested work to the requesting firm</li> <li>- Establish statistics of consultations and requests</li> <li>- Organize meetings on discovering the university</li> </ul>	<ul style="list-style-type: none"> <li>- Rate of consultation of memories and thesis of the database</li> <li>- Request rate for copies of dissertations and thesis</li> <li>- Number of organized meetings</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>- Not valued degrees</li> <li>- Little commitment from the employment sector</li> </ul>
<b>(SO2): Promote the co-establishment of training courses with national and international institutions.</b>	<ul style="list-style-type: none"> <li>- Make a survey of vocational training needs</li> <li>- Study European opportunities in Erasmus + in particular</li> <li>- Contacts universities with experience in the field</li> </ul>	Number of co-establishment courses created	3 000 000 00	<ul style="list-style-type: none"> <li>- deficiency of external partners</li> <li>- Non rigorous monitoring</li> </ul>

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## RESEARCH

The axis of development in accordance with the objectives of the sectoral policy, and submitted to the consensus of the University of M'sila is:

*«Develop scientific research, creativity and innovation»*



Research, developed in and by the laboratories, must come out of it to be valued and to serve the development of the socioeconomic environment of the country. It must also be auto-financing and no longer rely solely on public endowments. The continuing training of its human component, the maintenance of its equipment and its renewal are all advantages for a quality research.

### General objective (F1) : Research Management

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
(SO1): Organization of research	<ul style="list-style-type: none"> <li>- Elaboration of the code of ethics and deontology</li> <li>- Definition of procedures</li> <li>- Definition and development of internal monitoring and evaluation tools</li> <li>- Increase the security of infrastructures, equipment and people</li> <li>- Organization chart of units and research laboratories</li> <li>- Cooperation with companies</li> <li>- Cooperation with local authorities</li> <li>- Involvement in national and international networks</li> </ul>	<ul style="list-style-type: none"> <li>- Number of defined procedures</li> <li>- Number of agreements with companies</li> <li>- Number of agreements with local authorities</li> <li>- Number of subscriptions (or registration) in national networks</li> <li>- Number of subscription (or registration) in international networks</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>- Rigidity of laws</li> <li>- Cartography not carried out</li> <li>- Company loss of motivation</li> <li>- Loss of motivation of local authorities</li> </ul>
(SO2): Improve administrative management	<ul style="list-style-type: none"> <li>- Adequate management of human resources</li> <li>- Work towards a budgetary nomenclature</li> <li>- Increase endowment and subsidies</li> <li>- Increase funding on contracts</li> <li>- Contract management</li> <li>- Financial management</li> <li>- Human Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>- Rate of increase of the State's endowment</li> <li>- Rate of subsidies compared to the State endowment</li> <li>- Number of financed contracts</li> </ul>	/	<ul style="list-style-type: none"> <li>- Rigidity of laws</li> </ul>
(OS3): Maintenance and acquisition policy for scientific equipment.	<ul style="list-style-type: none"> <li>- Establishment of a maintenance team</li> <li>- Maintain the annual inventory of equipment</li> <li>- Acquire the necessary means</li> <li>- Adapt equipment to standards and technological advances</li> </ul>	<ul style="list-style-type: none"> <li>- Number of interventions.</li> <li>- Amount in Algerian Dinar of acquired equipment</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>- Lack of training of maintenance staff</li> <li>- Lack of knowledge of standards</li> </ul>
(SO4): Develop a training and development policy for laboratory staff.	<ul style="list-style-type: none"> <li>- Apply the turnover in the different working positions in the laboratory</li> <li>- Develop an individual training plan</li> <li>- Promote staff development mobility</li> </ul>	<ul style="list-style-type: none"> <li>- Number of turnover carried out</li> <li>- Number of national mobilities carried out</li> <li>- Number of international mobilities carried out</li> </ul>	1 600 000 00	<ul style="list-style-type: none"> <li>- Work posts are not listed</li> <li>- Non rigorous follow-up in the</li> </ul>

				turnover - Financial unavailability
<b>(OS5): Visibility, traceability and capitalization of the knowhow of the research laboratories.</b>	<p><b>VISIBILITY:</b></p> <ul style="list-style-type: none"> <li>○ Transparency in the budget <ul style="list-style-type: none"> <li>▪ Reliable communication</li> <li>▪ Exploitation of social networks</li> <li>▪ Publication of indicators and analysis of results</li> </ul> </li> <li>○ TRACABILITY <ul style="list-style-type: none"> <li>▪ Maintenance and exploitation of the laboratory notebook</li> <li>▪ Maintenance and exploitation of the incident report</li> <li>▪ Keeping the register of inputs and outputs up to date</li> <li>▪ Keeping project files up to date</li> </ul> </li> <li>○ CAPITALIZATION <ul style="list-style-type: none"> <li>▪ Identify the knowhow</li> <li>▪ Collect and formalize the knowhow</li> <li>▪ Make available</li> <li>▪ Refresh and enrich</li> <li>▪ Storage (cloud computing, ...)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Measurement of social networks</li> <li>- Exploitation rate of the laboratory notebook</li> <li>- Exploitation rate of the incident record</li> <li>- Amount of entries and exits</li> <li>- Number of project files</li> <li>- Cloud computing or other public use rate</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>- Requirements specification are not updated</li> <li>- The register is not up to date</li> <li>- Social networks are not exploited</li> <li>- The indicators are not controlled</li> <li>- Project files are not up to date</li> <li>- Modern storage means are not controlled</li> </ul>

**General objective (F2) : Develop and adapt the research axis to the socioeconomic environment**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): To generalize the university-company partnership to develop common lines of research.</b>	<ul style="list-style-type: none"> <li>- Create and set up a university business interface</li> <li>- Make researchers trained in the setting up of research projects</li> <li>- Seek funding mechanisms for research actions</li> <li>- Accept members of the company in research laboratory boards</li> <li>- Orient the graduate students to opt for topics in common with the company</li> <li>- Establish a favorable legal framework</li> <li>- Make known the product of the laboratory to the socioeconomic world</li> </ul>	<ul style="list-style-type: none"> <li>- Number of researchers trained in project development</li> <li>- Rate of professional members of research laboratories</li> <li>- Number of Bachelor degrees graduate supported dissertation dealing with common subjects</li> <li>- Number of M degrees dealing with common subjects</li> <li>- Number of D degrees dealing with common subjects</li> </ul>	2 500 000 00	<ul style="list-style-type: none"> <li>- Interfaces are not created</li> <li>- Lack of training in workforce</li> <li>- Company loss of motivation</li> <li>- Rigidity of laws</li> </ul>
<b>(SO2): Strengthen the</b>	<ul style="list-style-type: none"> <li>- Create a specific documentary background</li> <li>- Organize conferences</li> </ul>	<ul style="list-style-type: none"> <li>- Rate of consultation of the documentary fund</li> </ul>	6 000 000 00	<ul style="list-style-type: none"> <li>- Demobilization of fund</li> </ul>

presence of the university in economic, social and cultural sectors.	debates, exhibition.	<ul style="list-style-type: none"> <li>- Number of organized debates</li> <li>- Number of organized exhibition.</li> <li>- Satisfaction rate of the concerned sectors.</li> </ul>		<ul style="list-style-type: none"> <li>staff</li> <li>- Bad organization of scientific events</li> </ul>
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**General objective (F3) : Valuation and dissemination of research results.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Valuing and facilitating the dissemination of research results.</b>	<ul style="list-style-type: none"> <li>- Define a strategy for valuation and dissemination of research results</li> <li>- Disseminate the research results according to the strategy that has been established.</li> <li>- Organization of exhibitions of thesis, dissertations, products in innovation</li> <li>- Newsletter</li> <li>- Establish a highlevel publishing culture</li> <li>- Encourage English language publications</li> <li>- Publication in journals</li> <li>- Publication of books</li> <li>- communications</li> <li>- Financial incentive</li> </ul>	<ul style="list-style-type: none"> <li>- Number of published themes</li> <li>- Number of patented topics</li> <li>- Number of signed agreements</li> <li>- Number of organized fairs</li> <li>- Number of sent newsletter</li> <li>- Number of communications</li> <li>- Number of publications in national journals</li> <li>- Number of publications in international journals</li> <li>- Number of publications in international journals in English</li> <li>- Number of published works</li> </ul>	5 000 000 00	<ul style="list-style-type: none"> <li>- Deadline</li> <li>- Non rigorous follow-up</li> <li>- Financial unavailability</li> </ul>
<b>(SO2): A documentation policy in the service of research.</b>	<ul style="list-style-type: none"> <li>- Develop a local work environment</li> <li>- Develop access to digital documentation</li> <li>- Develop the use of ICT in production and access to online resource materials.</li> <li>- Electronic Archive</li> <li>- Electronic Library</li> </ul>	<ul style="list-style-type: none"> <li>- Rate of use of ICT.</li> <li>- Use rate of access to digital documentation</li> <li>- Number of digitized books</li> </ul>	1 500 000 00	<ul style="list-style-type: none"> <li>- Nonuse of ICT</li> <li>- The archives are not digitized</li> <li>- The works are not digitized</li> </ul>

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## STUDENT EXPERIENCE

The development axis is:

*«Foster the students development and success. »*

*«Encourage and strengthen the establishment of scientific and cultural clubs»*

Refocusing on the student is essential. This one is likely to play an active role on its training by an increased participation in extra pedagogical activities. The university must not separate

from the student once graduated. It is likely to follow a socio-professional survey of its graduates.

**General objective (F1) : Valuate the production of scientific and cultural clubs.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): The science clubs</b>	<ul style="list-style-type: none"> <li>- Setting premises equipped with means of communication and computer science</li> <li>- Look for teachers to advise and animate clubs</li> <li>- Find partners</li> <li>- Create clubs of value: Astronomy, Robotics, Environment.</li> <li>- Local development</li> </ul>	<ul style="list-style-type: none"> <li>- Number of created clubs</li> <li>- Number of boosted clubs</li> </ul> <p style="text-align: center;">Number of partners found</p>	5 000 000 00	<ul style="list-style-type: none"> <li>- Non involvement of students</li> <li>- lack of partners</li> </ul>
<b>(OS2): Make clubs known and value their actions.</b>	<ul style="list-style-type: none"> <li>- Inform the media about any new or achieved action</li> <li>- Inform partners of the progress of activities</li> <li>- Disseminate information</li> <li>- Participate in various national and international events and competitions</li> <li>- Create relationships with other clubs</li> <li>- Create a space in the site</li> <li>- Involve clubs in the organization of university events</li> <li>- Accommodation and participation fees</li> </ul>	<ul style="list-style-type: none"> <li>- Number of contest participation</li> <li>- Number of clubs involved in organizing activities at the university</li> <li>- Rate of visits of the space (site) of the clubs</li> </ul>	500 000 00	<ul style="list-style-type: none"> <li>- Uninformed media</li> <li>- lack of partners</li> <li>- Insufficient budget</li> <li>- The clubs do not participate</li> </ul>

**General objective (F2) : Graduate follow-up.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Multiply contacts with graduates.</b>	<ul style="list-style-type: none"> <li>- Strengthen job observers</li> <li>- Create a network of observers</li> <li>- Conduct socio-professional surveys of graduates</li> <li>- Create MAJ a database of emails, phone alumni.</li> <li>- Involve student associations</li> </ul>	<ul style="list-style-type: none"> <li>- Students involved and active</li> <li>- Reinforced Observatory</li> <li>- Number of surveys carried out on the database</li> </ul>	<b>250 000 00</b>	<ul style="list-style-type: none"> <li>- non involvement of the associations</li> <li>- The network is not created</li> <li>- The datastore is not created.</li> </ul>

### General objective (F3) : Relationship with former graduates

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(OS1): Keep a permanent relationship with former graduates.</b>	<ul style="list-style-type: none"> <li>- Conduct socio-professional surveys of graduates</li> <li>- Create MAJ a database of emails, phone alumni.</li> <li>- Organize seminars with former graduates.</li> <li>- Keep alumni informed through the website and a newsletter.</li> <li>- Create diversified sports meetings between former graduates and current students</li> <li>- Create a loyalty label (with financial participation)</li> <li>- Seminars</li> </ul>	<ul style="list-style-type: none"> <li>- Number of meetings</li> <li>- Number of contacts (emails, phone)</li> <li>- Number of surveys carried out on the database</li> <li>- Number of sporting events by category</li> <li>- Number of distributed labels</li> </ul>	800 000 00	<ul style="list-style-type: none"> <li>- Non involvement of former graduates</li> <li>- Bad communication</li> <li>- the meetings are not held</li> <li>- the label is not valid yet</li> </ul>
<b>Set up an "Alumni Day" seminar.</b>	<ul style="list-style-type: none"> <li>- Meet old and current students</li> <li>- Themes according to the conjuncture</li> </ul>	<ul style="list-style-type: none"> <li>- Number of meetings</li> <li>- Student satisfaction rate</li> <li>- Satisfaction rate of former graduates</li> </ul>	100.000 00	<ul style="list-style-type: none"> <li>- The meetings are not held</li> </ul>

## INTERNATIONALIZATION

The axis of development that has the consensus of the university, and in conformity with the orientations of the ministry in charge of education is:

*«Integrate international dimension in university»*

The training offer of the university must not only meet national expectations; but, because of the rapid and deep changes in higher education, it should also cope with the world challenges in this area. The integration of global education and research networks is one of the elements that support this ambition.

### General objective (F1) : Establishment of teaching and research networks at the international level

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(OS1): Develop open distance learning.</b>	<ul style="list-style-type: none"> <li>- Improve the international data network</li> <li>- Create a registration room with staff training</li> <li>- Make students and teachers aware of distance learning</li> <li>- Integrate at least one MOOC</li> <li>- Put the courses online</li> </ul>	<ul style="list-style-type: none"> <li>- Network failure rate</li> <li>- Number of awareness meetings held</li> <li>- Number of integrated MOOCs</li> <li>- Number of courses posted online</li> <li>- Student satisfaction rate</li> <li>- Teacher satisfaction rate</li> </ul>	40 000 000 00	<ul style="list-style-type: none"> <li>- Lack of training in workforce</li> <li>- Lack of awareness</li> <li>- Online lectures are unsolicited</li> </ul>

<b>(SO2): Strengthen the international mobility of students and teacher-researchers as well as the hosting of visiting professors.</b>	<ul style="list-style-type: none"> <li>- Join the international exchange and mobility projects</li> <li>- At least one twinning project with a foreign university</li> <li>- Seize the opportunities of the P3A program including TAEIX.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of memberships to international mobility projects</li> <li>- Number of twinning projects</li> <li>- Number of meetings held with P3A management.</li> </ul>	5 000 000 00	<ul style="list-style-type: none"> <li>- Rigidity of laws</li> <li>- P3A is not entered (or will expire)</li> </ul>
<b>(SO3): To develop the university's capacity to set up international projects.</b>	<ul style="list-style-type: none"> <li>- Set up an international project management unit</li> <li>- Equip the cell with material and trained human resources</li> <li>- Invite Algerian skills abroad to participate</li> </ul>	<ul style="list-style-type: none"> <li>- Number of Algerians who participated in the setting up of projects</li> <li>- Number of achieved projects</li> <li>- Number of trained staff</li> </ul>	500 000 00	<ul style="list-style-type: none"> <li>- lack of training in workforce</li> <li>- Loss of motivation of Algerian skills</li> </ul>

**General objective (F2) : Encourage the students to enroll in all training cycles.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
Develop cooperation with the European Commission on exchange programs.	<ul style="list-style-type: none"> <li>- Establish relations with European institutions,</li> <li>- Make an information watch on European projects,</li> <li>- Organize an "infoday" day for students and teachers</li> <li>- Subscribe to the Erasmus + newsletter</li> </ul> Inform and encourage students and teachers on any opportunity	<ul style="list-style-type: none"> <li>- Number of partnered institutions (likely to be there)</li> <li>- Number of students enrolled in each cycle</li> </ul> Number of teachers enrolled in D or postdoctoral	1 000 000 00	<ul style="list-style-type: none"> <li>- Rigidity of laws</li> <li>- European projects not seized</li> <li>- communication deficiency</li> <li>- Information not disseminated</li> </ul>
Develop cooperation with Arab, African, Asian and American countries in exchange programs.	<ul style="list-style-type: none"> <li>- Establish relationships with Arab, African, Asian and American institutions,</li> <li>- Make an information policy,</li> <li>- Organize an "info-day" for students and teachers</li> <li>- Inform and encourage students and teachers on any opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of partner institutions (likely to be there)</li> <li>- Number of students in each cycle</li> <li>- Number of teachers enrolled in D (PhD)</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>- Rigidity of laws</li> <li>- Financial unavailability</li> <li>- communication deficiency</li> <li>- Information not disseminated</li> </ul>

## WORK PLACE

The axis of development with the consensus of the university, and in conformity with the orientations of the ministry in charge of education is:

*«Create a work environment conducive to the professional development, wellbeing of faculty and administrative staff and support.»*

The university is an integral part of society, its changes and evolution. The attractive organization of the work depends on the quality of the governance of the university, which is called to provide the resources necessary to support the mission of Higher Education and Scientific Research..

### General objective (F1) : Plan the succession.

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Promote the transfer of knowledge among staff through internal mechanisms.</b>	<ul style="list-style-type: none"> <li>- List key positions and vulnerable positions</li> <li>- Establish the individual skills sheet</li> <li>- Develop the plan of promotions to posts</li> <li>- Establish job rotation criteria</li> <li>- Elaborate a turnover</li> <li>- Perform mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>- Rates of vulnerable posts</li> <li>- Key positions rates</li> <li>- Number of developed criteria</li> <li>- Number of effective mentorships</li> <li>- Number of turnovers</li> </ul>	200 000 00	<ul style="list-style-type: none"> <li>- Criteria not established</li> <li>- Vulnerable or key work posts are not well known</li> <li>- The turnover does not take place</li> </ul>
<b>(SO2): Develop a succession plan and transfer of skills</b>	<ul style="list-style-type: none"> <li>- Establish a career plan</li> <li>- Establish a multiyear HR management plan</li> <li>- Establish a recruitment plan</li> </ul>	<ul style="list-style-type: none"> <li>- Annual rates of future recruitments.</li> </ul>	500 000 00	<ul style="list-style-type: none"> <li>- lack of qualified human resources for drawing up plans</li> </ul>

**General objective (F2) : Develop the sense of belonging to the university.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(OS1): Fuel the interaction of the student with his university environment.</b>	<ul style="list-style-type: none"> <li>- Work to integrate the student in scientific, sports, cultural and literary clubs.</li> <li>- Help the student to participate in student activities</li> <li>- Become mentor and member of the CP (educational council)</li> <li>- Attend conferences and seminars</li> <li>- Organize a lecture on the history and ambitions of the university at the beginning of each academic year</li> <li>- Establish a complaints unit by faculty and institute</li> <li>- Support students' grievances</li> <li>- Psychological assistance to students</li> </ul>	<ul style="list-style-type: none"> <li>- Rates of students involved in activities</li> <li>- Rate of students attending seminars and conferences</li> <li>- Rate of student club members</li> </ul>	600 000 00	<ul style="list-style-type: none"> <li>- lack of involvement of the student</li> <li>- grievances are not examined</li> <li>- psychological assistance does not work as it should right away</li> </ul>
<b>Encourage the participation of the teacher and technical-administrative staff.</b>	<ul style="list-style-type: none"> <li>- Organize periodic meetings within the structures</li> <li>- Involve staff and teachers in university activities</li> <li>- Supporting grievances</li> <li>- Establish permanence for technical-administrative executives, professors and lecturers</li> <li>- Communicate on the projects of the university</li> </ul>	<ul style="list-style-type: none"> <li>- Number of meetings organized by department</li> <li>- Rate of solved grievances</li> <li>- Number of offices held per grade</li> </ul>		<ul style="list-style-type: none"> <li>- the permanence not achieved</li> <li>- the permanence register is not applicable</li> <li>- University projects are poorly known</li> </ul>

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**General objective (F3) : Encourage staff to support the teaching and research mission and foster their support for university projects.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Improve satisfaction and wellbeing.</b>	<ul style="list-style-type: none"> <li>- Promote transparency</li> <li>- Improve communication</li> <li>- Dissemination of information</li> <li>- Develop career plans</li> <li>- Ensure equality policy</li> <li>- Seek for consensus before decision making</li> <li>- Organize cultural and sports activities between teachers and staff</li> <li>- Diversify academic social services</li> <li>- Remunerate the works and scientific and educational products (mimeographs, publications, ...)</li> </ul>	<ul style="list-style-type: none"> <li>- Staff satisfaction rate by category</li> <li>- Staff complaints rate by category</li> <li>- Number of sporting events organized by discipline</li> <li>- Number of organized cultural activities</li> <li>- Number of paid handouts</li> <li>- Number of paid publications</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>- deficiency of communication and diffusion of information</li> <li>- unilateral decision-making</li> <li>- Scientific products are not remunerated</li> </ul>
<b>(SO2): Understand the</b>	<ul style="list-style-type: none"> <li>- Discuss and explain the missions, values and objectives of the university to teachers.</li> </ul>	Number of organized	300 000 00	<ul style="list-style-type: none"> <li>- the debates are not</li> </ul>



<b>mission of teaching and research.</b>	<ul style="list-style-type: none"> <li>- Explain the role of the teacher in the development of the country.</li> </ul>	debates.		<p>organized</p> <ul style="list-style-type: none"> <li>- the debates do not have the expected results</li> </ul>
<b>(SO3): Support and accompany teacher-researchers and technical administrative staff.</b>	<ul style="list-style-type: none"> <li>- Build a climate of trust</li> <li>- Continuous training and mobility of staff</li> <li>- Promote exchange links between teachers and companies.</li> <li>- Training and travel expenses</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfaction rate of teachers on the climate of trust.</li> <li>- Satisfaction rate of TA staff on the climate of trust.</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>- Rigidity of laws</li> <li>- lack of commitment of teachers</li> <li>- the companies are not responsive</li> </ul>
<b>(SO4): Identify the skills of the university and make the good use</b>	<ul style="list-style-type: none"> <li>- Elaborate a qualitative sheet of participations in symposia, seminars, ...</li> <li>- Multiply opinion surveys on the quality of lectures</li> <li>- Assess students' concerns satisfaction</li> <li>- Assess the quality of the activities of the teacher in the organization of the debates, colloquium, seminars, ...</li> <li>- Acquisition of polling software</li> <li>- Training in the use of these software.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of quality seminars in which the teacher participate</li> <li>- Satisfaction rate of students of the lectures</li> <li>- Number of participation in the organization of conferences, ...</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>- lack of monitoring by scientific board bodies, department committee</li> <li>- the surveys are not carried out or its results are not used</li> </ul>

**General objective F4 : Ensure the organization of work for the evolution of the University.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Optimize the information flow and communication circuits.</b>	<ul style="list-style-type: none"> <li>- Establish a diagnosis on the current circuits.</li> <li>- Set up an office methods and organization</li> <li>- Develop an equipment acquisition policy</li> <li>- Develop a human resources management policy</li> <li>- Graphical charter</li> </ul>	<ul style="list-style-type: none"> <li>- Activity rate of the methods and organization office</li> </ul>	500 000 00	<ul style="list-style-type: none"> <li>- deficient administrative framework</li> <li>- lack of skills in methods and organization</li> </ul>
<b>(SO2): Ensure good coordination of activities.</b>	<ul style="list-style-type: none"> <li>- Scheduling</li> <li>- Tools of quality management (Pareto, 7M, ...)</li> </ul>	<ul style="list-style-type: none"> <li>- Use rate of quality tools.</li> </ul>	200 000 00	<ul style="list-style-type: none"> <li>- lack of training in workforce /</li> </ul>
<b>(OS3): Using digitization .</b>	<ul style="list-style-type: none"> <li>- Make the stakeholders aware of the use of the networks</li> <li>- LinkedIn measurement of popularity</li> <li>- Measure of Facebook</li> <li>- Twitter Measure</li> <li>- Increased use of ICT</li> </ul>	<ul style="list-style-type: none"> <li>- Visit rate of each technique.</li> </ul>	200 000 00	<ul style="list-style-type: none"> <li>- underused social networks</li> </ul>

## COMMUNITY

The consistent development axis is:

*«Make the university responsible and able to engage with the society.»*

The organization of the university in terms of management as well as academic or research practices would be more effective by integrating the principles of sustainable development. It would gain audience and prestige by becoming ready to listen to its student, and especially by being responsive to the concerns of society.

**General objective (F1) : Integrate the principles of sustainable development into the organization and management of the university**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Establish and implement a sustainable development policy.</b>	<ul style="list-style-type: none"> <li>- Creation of a multidisciplinary group interested in sustainable development</li> <li>- Ensure the means (local, materials)</li> <li>- Creation of a sustainable development charter</li> <li>- Develop appropriate documentation on sustainable development</li> <li>- Specialized documentation</li> </ul>	<ul style="list-style-type: none"> <li>- Number of working group meetings</li> <li>- Number of designed documents.</li> </ul>	2 500 000 00	<ul style="list-style-type: none"> <li>- Administrative constraints</li> </ul>
<b>(SO2): Draw up and implement a waste reduction policy.</b>	<ul style="list-style-type: none"> <li>- Conversion of electronic components out of service equipment</li> <li>- Recycling paper exams and prints</li> <li>- Recycling glass, papers,</li> <li>- Acquire recycling equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of successfully recovered and converted components.</li> <li>- Number of quintals of recycled paper.</li> <li>- cost of the savings made in AD.</li> </ul>	2 000 000 00	<ul style="list-style-type: none"> <li>- Administrative constraints</li> <li>- equipment not acquired</li> </ul>
<b>(OS3): Draw up and implement a policy of optimization of fluid consumption.</b>	<ul style="list-style-type: none"> <li>- Change faucets and defective sanitary installations</li> <li>- Change economic light lamps</li> <li>- Renovation of real estate to avoid heat loss</li> <li>- Installation of solar panels in campuses</li> </ul>	<ul style="list-style-type: none"> <li>- Number of faucets changed</li> <li>- Number of sanitary facilities repaired or exchanged or installed.</li> <li>- Costing of the realized economy.</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>- Administrative constraints</li> <li>- equipment not acquired</li> </ul>

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**General objective (F2) : Promote an ethical approach to teaching, research and university management.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Review the university's Ethics and Deontology Commission and ensure the dissemination of the code of ethics developed by the MHESR.</b>	<ul style="list-style-type: none"> <li>- Hold several meetings with the members interested on the administrative, research or teaching aspects.</li> <li>- If the committee does not exist, it must be created.</li> <li>- Distribution to teachers and technical administrative staff of the code of ethics and deontology of the MHESR.</li> <li>- Update university ethics charters</li> </ul>	<ul style="list-style-type: none"> <li>- Number of meetings held (administration, teaching, research)</li> <li>- Number of represented teachers</li> </ul>	/	<ul style="list-style-type: none"> <li>- Non implementation of the charter</li> </ul>
<b>(OS2): Value the teaching and research.</b>	<ul style="list-style-type: none"> <li>- Conferences on conflicts of interest, plagiarism</li> <li>- Conferences on authority, identity and interaction with society.</li> <li>- Standardize the content of the lessons</li> <li>- Implement high-performance software</li> <li>- Develop more binding texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of conferences.</li> <li>- Rate of decrease of plagiarism.</li> <li>- Rate of decrease of conflicts of interest.</li> </ul>	/	<ul style="list-style-type: none"> <li>- No motivation</li> <li>- Inadequate texts</li> </ul>
<b>(OS3): Valuing the administrative act.</b>	<ul style="list-style-type: none"> <li>- Perform a quality recruitment</li> <li>- Precaution in appointment to senior positions</li> <li>- Establish and publicize norms and standards.</li> </ul>	<ul style="list-style-type: none"> <li>- Quality recruitment success rate.</li> <li>- Success rate in appointment to senior positions.</li> </ul>	/	<ul style="list-style-type: none"> <li>- Appointment out of ordinary in senior positions</li> </ul>

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**General objectives (F3): Increase the visibility of the university in society.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Development of actions towards the communities.</b>	<ul style="list-style-type: none"> <li>- Organization of seminars</li> <li>- Open doors</li> <li>- Thematic training</li> <li>- Edit a newsletter</li> <li>- Screening of scientific films for the benefit of the community.</li> <li>- Creation of a coordination unit</li> </ul>	<ul style="list-style-type: none"> <li>- Number of seminars</li> <li>- Number of open doors</li> <li>- Number of training provided to the population of the region.</li> <li>- Number of published and distributed newsletter</li> <li>- Number of films projected.</li> </ul>	500 000 00	<ul style="list-style-type: none"> <li>- Natural constraints</li> <li>- Public no or little informed</li> </ul>
<b>(SO2): Create a student-society interaction to</b>	<ul style="list-style-type: none"> <li>- Create a science shop</li> <li>- Inform the public</li> <li>- Create pages in social networks</li> <li>- Create a journal for</li> </ul>	<ul style="list-style-type: none"> <li>- Number of visits to the science store.</li> <li>- Satisfaction rate of the public.</li> <li>- Number of visits in</li> </ul>	200 000 00	<ul style="list-style-type: none"> <li>- Public no or little informed</li> </ul>

generalize knowledge for all	students and the general public.	the pages of social networks. - Number of students involved per training cycle.		- Shop non available - Rigidity of laws
Publicize the university by personalized custom printing clothing.	- University logo on caps - University logo and others on tshirts, caps, pens, notepads, keychains, ...	- Number of given or sold caps - Number of given or sold Tshirts		- Lack of sponsors (or do not commit) - Poor quality of printing - Bad distribution of the product

## RESOURCES - CAMPUS

The consistent development axis is:

*"Ensure the development of the university through strategic use of its resources, and by optimizing new resources. "*

The university is likely to provide a clear financial support to its activities through the provision of services and the product of research.

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**General objective (F1) : Guarantee the financial viability of the university.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
(SO1): Encourage the administrative and socioeconomic sectors to participate in financing training and research.	- Awareness raising of concerned aspects - Establish incentives (certification training, ...) - Organization of open doors - Organization of visits - Presentation of the trainings - Inform the community of any innovation - Inform the community of research activities in progress.	- Number of seminars organized - Number of visits made - Number of financially supported training  Number of funded research projects	1 500 000 00	Businesses do not respond  faulty communication
(SO2): Collaboration with academic or professional institutions receiving financial support from companies for training and	- List the establishments in the region. - Organize consultation meetings - Offer "for collaboration" training to concerned institutions - Propose joint development research projects - propose modifications of texts facilitating the task	- Number of signed agreements - Number of advisory meetings.	500 000 00	institutions do not respond favorably  the companies do not respond  Rigidity of laws

research projects.				
(SO3): Introduce modern methods of financial management.	<ul style="list-style-type: none"> <li>- Develop the dashboard</li> <li>- Elaborate statistics</li> <li>- Develop and interpret performance indicators</li> <li>- Systematic checks of expenses and entries</li> <li>- Interpreting the gaps</li> </ul>	The budget of the institution is balanced.	1 000 000 00	Insufficiency of confirmed staff

**General objective (F2) : Ensure the realization of the major projects of the university.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
To ensure strict compliance with the specifications.	<ul style="list-style-type: none"> <li>- Development of schedules of deadlines with a rigorous follow-up and obligation of realization</li> <li>- Periodic meetings with the project managers and the design office</li> </ul>	<ul style="list-style-type: none"> <li>- Average rate of progress of work</li> <li>- Number of meetings with the project managers and the design office</li> </ul>	4 000 000 00	meetings are not held
Language Learning Center Facilities	<ul style="list-style-type: none"> <li>- Elaborate the specifications</li> <li>- Consultations</li> <li>- Decisions</li> <li>- Follow the file</li> <li>- Acquire the equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Number of months spent on the project</li> <li>- Center attendance rate</li> </ul>	30 000 000 00	<ul style="list-style-type: none"> <li>- lack of follow-up</li> <li>- Inadequate budget</li> </ul>
Set up a videoconferencing center.	<ul style="list-style-type: none"> <li>- Find the premises</li> <li>- Elaborate the specifications</li> <li>- Consultations you</li> <li>- Acquire the equipment</li> <li>- Project launch</li> <li>- Acquire the equipment</li> <li>- Assign trained personnel</li> </ul>	<ul style="list-style-type: none"> <li>- Number of spent on the project</li> <li>- Attendance rates.</li> <li>- Number of videoconferences performed</li> </ul>	60 000 000 00	<ul style="list-style-type: none"> <li>- lack of follow-up</li> <li>- insufficient budget</li> <li>- Lack of training in workforce</li> </ul>

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**General objectives (F3) : Boost the business process and decision-making.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
(SO1): Ensure the functioning of the university's advisory bodies.	<ul style="list-style-type: none"> <li>- Create the missing organs.</li> <li>- To prepare a six-monthly calendar of ordinary meetings of the different organs of the university.</li> <li>- Ensure scheduled meetings.</li> <li>- Use minutes of meetings</li> <li>- Consider the opinions listed and make decisions to apply.</li> <li>- Disseminate the reports</li> <li>- Archive the minutes and decisions taken.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of organs created.</li> <li>- Number of ordinary meetings held by type of body.</li> <li>- Number of decisions taken</li> <li>- Teacher satisfaction rate</li> <li>- Student satisfaction rate</li> <li>- Satisfaction rate of technical and administrative staff.</li> </ul>	200 000 00	conflict debates in meetings

**General objectives (F4) : Enhance the university's documentary, technological and physical infrastructure to meet the evolving needs of the university community.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>Develop a multiyear plan for the management of documentation equipment.</b>	<ul style="list-style-type: none"> <li>- Create a think tank for drawing up the plan</li> <li>- Inform teachers</li> <li>- Collect teachers' requests for work</li> <li>- Develop a multiyear plan by faculty</li> <li>- Consolidation of faculty plans</li> <li>- Evaluate the plan</li> <li>- Ask for funds</li> <li>- Execute the plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of meetings of the cell.</li> </ul> <p>Teacher participation rate</p>	200 000 00	Lack of confirmed staff
<b>(SO2): Develop a multiyear plan for the management of teaching equipment.</b>	<ul style="list-style-type: none"> <li>- Create a think tank for drawing up the plan</li> <li>- Inform teachers</li> <li>- Collect teachers' requests for equipment</li> <li>- Develop a multiyear plan by faculty</li> <li>- Consolidation of faculty plans</li> <li>- Evaluate the plan</li> <li>- Request funds</li> </ul> <p>Execute the plan.</p>	<ul style="list-style-type: none"> <li>- Number of meetings of the cell.</li> </ul> <p>Teacher participation rate</p>	400 000 00	Lack of confirmed staff
<b>(SO3): Develop a multiyear plan for the management of research equipment.</b>	<ul style="list-style-type: none"> <li>- Create a think tank for drawing up the plan</li> <li>- Inform teachers</li> <li>- Collect requests from researchers for equipment</li> <li>- Develop a multiyear plan by faculty</li> <li>- Consolidation of faculty plans</li> <li>- Evaluate the plan</li> <li>- Ask for funds</li> <li>- Execute the plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of meetings of the cell.</li> <li>- Participation rate of researchers</li> </ul>	500 000 00	Lack of confirmed staff

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## GOVERNANCE

The consistent development axis is:

*«Ensure the proper functioning of the university by establishing appropriate policies, procedures and rules of administration.»*

*«Foster student success»*

The implementation of policies to achieve and monitor the level of participation and accountability of its stakeholders are essential for a university concerned with its quality and its role. The quality approach and the implementation of an integrated information system are all elements that would reinforce these policies.

**General objective (F1) : Create responsive governance involving all stakeholders.**

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
(OS1): Improve the work context	<ul style="list-style-type: none"> <li>- Promote the generation of own resources</li> <li>- Promote the introduction of incentive measures</li> <li>- Promote lifelong learning</li> <li>- Promote continuing education.</li> <li>- Fight against absenteeism and late arrivals</li> <li>- Use of ICTE</li> <li>- Increase awareness among trainers</li> <li>- Improve the mobility</li> </ul>	<ul style="list-style-type: none"> <li>- Rate of generation of own resources</li> <li>- Number of people enrolled in continuing education</li> <li>- Number of persons enrolled in lifelong or work-linked training</li> <li>- Absence rate of teachers by structure</li> <li>- Absence rate of students by structure</li> <li>- Technical-administrative staff absence rate by structure</li> </ul>	1 000 000 00	<p>Inadequacy of the texts in force</p> <p>budget deficiency</p> <p>Trainers unavailable</p>
(SO2): Improve accountability.	<ul style="list-style-type: none"> <li>- Create the accountability mechanism.</li> <li>- Dissemination of results and documents.</li> <li>- Ensure that the information reaches the concerned persons.</li> <li>- Develop and implement a performance framework in the work.</li> <li>- Set up an exploitation cell of the scorecard.</li> <li>- Schedule audits.</li> <li>- Revaluation of the managers (promotion, remuneration, ...)</li> </ul>	<ul style="list-style-type: none"> <li>- Number of completed and exploited canvas.</li> <li>- Number of exploited cards.</li> <li>- Staff satisfaction rate.</li> <li>- Student satisfaction rate.</li> <li>- Number of exploited cards.</li> <li>- Number of audits carried out.</li> </ul>	400 000 00	<p>No motivation</p> <p>Administrative and financial constraints</p>
(SO3): Improve participation.	<ul style="list-style-type: none"> <li>- Improve the expression channels.</li> <li>- Create impulsive approach mechanisms.</li> <li>- Promote student participation and motivation.</li> <li>- Perfect the way of representing staff in the instances</li> <li>- Improve the way of introducing staff in decision-making</li> <li>- Lifting of administrative burdens on teachers</li> <li>- Actions of attachment to the university by psychological benefits: support, justice, recognition.</li> <li>- Emotional commitment</li> <li>- Satisfaction surveys (Teachers, TAS, students)</li> <li>- Teacher Leadership</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfaction rate of technical and administrative staff.</li> <li>- Student satisfaction rate</li> <li>- Teacher satisfaction rate.</li> </ul>	/	<p>No implementation of texts</p> <p>Lack of commitment</p> <p>Lack of technicality</p> <p>Failures of communication</p>
(SO4): Strengthen academic and	<ul style="list-style-type: none"> <li>- Reinforce good practices</li> <li>- Introduction of budget control tools: MTEF, ...</li> <li>- Develop and implement</li> </ul>	<p>Manager satisfaction rate.</p>	/	<p>Incoherence between stakeholders</p>

financial management.	<ul style="list-style-type: none"> <li>- the pedagogical standards guide</li> <li>- Develop and implement the research guide (research paper)</li> <li>- Develop and implement the public procurement guide</li> <li>- Develop and implement the human resources management guide</li> <li>- Develop and implement the financial resources management guide</li> </ul>			<ul style="list-style-type: none"> <li>- Lack of training of managers</li> <li>- The guides are not elaborated</li> </ul>
(SO5): Empowerment.	<ul style="list-style-type: none"> <li>- Distribution of powers (increased autonomy of faculties, institutes)</li> <li>- Accountability</li> <li>- University Ministry Contract-based</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher satisfaction rate</li> <li>- Satisfaction rate of technical and administrative staff.</li> </ul>	/	<ul style="list-style-type: none"> <li>- Lack of qualified staff</li> <li>- Limited distribution</li> <li>- The accounts are not elaborated</li> <li>- Reluctance of the MHESR</li> </ul>

### General objective (F2) : Policy Development.

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
(SO1): Establish mechanisms to make the university effective in its development.	<ul style="list-style-type: none"> <li>- Develop the policy of articulation with the environment</li> <li>- Generate own resources:               <ul style="list-style-type: none"> <li>a) Representation of the companies in the CA, the CSU and the councils of laboratories,</li> <li>b) Participation in innovative companies</li> </ul> </li> <li>- Develop the policy to implement and generalize ICT</li> </ul>	<ul style="list-style-type: none"> <li>- Number of conference debates.</li> <li>- Number of requests from environmental stakeholders.</li> </ul>	200 000 00	<ul style="list-style-type: none"> <li>- socioeconomic sector deficiency</li> <li>- Rigidity of laws</li> <li>- Budget insufficiency</li> </ul>
(SO2): Create and institute a group of strategic reflections.	<ul style="list-style-type: none"> <li>- Evaluation of seminars, local debates.</li> <li>- Analysis of the environment.</li> <li>- Study and analysis of new teaching methods.</li> <li>- Development of strategic reports for the governance of the university</li> <li>- Remuneration of the members</li> <li>- Institutionalize the group of reflections</li> </ul>	<ul style="list-style-type: none"> <li>- Number of strategic reports developed.</li> <li>- Number of local seminars evaluated</li> </ul> <p style="text-align: center;">Impact of the environment</p>	5 000 000 00	<ul style="list-style-type: none"> <li>- Financial insufficiency</li> <li>- Démotivation</li> <li>- Lack of means</li> </ul>



### General objective (F3) : Promote the quality approach

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(OS1): Set up an QSM</b>	<ul style="list-style-type: none"> <li>- Process Determination (Management, Decision Making and Support)</li> <li>- Mapping processes</li> <li>- Develop the documentation</li> <li>- Communicate</li> <li>- Evaluation</li> <li>- Deming wheel training</li> <li>- Engage in continuous improvement</li> <li>- Prepare the certification.</li> <li>- Establish the quality unit of the university.</li> <li>- Carry out institutional self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfaction rate of services</li> <li>- A self-assessment guide is developed</li> <li>- The contact with the certifier is established.</li> </ul> <p style="text-align: center;">The processes are functional</p>	2 000 000 00	<ul style="list-style-type: none"> <li>Lack of competent expertise</li> <li>Lack of Cellule quality motivation</li> </ul>
<b>(OS2): Set up an SAQ</b>	<ul style="list-style-type: none"> <li>- Revitalize the quality unit</li> <li>- Incentive measures of the members of the cell.</li> <li>- Develop the documentation</li> <li>- Communicate</li> <li>- Keep the repository up to date</li> <li>- Carry out the self-assessment</li> <li>- Write the self-assessment report</li> <li>- Prepare the external evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of meetings of the cell.</li> <li>- Number of developed and disseminated documents.</li> <li>- Rate of consultation of the self-assessment report</li> <li>- Teacher satisfaction rate</li> <li>- Student satisfaction rate</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>Lack of expertise</li> <li>Lack of motivation of the quality cell</li> <li>External evaluation not carried out</li> </ul>

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### General objective (F4) : Set up an information system

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(OS1): Design the information system.</b>	<ul style="list-style-type: none"> <li>- Set up a cell (IT specialists, Humanities and social sciences specialists, organizers, representatives of the structures).</li> <li>- Make a study of the existing elements.</li> <li>- Design the distributed architecture of the information system</li> <li>- Evaluation of the information system</li> <li>- Acquire tools and supports</li> <li>- Design the distributed database</li> </ul>	<ul style="list-style-type: none"> <li>- Efficiency rate of the cell</li> <li>- Number of participating teachers by specialty</li> <li>- Satisfaction rate of services</li> <li>- Teacher satisfaction rate</li> <li>- Student satisfaction rate</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>Lack in human resources</li> <li>Budget not allocated</li> </ul>
<b>(OS2): Evaluate and generalize the information</b>	<ul style="list-style-type: none"> <li>- Design the Intranet</li> <li>- Make research on the integration of the system in Intranet and Internet</li> <li>- Use with Smartphone in</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfaction rate of services</li> <li>- Teacher satisfaction rate</li> <li>- Student satisfaction</li> </ul>	45 000 000 00	<ul style="list-style-type: none"> <li>Lack of means</li> <li>Lack of training in</li> </ul>

<b>system.</b>	<ul style="list-style-type: none"> <li>- work</li> <li>- the security of information</li> <li>- Ask for permission to prepare a test from the university management</li> <li>- Test and generalize.</li> </ul>	<ul style="list-style-type: none"> <li>- rate</li> <li>- Number of requests over a given period</li> <li>- Number of system failures</li> <li>- Number of intrusions (or attempts) in the system</li> </ul>		workforce
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### General objective (F5) : Improve Life at University

Specific objectives	Actions	OVI	Evaluation	Risk assumptions
<b>(SO1): Improve working conditions and studies at university.</b>	<ul style="list-style-type: none"> <li>- Provide means and resources for the creation of cultural, sports and social activities.</li> <li>- Support for library services.</li> <li>- Create a recycling cell for administrative staff</li> <li>- Create a development unit on pedagogical techniques</li> </ul>	<ul style="list-style-type: none"> <li>- The recycling cell is created</li> </ul> <p>The improvement unit on pedagogical techniques is effective.</p>	1 000 000 00	<ul style="list-style-type: none"> <li>- Rigidity of laws</li> <li>- Nonfunctional cell</li> </ul>
<b>(SO2): Strengthen reception, information and orientation systems for students and staff.</b>	<ul style="list-style-type: none"> <li>- Create a university life council (students, teachers, staff).</li> <li>- Publish the provided services</li> </ul>	<ul style="list-style-type: none"> <li>- Student satisfaction rate</li> <li>- Teacher satisfaction rate</li> <li>- Satisfaction rate of administrative technical staff</li> </ul>	400 000 00	<ul style="list-style-type: none"> <li>- Lack of stakeholder involvement</li> </ul>
<b>(SO3): Strengthen common infrastructures</b>	<ul style="list-style-type: none"> <li>- Make a diagnosis of sanitary facilities, and water trunks</li> <li>- Set up water tanks</li> <li>- Renovate sanitary facilities and water trunks</li> <li>- Create or strengthen the intervention and repair office</li> </ul>	<ul style="list-style-type: none"> <li>- Number of water tanks</li> <li>- Number of renovated sanitary facilities</li> <li>- Number of valves</li> <li>- Teacher satisfaction rate</li> <li>- Student satisfaction rate</li> <li>- Satisfaction rate of technical and administrative staff</li> </ul>	1 000 000 00	<ul style="list-style-type: none"> <li>- Lack of follow-up</li> <li>- Lack of the intervention and repair office</li> </ul>

## 7. Expected Results

The results expected from the implementation of the Strategic Development Plan, at the end of its five-year period, are listed by segment here-after. The results are expected by specific objective and not by action.

### 1) *In terms of training :*

- Knowledge of the university system with a successful immersion of the student into university life as soon as he / she returns to university.
- Motivation of teachers and their pedagogical training while using the ICT.
- Teachers are aware and trained on active methods, self-learning and self-assessment methods, practical works platforms, interactive data show.
- C-o-construction of training courses with national and foreign institutions.
- Awareness-raising and support of the professionals in the socioeconomic sector to participate in university activities.
- The practical works are carried out with an interested participation of the students. Students easily find traineeship.
- The doctoral schools are boosted, and thesis defense are carried out at an acceptable pace.
- Students are able to learn independently through the use of educational platforms. They will be able to carry out a self-assessment and self-learning.
- Graduates are better employable.
- Training courses meeting the needs of companies are created, mainly the businesses in Msila.
- The executives of the company benefit from training.
- University-business interfaces are created.
- The data bank of the topics of dissertations and thesis is created with the possibility of consultation by the companies.

### 2) *In terms of Research :*

- Research at university is better organized and finance and staff aspects are better supported.
- Scientific production is better known
- The valuation and dissemination of research results are done for the benefit of the institution. There is better visibility and traceability of the activities of laboratories or research units
- A good university-company adequacy for cooperation is targeted.

### 3) *In terms of Student Experience :*

- The students are in solidarity and participate in the university fame.
- Students are motivated, and graduates are better monitored. Former graduates participate in university activities.
- Motivation of former graduates: sports meetings between current and former graduates, loyalty label, Alumni Day).

**4) In terms of Internationalization :**

- The university has started twinning operations with international institutions.
- The university has developed relations with African, Arab, European, American and Asian countries.
- The Erasmus + program is in several departments of the university.

**5) In terms of Work Place:**

- Good synergy is achieved between the staff of the university
- A succession plan is developed.
- The student reacts with his environment and increased participation of teachers and technical-administrative staff in life at university.
- Confidence among members at the university. The teacher knows better the missions of the university as well as its defended values .
- The university knows and deploys its skills.
- Method and organization office is created. Channels of information flow allow a better dissemination of information and documents.
- Quality tools are integrated into management and teaching tasks.
- The continuous training of teacher-researchers.
- A weekly shift is provided by teacher-researchers of grade of professor and Senior Lecturer.

**6) In terms of Community :**

- The issue of sustainable development is shared by all stakeholders in the university.
- The implementation of energy saving processes (solar panels, ...) brings a financial saving to the establishment. The recycling of papers, glasses ... is also one of this category.
- The charter of ethics and deontology is reviewed, enriched and effectively implemented.
- There is a fight against conflicts of interest, plagiarism, absenteeism and late arrivals.
- The administrative act is valued. It is deeply discussed before its implementation.
- The expectations of the company are satisfied by the services provided by the university such as the science store, the projection of films....
- The visibility of the institution and its role in the development of the region are effective.

**7) In terms of Resources and Campus :**

- The companies participate in the financing of actions of the university, which allows to balance its budget and to ensure own funds.
- The major works are carried out according to jointly developed deadlines (university - manager of the project), which allows its realization in the time limit.

- The university has a language learning center and an equipped videoconferencing room. This allows organizing conferences on a global scale and permits its students and teachers to learn and improve foreign languages.
- The student participates in national and international events.
- The university has advisory bodies and operational decisions.
- The multiyear documentary plan of the university is elaborated, evaluated, financed and executed.
- The multiyear plan of the pedagogic equipment of the university is elaborated, evaluated, financed and executed.
- The multiyear plan for research equipment is developed, evaluated, financed and executed.
- Life at university is getting better. Satisfaction of students and staff of services provided by the university.
- The hygiene of the university and the satisfaction of its users.

#### 8) *In terms of Governance :*

- The work allows to generate resources, lifelong learning and continuing education.
- A group of strategic reflections is implemented
- Increased motivation and participation of staff and students.
- Accountability with a mechanism.
- The guides of good practices are effective.
- Faculties have autonomy in accordance with the texts in force.
- The contract-based is effective.
- The university is present in its environment. It participates in its development.
- The culture of audit is developed.
- The modernization of all university activities through the development and use of ICT.
- Governance really keeps up to date of the activities of the university structures.
- All processes (financial, staff and academic management) are carried out through the implementation of a quality management system.
- The quality of the university's services is known by its partners.
- The quality of the university's services is known by its partners thanks to the establishment of a quality assurance system.
- The university has its integrated information system.

## 8. Financing the Plan

Mohamed Boudiaf University contributes in the project funding. This effort, that needs in order to finance its development fund, is of course dependent on the adaptation of certain texts in force to facilitate the management of own funds or from the activities of the university. The suggested financing comes from two sources:

- Own funds from the annual registration fees,
- Funds from the partnership

To not be completely subject to the vagaries of a sometimes unstable economic environment, the contribution of the State in the financing of this plan is necessary.

## 8.1 Assumptions

### a) Tuition fees

The number of students of the university is 34000. The own schooling fund was determined on this base with regulatory tuition, that is to say 200.00 DA per student each year. We had planned to increase these fees to raise our funds, but this plan was finally abandoned.

### b) Partnership

These are services provision (continuous training) and research products (expertise). Msila University does not currently have a partnership that solicits the scientific services of the university. This is one of the axis to be developed in this strategic plan. This has led us to university laboratories that are likely to make expertise, and thus generate earnings for the financing of the plan.

## 8.2 Financing of the Plan Framework

The financial evaluations by segment are summarized in the following table:

NO	Segment	Years and Amounts for the plan realization					Total segment
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	
1	Training	47 100 000.00	47 100 000.00	47 100 000.00	47 100 000.00	47 100 000.00	235500 000.00
2	Research	/	4 900 000.00	4 900 000.00	4 900 000.00	4 900 000.00	19 600 000.00
3	Student exp	1 330 000.00	1 330 000.00	1 330 000.00	1 330 000.00	1 330 000.00	6 650 000.00
4	Internationalisation	/	11 875 000.00	11 875 000.00	11 875 000.00	11 875 000.00	47 500 000.00
5	Work place	1 100 000.00	1 100 000.00	1 100 000.00	1 100 000.00	1 100 000.00	5 500 000.00
6	community	1 240 000.00	1 240 000.00	1 240 000.00	1 240 000.00	1 240 000.00	6 200 000.00
7	Resources campus	19 660 00.00	19 660 00.00	19 660 00.00	19 660 00.00	19 660 00.00	98 300 000.00
8	Governance	/	14 500 000.00	14 500 000.00	14 500 000.00	14 500 000.00	58 000 000.00
TOTAL		70 430 000.00	101 705 000.00	101 705 000.00	101 705 000.00	101 705 000.00	477 250 000.00

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The estimated budget is summarized in the following table:

FUNDING	Segment	Years of plan implementation and evaluation					Total segment
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	
	Total (1)	70 430 000.00	101 705 000.00	101 705 000.00	101 705 000.00	101 705 000.00	477 250 000.00
	Inflation (7%) (2)	4 930 100.00	7 119 350.00	7 119 350.00	7 119 350.00	7 119 350.00	33 407 500.00
	Total (3) = (1+2)	75 360 100.00	108 824 350.00	108 824 350.00	108 824 350.00	108 824 350.00	510 657 500.00

<b>Registration fees (4)</b>	6 800 000,00	7 200 000,00	7 600 000,00	8 000 000,00	8 400 000,00	38 000 000,00
<b>Partnership (5)</b>	800 000,00	1 000 000,00	2 000 000,00	4 000 000,00	10 000 000,00	17 800 000,00
<b>Total contribution (6) = (4) + (5)</b>	7 600 000,00	8 200 000,00	9 600 000,00	12 000 000,00	18 400 000,00	55 800 000,00
<b>State contribution (3) (6)</b>	67 760 100.00	100 624 350.00	99 224 350.00	96 824 350.00	90 424 350.00	454 857 500.00

## 9. Plan for Objectives Implementation

Policy of the institution	Objectives	Implementation planning of the objectives				
		1 <sup>st</sup> Y	2 <sup>nd</sup> Y	3 <sup>rd</sup> Y	4 <sup>th</sup> Y	5 <sup>h</sup> Y
TRAINING	F1: Ensuring the quality of university education	X	X	X	X	X
	F2: Integrate innovative teaching methods.	X	X	X	X	X
	F3: Adapt the training offer to the economic environment.		X	X	X	X
	F4: Preponderance of vocational training in relation to academic training.	X	X	X	X	X
RESEARCH	F1: Research management		X	X	X	X
	F2: Development and adaptation of research axis to the socioeconomic environment		X	X	X	X
	F3: Valuation and dissemination of research results		X	X	X	X
STUDENT EXPERIENCE	F1: Valuing the production of scientific and cultural clubs.	X	X	X	X	X
	F2: Follow-up of graduates.	X	X	X	X	X
	F3: Relationship with former graduates	X	X	X	X	X
INTERNATIONALISATION	F1: Establishment of international teaching and research networks		X	X	X	X
	Encourage the enrollment of students in all the different training cycles.		X	X	X	X
WORK PLACE	F1: Plan the succession.	X	X	X	X	X
	F2: Develop a sense of belonging to the university.		X	X	X	X
	F3: Encourage staff to support the teaching and research missions and encourage their support for university projects.	X	X	X	X	X
	F4: Ensure the organization of work for the evolution of the university.	X	X	X	X	X
	F1: Integrate the principles of sustainable development into the organization and management of the university (campus)	X	X	X	X	X

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COMMUNITY	F2: Promote an ethical approach to teaching, research and university management.		X	X	X	X
	F3: Increase the visibility of the university in society.	X	X	X	X	X
RESOURCES CAMPUS	AND					
	F1: Ensure the financial viability of the university.	X	X	X	X	X
	F2: Ensure the realization of major projects of the university.	X	X	X	X	X
	F3: Boost the operational process and decision-making.	X	X	X	X	X
	F4: Enhance the documentary, technological and physical infrastructure of the university according to the evolving needs of the university community.	X	X	X	X	X
GOVERNANCE	F1: Create responsive governance involving all stakeholders.		X	X	X	X
	F2: Policy development.		X	X	X	X
	F3: Promote the quality approach		X	X	X	X
	F4: Set up an information system		X	X	X	X
	F5: Improve life at university.		X	X	X	X

## 10. Implementation and follow-up of the plan

### 10.1 Preliminaries

The strategic plan is implemented and monitored by the following committees:

- **STECO**: Steering committee at the Rectorate
- **FCO**: Follow-up Committee
- **SWG**: Segment Working Groups (within the FCO)

The success of the implementation of the strategic development plan is subject to several factors, namely:

- A better adaptation of some texts in force.
- The provision of the endowments mentioned in the plan.
- The commitment and involvement of the leaders and members of the aforementioned committees and groups.
- Adherence of teacher-researchers, students and technical-administrative staff.
- The quality of work and assiduity of the aforementioned organs. The meeting notes and reports must be prepared and communicated.
- Reliable communication and the smooth flow of information.



## 10.2 Prioritization

The steering committee (STECO) will establish, before the implementation of the strategic plan, a classification in order of the implementation of the general objectives by segment. This is a prerequisite for the proper implementation and does not imply the abandonment of certain objectives

It is simply a matter of prioritizing objectives that have no prior elements, prerequisites, or that may require time that quickly becomes incompatible with the possibilities of the university.

Thus, a prioritization plan includes at least the following elements:

- Importance of the objective for the university
- Term of the objective execution.
- Prerequisites or not of the objective
- Availability of resources necessary for the development of this objective.

## 10.3 Steering Committee (STECO)

The steering committee is defined in the outline of the supervising ministry.

### a) *Composition :*

- The head of the Institution
- Vice Rectors
- Deans of faculties
- The Head of Institutes
- The Secretary General
- The president of the FCO
- The Quality(Q) Assurance (A) Manager (M) (s)

### b) *Missions :*

Organizes and follows the operation "follow-up the implementation of the institution project".

The missions are:

- To organize and supervise the work of the various committees of operational structures (faculties and institutes),
- To guarantee the smooth running of the works,
- To validate the choices and results produced.

## 10.4 Follow-up committee : FCO

The FCO is a central body composed of operational working groups (SWG) with one group per segment.

### a) *Composition :*

- A President appointed by the Rector
- The presidents of the scientific councils of faculties and institutes
- Assistant-deans of faculties and assistant-managers of research institutes
- One student per faculty and from each institute

- One teacher-researcher from each faculty and institute
- Two technical-administrative employees

Each SWG is composed of two teacher-researchers appointed by the president of the FCO. It should be mentioned that SWG is responsible for the execution of the objectives of a segment. The assignment of the segment to a SWG is decided by the FCO.

b) **Missions** :

- Implement the plan
- Ensure the organization and the follow-up of realization
- Identify points that are significant or difficult to tackle, try to deal with them or send them to the steering committee.
- Write the reports of meetings and forward them to the steering committee

## 10.5 Functioning

A regular meeting is held every two months (bimonthly) for the STECO as well as for the FCO and the SWG.

- SWG meeting notes are sent to the FCO.
- The FCO shall meet according to the meeting notes of SWG. At the end of the meeting, they draft a report and send it to STECO.
- The STECO meets according to the report of the FCO.

**NB:** Meetings convocations according to the agenda are sent to the members by the Chair of the committee or group, at least two days before the meeting. The committee draws up its rules of procedure during the first working session.

The following chronogram contains the days of meetings of committees or groups and mentions the necessary resources and the product of each working session.

## 10.6 Chronogram and Activities

The following two pages give an overview on:

- The organization chart of the committees and implementation groups of the strategic plan.
- The chronogram of the activities of the committees and groups of implementation of the strategic plan.

## Organization Chart of Plan Implementation

**University Rectorate**

**STECO**

**FCO**

<b>SWG</b>	training	Research	International	student experience	work place	Community	Resources Campus	Governance
<b>Objectives</b>	training quality Innovative methods Adaptation of the TO Professional training	Administration research Development and Adaption Valuation - Diffusion	Internat. Networks of E & Student registration	Science Clubs Graduate follow-up Relations with the formers	Plan the succession Sense of belonging E & R mission support Work organization	Sustainable development Ethical approach Visibility	Financial viability Realization of projects Operational processes Evolution -Infrastructure Life at university	Involvement of the stakeholders Policy Development Quality approach Information system

STECO: Steering Committee

FCO: Follow-up Committee

SWG: Segment Working Group

### Chronogram of Regular Meetings of Committees and Implementation Groups

	Actions	Month 1				Month 2				Resources	Product
		S1	S2	S3	S4	S5	S6	S7	S8		
STECO	Regular meeting									- Office - Members	- Progress report - Minute
	Writing and sending the meeting notes to the rector									- PC - Minute	- Meeting notes
	Information and dissemination									- Decision of the Rector	- Information notes for publication
FCO	Regular meetings of the SWG									- Office - Members	- Progress report - Meeting notes
	Writing and sending the meeting notes to the FCO									- PC - Minute	- Meeting notes
SWG	Meeting of FCO									- Office - Members	- Progress report - Meeting notes
	Writing and sending the meeting note to STECO										- PC - Minute

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## 11. Conclusion

On the basis of the above consideration, the strategic plan of the institution of the University Mohamed Boudiaf of M'sila intends to contribute through a new vision of the world according to the overhaul of both approaches to governance and those related to the methods of teaching and research, that are sometimes obsolete according to the facts. Similarly, it intends to model its future during the five-year period 2017/2022 by describing the reality as it is, taking into account objectively verifiable indicators and risk assumptions. This plan, developed for the first time by University of Msila, was conceived step by step with the participation of the representatives of all the stakeholders who declared their opinions, expressed the doubts and ambitions of their fellow teachers, students and the technical administrative staff. It is the result of all these concerns.

Thus, in order to make this plan by mutual consent, it does not escape a few imperfections. The stated ambition makes it difficult to meet some objectives because of the rigidity of current texts that govern the activities of the university. Nevertheless, almost all of the specific objectives are within the resources available to the university.

Through this strategic plan, our ambition is to try to meet the conditions of success so that the Mohamed Boudiaf University strengthens its vocation in the fields related to its missions. Thus, It was agreed that the objectives of this plan are:

- A training offer that supports and strengthens the base on which all the training courses provided at the university are founded, in order to meet the expectations of the socioeconomic sector and support the global challenges in this area,
- The training of qualified trainers strongly acquainted with the triptych «teaching - training - learning», integrating the tools and the modern pedagogical methods, animated by the spirit of group, collaboration and exchange of the good practices, and rid of the shackles of individualism.
- to give importance to production and scientific reflection of high quality, for the development of the region and the country,
- To develop scientific research and adapt it for the development of the region and the country,
- To promote innovation and benchmarks with existing or evolving technology solutions to evaluate and create or improve new products or services,
- To strengthen the ethics and deontology in order to be in synergy with the socioeconomic policies of the country.

Finally, what is also targeted during this five-year period is the rupture of the actual withdrawal of the university. It should commit to turn towards the society and the world of the business. For that, the simplification of the administrative procedure which weighs upon the teachers and the technical-administrative staff will be done without delay, and for us it must be considered as one of the priorities in order to maintain the sense of belonging of all managers to the university and to encourage the same continuing effort for quality teaching and research; features that must now become a leitmotif in all speeches, words, and acts of stakeholders

**Badari Kamel, Professor and Rector of University of M'sila**

## 12. Bibliography

**MHESR:** Framework of Institution Project Development (Done by the General Inspector of Higher Education) (2017).

**ROUADJIA Ahmed:** Elements for the university strategic plan development (2017).

**The work** of groups of reflection at University of M'sila (2017).

# APPENDIX

## Bachelor and Master's degree

	Faculty / Institute	Bachelor	Master	Total
01	Law	1 901	815	2 716
02	Arts and Languages	5 172	1 586	6 758
03	Social sciences	4 448	1 746	6 194
04	Economic science	3 012	1 440	4 452
05	Mathematics	1 848	400	2 248
06	Sciences	3 654	720	4 374
07	Technology	2 802	747	3 549
08	UTM	765	413	1 178
09	Sports	1 896	725	2 621
/	<b>Total</b>	<b>25 498</b>	<b>8 592</b>	<b>34 090</b>

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## LMD PhD Training

NO	Domain / Field (PhD)	Male	Female	Total
1	Science and Technology	32	31	63
2	Science of materials	7	15	22
3	Mathematics and Computer Science	16	10	26
4	Science of Nature and Life			
5	Earth and Universe Sciences	5	6	11
6	Economics, Management and Business	16	36	52
7	Law and Political Sciences	6	11	17
8	Humanities and Social Sciences	19	23	42
9	Arts and Foreign Languages			
10	Arabic Language and literature	5	11	16
11	Science and Techniques of Physical and Sports Activities	27	0	27
/	<b>Total</b>	<b>133</b>	<b>143</b>	<b>276</b>

**Number of enrolled students: (L, M and D for the last 10 years)**

Academic year	L (Bachelor)		M		D		Total
	M	F	M	F	M	F	
2006/2007	27 765						27 765
2007/2008	30 912						30 912
2008/2009	31 688						31 688
2009/2010	30 063		81		0	0	30 144
2010/2011	28 903		593		13	6	29 515
2011/2012	25 832		2 692		14	15	28 553
2012/2013	24 122		2 062		21	20	26 225
2013/2014	23 399		3 027		19	29	26 474
2014/2015	25 803		4 782		21	14	30 620
2015/2016	24 592		7 603		56	63	32 314
2016/2017	25 498		6 420				31 918

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**Number of graduates:**

Academic year	L (Bachelor)		M		D		Total
	M	F	M	F	M	F	
-2007	3 509						3 509
-2008	4 168						4 168
-2009	3 713						3 713
-2010	6 721				0	0	6 721
-2011	7 986				0	0	7 986
-2012	8 198				0	0	8 198
-2013	9 358				0	0	9 358
-2014	7 410				3	0	7 413
-2015	8 755				5	1	8 761



-2016	4 528	2 975	9	8	7 520	
-2017	Ongoing				0	
<b>Total</b>	<b>64 346</b>	<b>2 975</b>	<b>0</b>	<b>17</b>	<b>9</b>	<b>67 347</b>

### 2-1-4 Human Resources: 2-1-4-1 Teacher-researchers (last 10 years)

College year	Pr	Senior Lecturer	Lecturer	Assistant Lecturer	Assistant teacher	Temporary/ Associate	Total
-2008	16	52	44	299	303		714
-2009	19	61	58	341	430		909
-2010	19	74	81	383	507		1064
-2011	24	86	92	496	508		1206
-2012	40	99	101	637	378		1255
-2013	53	113	125	728	282		1301
-2014	63	130	167	773	244		1377
-2015	73	162	231	738	191		1395
-2016	94	200	294	685	141		1414
-2017	115	266	284	624	121		1410

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### 2-1-4-2 Administrative, Technical and Service Staff (last 10 years):

Academic year	Administrative		Techniques		Services		S/Total		Total P
	P	T	P	T	P	T	P	T	
-2008	383	0	250	0	100	153	733	153	886
-2009	400	0	300	0	85	245	785	245	1030
-2010	266	0	250	0	80	434	596	434	1030
-2011	311	0	274	0	78	460	663	460	1123
-2012	341	0	290	0	74	450	705	450	1155
-2013	355	0	302	0	70	460	727	460	1187
-2014	375	0	317	0	70	503	762	503	1265
-2015	392	0	330	0	68	515	790	515	1305

<b>-2016</b>	390	0	310	0	60	514	760	514	1274
<b>-2017</b>	397	0	340	0	55	515	792	515	1307

**P : permanent, T : Temporary and various employment support systems**

**2-1-5- Current material infrastructure::**

<b>Existing structure description</b>	<b>number</b>
amphitheater	
Tutorial classroom	<b>444</b>
Practical Works classroom	<b>149</b>
Languages labs	<b>10</b>
Local research laboratories	<b>29</b>
Computer classroom	<b>1</b>
Internet classroom	<b>1</b>
Computing Center	<b>2</b>
Classroom for distance learning	<b>1</b>
Library	<b>10</b>
Auditorium	<b>1</b>
Campus	<b>2</b>
Off-campus structure	<b>0</b>
Others	<b>0</b>

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**Material infrastructure in progress or planned to be developed:**

Description of Structures in progress or planned to be developed	Number
Research laboratories	10
Teaching Buildings	2000

**2.1.6 Training and Research Structures**

Description	Education			Research	
	Number of Departments	Number of sectors	Number of Specialties	Number of research laboratories	Number of Research Units
Faculty of Economics, Management & Commercial Sciences	4	4	10	1	0
Faculty of Arts and Languages	3	4	4	3	0
Faculty of Humanities & Social Sciences	7	7	9	8	0
Faculty of Law and Political Sciences	2	2	4	2	0
Faculty of Technology	9	9	12	4	0
Faculty of Mathematics and computer science	2	2	2	2	0
Faculty of Sciences	6	6	17	3	0
UTM Institute	2	1	2	2	0
STPSA Institute	5	5	5	2	0
<b>Total</b>	<b>40</b>	<b>40</b>	<b>65</b>	<b>27</b>	<b>0</b>

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## SWOT TRAINING

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• <b>Training offer :</b> <ul style="list-style-type: none"> <li>- Diversified and multidisciplinary training offer</li> <li>- Positive success rate.</li> <li>- Availability and quality of teacher-researchers.</li> <li>- Compatibility of evaluation criteria with training objectives</li> </ul> </li> <li>• <b>Accompanying students:</b> <ul style="list-style-type: none"> <li>- Reception, information, orientation ...</li> <li>- Existence of student monitoring and evaluation bodies (CP, CSD, CSF ...)</li> <li>- Infrastructures and important scientific and educational equipment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Training offer :</b> <ul style="list-style-type: none"> <li>- Lack of attractiveness of some TOs.</li> <li>- Lack of bridges between domains and specialties.</li> <li>- No support of M2 on research laboratories.</li> <li>- Lack of a reference skills.</li> <li>- Academic imbalance and vocational training.</li> <li>- Less active training teams</li> <li>- DS incompatibility with research axis</li> <li>- Unlimited partnership with the socioeconomic sector</li> <li>- lack of motivation to teachers</li> <li>- No continuous training</li> <li>- Master not attached to research</li> <li>-</li> </ul> </li> <li>• <b>Accompanying students:</b> <ul style="list-style-type: none"> <li>- Teaching based on transmissive pedagogy.</li> <li>- Lack of support in practical works, traineeship in companies</li> <li>- Dependence on state funding.</li> <li>- Imbalance between the scientific and the humanities majors.</li> <li>- Ineffective mentorship .</li> <li>- Lack of a quality culture</li> </ul> </li> <li>• <b>Economic sector :</b> <ul style="list-style-type: none"> <li>- Weak university-company interaction.</li> <li>- Unlimited professional integration.</li> <li>- Lack of professional stakeholders in the socioeconomic environment.</li> </ul> </li> </ul>
<b>OPPORTUNITES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>- Possibility of co-establishment of training courses.</li> <li>- Possibility of national and international partnership</li> <li>- Possibility of sharing means and resources</li> </ul>	<ul style="list-style-type: none"> <li>- Unfavorable socioeconomic context marked by a disengagement of companies.</li> <li>- Difficult professional integration</li> <li>- Fixed programs</li> <li>- Ranking criteria for the doctoral entrance examination</li> <li>- Budget restriction</li> </ul>

## SWOT OF RESEARCH

<p style="text-align: center;"><b><u>STRENGTH</u></b></p> <ul style="list-style-type: none"> <li>- Performance of some laboratories</li> <li>- Diversified research topics</li> </ul>	<p style="text-align: center;"><b><u>WEAKNESSES</u></b></p> <ul style="list-style-type: none"> <li>- Inadequate nomenclature of the research budget</li> <li>- Lack of staff for support</li> <li>- Inadequacy of research infrastructures</li> <li>- Failure of maintenance service</li> <li>- Under-use of research equipment</li> <li>- Lack of sharing between laboratories</li> <li>- Research Themes inappropriate to the S-E Context of the Region</li> <li>- Insufficient performance of some laboratories</li> <li>- Low dissemination of research</li> <li>- Individual property</li> <li>- Inadequacy of the thesis in the SE context.</li> <li>- Lack of indexed journals</li> <li>- Low thesis defense rate</li> <li>- Weak relationship between Laboratories and the concern of PhD students</li> <li>- Doctoral supervision</li> <li>- Inexistence of local partnership</li> <li>- Weakness of communication and information</li> </ul>
<p style="text-align: center;"><b><u>OPPORTUNITES</u></b></p> <ul style="list-style-type: none"> <li>- Environment SE quite favorable</li> <li>- Possibility of financial support for research</li> <li>- Possibility of services</li> <li>- Possibility of continuing education</li> <li>- Favorable intellectual property texts</li> <li>- International Awards</li> <li>- International exchange programs (Erasmus, ...)</li> <li>- Possibility of international cooperation in doctoral training</li> </ul>	<p style="text-align: center;"><b><u>THREATS</u></b></p> <ul style="list-style-type: none"> <li>- Rigidity of laws</li> <li>- Insufficient financial provision</li> <li>- Lack of technology watch</li> <li>- Evolution of ICT</li> <li>- Economic sector out of touch with the reality of the university</li> </ul>

## SWOT OF LIFE AT UNIVERSITY

<p style="text-align: center;"><b><u>STRENGTH</u></b></p> <ul style="list-style-type: none"> <li>- High success rate</li> <li>- Availability of student support teachers (Outreach of science and technology)</li> <li>- Availability of educational infrastructures</li> <li>- Student housing and food</li> <li>- Transportation for students</li> <li>- Scholarships to students</li> <li>- Health Service</li> <li>- Good campus</li> <li>- Functional Ethics Board</li> <li>- Encouragement of valedictorian</li> </ul>	<p style="text-align: center;"><b><u>WEAKNESSES</u></b></p> <ul style="list-style-type: none"> <li>- Failure in the reception of students</li> <li>- Infrastructures unsuitable for people with reduced mobility</li> <li>- Absenteeism of TA staff</li> <li>- Unsuitable behavior of ATS staff towards students</li> <li>- Lack of support for clubs</li> <li>- Low club activity</li> <li>- Lack of sports facilities</li> <li>- Lack of means of transport for emergency sickness (ambulance)</li> <li>- Lack of hygiene and safety</li> <li>- Inexistence of places of relaxation (coffee shop)</li> <li>- Lack of cultural and sports activities</li> <li>- Insufficient control and supervision of exams</li> <li>- Some cases of favoritism</li> </ul>
<p style="text-align: center;"><b><u>OPPORTUNITES</u></b></p> <ul style="list-style-type: none"> <li>- Opportunity to win contracts with the S-E sector of the region</li> <li>- Availability of local authorities</li> <li>- Possibility of national and international mobility of students and staff</li> </ul>	<p style="text-align: center;"><b><u>THREATS</u></b></p> <ul style="list-style-type: none"> <li>- Insufficient financial provision</li> <li>- Unsecured social networks</li> <li>- Rigidity of laws</li> <li>- Failure to manage student transportation</li> </ul>

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## SWOT OF GOVERNANCE

<p style="text-align: center;"><b><u>STRENGTH</u></b></p> <ul style="list-style-type: none"> <li>- Availability of qualified staff</li> <li>- Clarity of the missions of the university</li> <li>- Willingness of governance</li> <li>- Practice of management software</li> <li>- Availability of scientific journals</li> <li>- Moodle platform</li> <li>- Practice of self-assessment</li> <li>- Normal functioning of advisory bodies</li> <li>- Existence of rules of procedure</li> </ul>	<p style="text-align: center;"><b><u>WEAKNESSES</u></b></p> <ul style="list-style-type: none"> <li>- Failure of information flow circuits</li> <li>- Non-digitized archives</li> <li>- Unequal distribution of resources between structures</li> <li>- Partly incompetent staff assigned to management</li> <li>- No communication cell</li> <li>- No valuation of the website</li> <li>- Low security of software and hardware installations</li> <li>- Lack of integrated IS</li> <li>- Lack of updating of resources</li> <li>- Unstructured quality cell</li> <li>- No involvement of stakeholders</li> <li>- Little autonomy</li> </ul>
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	<ul style="list-style-type: none"> <li>- Lack of incentives</li> <li>- Absenteeism</li> <li>- No accountability mechanism</li> <li>- No audits</li> <li>- Deficient representation mode</li> <li>- Administrative constraints for teachers</li> <li>- Lack of budget management tools</li> <li>- Ineffective training and research policies</li> <li>- Functioning of the board of directors</li> </ul>
<b><u>OPPORTUNITIES</u></b>	<b><u>THREATS</u></b>
<p>Possibility of external financing Convention, research programs, donations, provision of services ....)</p> <p>Ability to create expression channels (internal radio, newsletters)</p> <p>Possibility of setting up an QMS</p> <p>Possibility of modernizing the functioning of university structures (methods, remote interrogation from multiple media; Smartphone, ...)</p>	<ul style="list-style-type: none"> <li>- Inconsistency of some texts with the reality of the university</li> <li>- Failure (update and security) of information and softwares</li> <li>- Lack of autonomy in the management of own funds</li> <li>- Insufficient budget allocation</li> <li>- Rigidity of laws and un-updated texts</li> <li>- Multiple and inconsistent interpretations of the financial controller</li> </ul>

**REPORTS DELIVERED BY THE CONCERNED PARTICIPANTS TO  
THE PRESIDENT OF THE UNIVERSITY**

**REPORT OF OCT 03, 2017**

**REPORT OF OCT 30, 2017**

**REPORT OF THE SCU OF \_\_\_\_\_**

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# REPORT

**Agenda:** Strategic plan development of Mohamed Boudiaf University in Msila;

**On:** October 03, 2017

**In:** Mohamed Boudiaf University

**Participants:** see list in the information sheet.

The session was opened by the Rector of the University, Professor Kamel Baddari, who welcomed all the participants that were kind enough to join the team in charge of the of the University development strategic plan. He then mentioned the details of the agenda while reiterating the importance given to the plan development.

## **Presentation:**

Two presentations followed the opening of the working session by the Rector.

**Presentation 1:** Detailed Steps to establish a strategic plan for University development

**Presentation 2:** This part focused on the process of conducting a diagnostic analysis and a strategic analysis. This process relied on the SWOT to reveal the strengths, weaknesses, opportunities and threats of the institution in order to arrive at an analysis of the overview of the situation. Then, the process of approximation of the factors and the SWOT matrix to follow the axis of development which will be broken down into objectives. The concept of general objectives and specific objective was also discussed. Which constituted the strategic analysis.

## **Workshops:**

The participants worked together in 4 workshops planned to build the matrices of 4 domains selected for the needs of the development of the strategic plan. The domains selected are:

- The training offer of the university
- The scientific research
- Life at university
- University governance

The work of the 4 workshops was very appreciated and allowed the emergence of numerous assertions to enrich the inventory of the overview of the situation and also the approximation of the main factors and the strategic analysis.

The day was closed by the Rector of the University who thanked all the participants for their diligence and devotion. He said that the work done will undergo an expertise before meeting again.

**Issued in M'sila on October 03, 2017**

### **REPORT:**

**Agenda:** Preparation of the strategic development plan of Mohamed BOUDIAF University in Msila;

**On** October 30, 2017

**In:** Mohamed Boudiaf University

**Participants:** see list in the information sheet.

The meeting was opened by Mr. Kharchi Lakhdar, Vice-Rector, Mr. Kharchi welcomed all participants for this second working session on the university's strategic development plan. He then mentioned the details of the agenda. The Rector joined the working group only at the end of the morning because he had to stay In Oran due to some obligations of the CNU held on October 28 and 29.

### **Feedback and analysis of SWOT matrix**

Work on the SWOT during the last working session held on October 03, 2017 revealed many shortcomings which, if not urgently addressed, would become structural. These shortcomings are weaknesses that require to be eliminated. Only in this way, opportunities can be grasped because the forces identified are not sufficient to seize them.

Another fact to be noted from reading the SWOT matrix is that the strengths mentioned alone make it possible to eliminate a large part of many identified weaknesses. Strengths and weaknesses are internal factors, suggesting that the university's concerns are internal first and foremost. The simplification of procedures and the reduction of administrative burdens will

be highly appreciated by the different stakeholders of the university, which would largely support their adhesion to the activities of the university.

If the threats are not structural and do not pose serious challenges to the university, the institution has real characterized opportunities by a socioeconomic sector, certainly outside the university environment for many reasons such as the lack of bridges between the university and the company, which can offer real assets to the university such as the provision of services, common projects, ...

An opportunity is offered to the university is related to the co-construction of training courses with national or international institutions by seizing the opportunities offered by the exchange programs of the European Commission. If this opportunity is seized, the training offer of the university would gain in attractiveness and quality.

The SWOT matrix of the university consists of:

- 24 strengths
- 71 points to improve
- 18 opportunities
- 20 challenges
- The approximation made between the internal and external factors concerned the strength opportunities and weaknesses opportunities type. These approximations allowed the emergence of:
  - Eight (8) study segments in accordance with "MHESR" guidelines
  - Nine areas of development
  - 28 general objectives,
  - 77 Specific objectives
  - A number of 440 shares.

## Workshops

A number of 9 workshops were organized:

- 8 workshops for the 8 study segments. Participants worked on the financial evaluation of each specific objective and the risk assumptions as the strategic plan models the future of the university over a 5year period.
- A workshop in charge of implementing and monitoring the strategic plan.

## Feedback from Workshops

The afternoon was devoted to the feedback from the 9 workshops, in the presence of the Rector of the university.

- The participants rectified and added some actions to the specific objectives.
- The workshop in charge of the «Research» segment has reshaped the first proposal. He structured the segment by:
  - o Organization and management of research
  - o development and adaptation of the research axis to the socio-economic environment.
  - o Valuation and dissemination of the product of research.

The workshop rapporteur, *Pr.* Benhamidouche Nouredine, explained to the audience the reasons that led the workshop participants to make this amendment. The assistance has agreed.

All the participants were in full agreement, as pointed out by *Pr.* Hadjab Makhloufi, rapporteur of the training team, that the success of the plan depends on the availability of the resources required for the importance of the objectives to be achieved, but also of the adhesion and the implication of the stakeholders of the university.

In conclusion, the Rector thanked very warmly all the participants for the work that will undoubtedly remain one of the remarkable points of this academic year. He told the audience that the plan will be submitted for approval to the Scientific Council of the university as soon as the final drafting is completed.

**Issued in M'sila on October 30, 2017**