College of Management and Technology

CMT

An Affiliate of the Arab Academy for Science, Technology & Maritime Transport

Strategic Plan

2013-2017

A Dream to be Achieved

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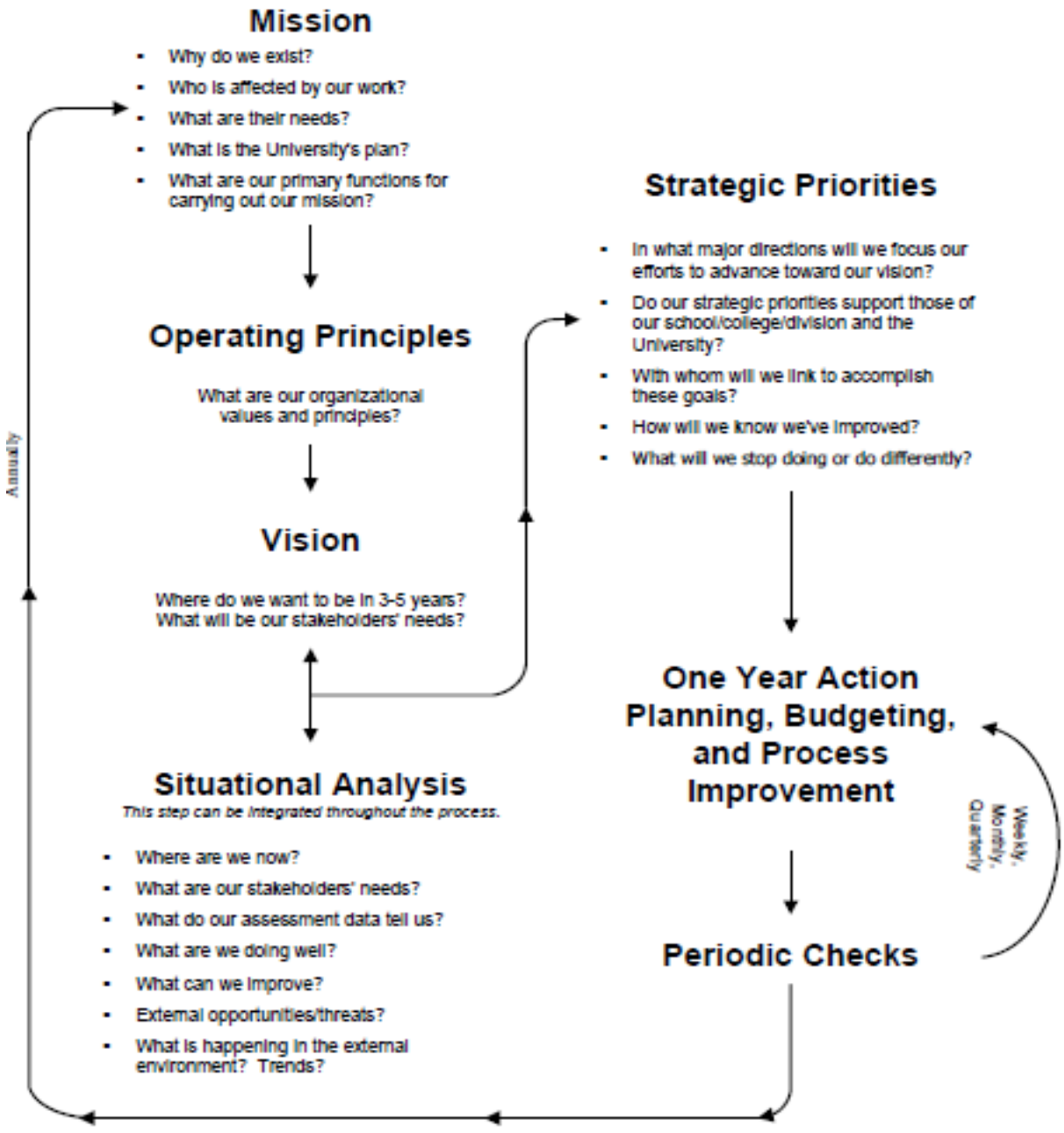
STRATEGIC PLANNING MODEL



Executive Summary

The Strategic Planning Committee (SPC) of CMT has reviewed past planning efforts, the Arab academy strategic plan, and the current situation, and identified a set of strategic goals which will move the (CMT) forward. The goals reflect an analysis of the competitive environment, current funding situation, the needs of stakeholders, and national NAQAAE accreditation guidelines. The (CMT) will be targeting high potential opportunities and will develop detailed action plans which include milestones, resource requirements, and the expanded use of assessment tools and stakeholder input and involvement. The strategic plan will be reviewed annually and updated as conditions warrant.

CMT

Strategic Plan

Introduction

To integrate the efforts of the CMT with the Arab Academy Strategic Plan, CMT initiated a multi-phased strategic planning process. Based on inputs from the Arab Academy Strategic Plan:

The CMT Strategic Plan Committee was then formed and efforts were focused on refinements to the draft plan, broadening the scope of the discussion both in terms of efforts to obtain input from various constituents and stakeholders, and in terms of the substantive aspects of the strategic plan itself.

Faculty and staff were engaged in this effort through a number of focused discussions and regular updates, and members of the Board of Visitors were asked to review the results of these internal discussions and offer their input and perspective.

Through this plan, CMT will work to establish itself as one of the top business CMTs rankings based on student evaluations, faculty research and teaching, and recruiter perceptions. CMT will take specific steps to achieve a position of fame and to strengthen its relationships with its key stakeholder groups such that:

• Students and alumni view CMT as a unique, innovative and effective opportunity that has prepared them to succeed.

• The business community views CMT as a partner that meets its needs.

• Faculty and staff members view CMT as a place that provides support, recognition for their contributions and career development.

Engaging these stakeholder groups, CMT must build on the strong foundation which exists while it also explores new opportunities for growth and

simultaneously addresses a number of challenges. Every effort is being made to ensure the CMT's Strategic Plan is consistent with the overall direction of the Arab Academy and reflective of the resources available to the CMT, and the plan also addresses the need to generate additional resources.

Historical Background

General Information

On April 26, 1975, the Arab League approved the establishing of the Arab Academy for Science, Technology and Maritime Transport (AASTMT) by decree number 3254 in its regular session number 63.

As one of the specialized organisations of the Arab League and since its inception in 1972, the AASTMT has been at the forefront of innovation in education particularly in the undergraduate and post-graduate programmes provided by its various colleges and institutes.

The Arab Academy for Science and Technology and Maritime Transport (AASTMT) is committed to the provision of education, training, and consultancy services to a multinational student and customer base. The Academy's principal educational objective is to qualify the calibres who can contribute to promoting the development of the Arab region. In all the academic entities of AAST, a strong educational foundation is reinforced with a commitment to ensure quality education.

The AASTMT is also keen on keeping up with international standards of educational services and resources. It strives to cater for the provision of such services and facilities effectively, and to ensure that these conform to agreed customer requirement. These services are provided by academically qualified and technically competent members of staff who continuously seek to achieve levels of performance and to enhance the reputation of the AASTMT. It is the policy of the AASTMT to ensure that its services satisfy the requirements of appropriate registration, accreditation and certification agencies.

The Academy offers its educational training and research services through its major entities:

- College of Maritime Transport & Technology
- College of Engineering & Technology
- **College of Management & Technology**
- College of Computing & Information Technology
- College of International Transport & Logistics
- Graduate CMT of Business

College of Management and Technology (CMT)

The inception of the College of Management and Technology (CMT) with the first enrolment in 1991, it was triggered by a comprehensive and pressing need for more efficient top managers amongst the workforce. The requirement included basic professional managerial skills in conjunction with a solid academic background in the global field of management, with a special focus on business administration and tourism.

CMT has taken on a major challenge to attain universal standards in a relatively short span of time; its role has been nationally and internationally recognised. The Supreme Council of Egyptian Universities has granted CMT full accreditation of its B.Sc. Degrees in 1994. Since 1999, the College of Management and Technology has been a member of the American Association of Collegiate CMTs of Business (AACSB), which is responsible for accrediting business degrees in the United States. CMT was one of only 26 non-U.S. educational institutions to gain membership to the AACSB in fiscal year 1998-1999.

The Academy was awarded the ISO 9001 certification in 1999. Accordingly, all systems and procedures in place at CMT are committed to ensuring that the services provided satisfy the requirements of appropriate registration, accreditation and certification agencies.

The rapid and remarkable economic changes currently taking place all over the world have created an urgent need for new managerial leaders. In line with this view, CMT has decided as a prime objective, to develop those future managers of business communities. In other words, due to the economic reforms taking place all over the world in terms of new economic cartels, the GATT and privatization phenomena, there seems to be a need in the market for new types of management graduates. These graduates should be capable of applying a problem-solving approach and should be familiar with stock-exchange concepts, successful investment channels, workable marketing strategies, as well as manageable information systems. CMT provides this type of graduate who will, in addition, have been given hands-on experience through, for example, the intensive use of language labs, computer labs and field visits, throughout the module of study.

Due to the high demand of higher educational services in the Cairo area coupled with the excellent reputation and expertise of the Arab Academy of Science &

Technology the CMT decided to establish a branch in 1997 in Cairo. Currently the Cairo branch is offering a Bachelor Degree in all the CMT majors.

Degrees and certificates offered by the College of Management & Technology

- Bachelor in Financial Management (English – Arabic-French)
- Bachelor in Marketing Management & International Business (English – Arabic -French)
- Bachelor in Business Information Systems (English – Arabic- French)
- Bachelor in Tourism & Hotel Management
- BSc in media management

Strategy of the College of Management & Technology

The College of Management & Technology adopts different strategies, the growth and diversification strategies. This is apparent in the following: CMT started with Bachelor in Financial Management (English – Arabic), Bachelor in Tourism & Hotel Management, Bachelor in Marketing Management & International Business (English – Arabic), Bachelor in Management Information Systems (English – Arabic), and Bachelor E-Commerce. Later it started new programs for example BSc in media management. Moreover, CMT adopts integration strategy and this is obvious in the international partnership programs adopted by CMT, for example:

Central Michigan and Arab Academy for Science and Technology and Maritime Transport

The College of Management and Technology has student exchange programmes allowing CMT students to take modules at Central Michigan Arab Academy for Science and Technology and Maritime Transport in the United States and vice versa.

Arab Academy for Science and Technology and Maritime Transport & Cardiff Metropolitan University

- In 2009, AAST signed a collaboration arrangement with the Arab Academy for Science and Technology and Maritime Transport of Wales Institute, Cardiff (UWIC), with regards to franchise of the following programmes:
  Bachelor of Arts Accounting &Finance
  Bachelor of Arts Marketing
  Master of Business Administration
- And in 2011, the validation of the Bachelor of Hospitality and Tourism Management has been approved.
- In order to meet the needs of the Egyptian Ministry of Education as well as the particular needs of the market, the Media Management program was validated arrangement (based on the AAGSB curriculum but meeting UWIC's requirements for the award of a degree) in 2013.
- **The Francophone-Exchange Program and Management Program (Finance-Marketing).**
  Under the patronage of the Consulate of France in Alexandria and in partnership with prestigious French universities, the French section preferred 3 dimensions: international level, personal development of students and the practical side.

Believing in its role towards the society, the College of Management and Technology founded the Training and Development Goals (TDI) that provides the society with a variety of training and consultancy services. Working under the umbrella of the College of Management and Technology, TDI is committed to delivering first-rate quality services and promoting ethical maturity and leadership

responsibility in a continuously evolving global environment, for instance the number of students in the College of Management & Technology is 2400.

Vision

The College of Management and Technology (CMT) is pursing excellence in research and education. We build on our existing strengths to become a leading college for business and management on the regional and global levels. CMT targets a sustainable community development through being socially responsible.

Mission

The College of Management and Technology sustainably uses its resources and strives to realize its vision through the provision of education and research opportunities for worldwide students through the adoption of regionally and internationally diversified accredited academic programs delivered by highly qualified faculty members and controlled by a certified management system. CMT competes effectively by its highly qualified graduates who satisfy the requirements of their dynamic industry and community. CMT fosters cooperation and partnership with other Arab and international organizations, universities and academic institutions. CMT is oriented toward achieving a remarkable contribution in social responsibility by supporting activities such as economic development and cultural welfare on regional and global levels.

Core values

1. We value high ethical standards. As faculty, staff, and administrators, we value honesty, integrity, and dignity in our interactions with colleagues and students and seek to act in accord with the highest standards of professional ethics at all times.

2. We value our students. As faculty, staff, and administrators, we welcome the responsibility of working with students to facilitate their learning in a high quality educational environment.

3. We value the educational process. As faculty, staff, and administrators, we welcome the responsibility to develop and deliver high quality educational programs to students in the College and throughout the University.

4. We value the process of research and scholarship. As faculty, we seek to expand the knowledge in our disciplines by conducting relevant and valid research and to disseminate this knowledge through teaching, intellectual contributions, and service Actions.

5. We value the communities we serve. We recognize and appreciate the

contributions that all Egypt communities make to the College and University in the forms of students, resources, and opportunities for business and personal growth.

6. We value, and embrace diversity, addition and cooperation. We respect the rights, culture, and dignity of all persons as contributing members of the team by utilizing multiple perspectives and talents.
7. We value, and embrace transparency, democracy, equality, objectivity and justice.

SWOT Analysis

SWOT Analysis
Strengths
What we do well
Our advantages
Assets
Resources
Weaknesses
What could we do better?
External criticism
Vulnerabilities
Opportunities
Known
Trends
Environmental changes
New products
New technologies
Threats
Weaknesses
External roadblocks
Marketplace changes
Economic conditions
Sales
Marketing
Distribution
Promotion
Support
Management
Systems
Expertise
Resources
Operations
Efficiency
Capacity
Processes
Products
Services
Quality
Pricing
Features
Range
Competitiveness
Finances
Resources
Performance
R&D
Effort
Direction
Resources
Costs
Productivity
Purchasing
Systems
Organization
Structures

SWOT Analysis

An important step in responding strategically and effectively to the rapidly changing environment facing the college is developing an understanding of the external and internal context within which it operates. This involves an analysis of the strength, weaknesses, opportunities and threats (SWOT) facing CMT. This information can be used to help generate ideas for strategic actions and initiatives that can help, structure and focus organizational decision- making.

The participants in SWOT analysis committee conducted a SWOT analysis exercise, identifying a number of perceived strength, weaknesses, opportunities and threats for consideration in the planning process. This list provides a useful context for the ongoing development and refinement of the strategic planning framework.

I. INSTITUTIONAL CAPACITY

1- Strategic Planning	➢ **Strength** • CMT has a well-defined strategic plan. • This strategic plan is well connected with the main strategic plan of the Arab Academy for Science, technology and Maritime Transport. • This plan includes CMT vision, mission, SWOT analysis, the strategic objectives and the implementation process. • Compared to other private competitors, CMT has been established in 1991 and it is the first established private college in Alexandria. • CMT has a propagated graduation rate
	➢ **Weakness** • Insufficient marketing and publicity of our achievements. • Insufficient presence in press/media, event organization.
	➢ **Opportunities** • CMT as an affiliate to the Arab academy sustains its positive reputable image. • CMT programs provides an opportunity to translate high students' demand into more selective admission. • CMT reputation for quality education and

	developing new programs and new modes of delivery. • Excellent competitive status.
	➢ **Threats** • CMT is facing competition from Alexandria University (public university). • CMT is facing competition from some other private colleges and institutes.
2-Organizational Structure	➢ **Strength** • CMT has a strong organizational structure. • This structure clearly identifies all positions and hierarchy. • This structure clearly identifies all requirements, roles and responsibilities. • The existence of Quality Assurance Unit (QAU). • Quality Assurance Unit is concerned with evaluation of the performance of all units in the college and the college as a whole.
	➢ **Weakness** • insufficient plan for the QAU. • Unclear identification of the objectives

	of the QAU. • Non availability of an evaluation process for the QAU to use. • Insufficient budget for the QAU to perform its functions.
	➢ **Opportunities** • Large budget of the CMT. • Support of the deanery of the CMT for the QAU. • Faculty enthusiasm to support the QAU in its functions • Awareness of all academic and administrative staff of the significance of the QAU.
	➢ **Threats** • Numerous units that subtract a part of the CMT budget. • Societal unawareness of the quality assurance significance.

3- Commanding and Leadership	➢ **Strength** • CMT is enriched with highly qualified and competent leaderships on the academic and administrative levels. • These leaderships are thoroughly selected on the basis of recognized and accredited local and international criteria. • These leaderships are highly enriched with academic and administrative skills. • These leaderships are highly enriched with professional skills. • There is a trustful, friendly and transparent atmosphere.
	➢ **Weakness** • No clear communication between all levels of management. • Lack of planning.
	Opportunities • CMT is an institution which supports the teamwork spirit. • Leaders and responsible individuals are highly acquainted with the fruits of cooperation for the achievements of the CMT objectives. • CMT supports the culture cohesion and collaboration. • CMT supports devotion and dedication.

	➢ **Threats** • Low morale • Insufficiency of procedures • Bureaucracy • Ineffective communication

4- Credibility & Ethics	➢ **Strength** • CMT adopts various locally and internationally recognized and accredited criteria for protecting intellectual property rights. • CMT adopts criteria and principles of non-discrimination among students and secures their application. • CMT has a clear code of ethics. • CMT clarifies the required procedures for the protection of the intellectual property rights for the faculty. • CMT clarifies the required procedures for the protection of the intellectual property rights for the students.
	Weakness • Unenforced procedures for the intellectual property rights and non-discrimination. • Unimplemented penalties for violators for the intellectual property rights and discrimination.

	Opportunities • CMT support of the protection of intellectual property rights and non-discrimination. • Domestic environmental support of the protection of intellectual property rights and non-discrimination. • Regional and global concern about intellectual property rights and non-discrimination. • Availability of various principles and procedures for the protection of intellectual property rights and non-discrimination.
	➢ **Threats** • Non concern of the concerned parties of the significance of the principles and procedures for the protection of intellectual property rights and non-discrimination. • Unawareness of most of the principles and procedures for the protection of intellectual property rights and non-discrimination.
5- Administrative Body	➢ **Strength** • CMT has a strong and cohesive organizational structure • The organizational structure contains the card

	of functional description of the administrative staff. • The organizational structure contains their qualifications, requirements, roles and responsibilities. • The administrative supportive staff in CMT is highly dedicated and experienced to support the college mission. • CMT holds training sessions for the administrative staff.
	Weakness • The faculty does not have a strategy for administrative staff development and training especially in fields of secretary and computer management • Administrative procedures are complex and time consuming. • Additional levels of review (staff evaluation procedures). • Lengthy process of hiring (both faculty and staff members). • Increasing reporting requirements in the academic departments.
	➢ **Opportunities** • CMT is concerned with the importance of the administrative body in the academic process. • Availability of training programs sponsored by

	CMT. • Availability of numerous and various motives and incentives for training and developing skills.
	➢ **Threats** • Reluctance of the staff to develop their skills. • Limited budget for training.
6- Resources	➢ **Strength** • CMT has well- equipped laboratories, classes and halls. • It has up- to-date IT facilities. • Additionally, it has a regular maintenance system for all its facilities. • CMT is located in an excellent geographic location that is easily accessible by students.
	Weakness • Limited financial resources as CMT obtain its financial resources from the Arab Academy, and it is limited compared to service offered. • The college campus has a relatively small area. • It has a limited number of classrooms in comparison to the number of students enrolled. • Additionally, there is limited open space area that hinders students to practice any form of social or sport Actions.

	• CMT does not provide parking area for its students and staff member. This is due to limited campus space. •
	Opportunities • Increasing the scope of CMT budget in the budget of the Arab Academy. • Selection of another larger location in new areas (king Mariot or Borg el Arab). • Extension of the time of lectures instead of 4 lectures by day to 5 lectures. • Establishing connections with sport and social clubs in Alexandria for students to practice sports and social Actions. • Exploitation of the Arab Academy locations in the different areas in Alexandria, for example, Wabor Elmyaah location.
	➢ **Threats** • Economic conditions which reflect negatively the budget of CMT. • Economic conditions affect negatively the ability of students to pay their tuition fees. • High prices of lands in the new areas required for establishing the new buildings for CMT. • Costly transportation for students, faculty and the

	administrative staff to the new locations. • Extension of the time of lectures requires additional salaries which represent a sort of burden on CMT budget.
7- Community Participation & Environment Development	**<u>Strength</u>** • CMT subsumes various ways that its faculty, staff, and students make meaningful contributions to local, societal, and global issues. • Participating in public discourse. • CMT participate in various charity programs, for example, the Day of the Orphan. • CMT holds regular sessions for increasing the students' awareness of the significance of the development of the community services programs. • Encouragement of volunteer programs in the field of community service.
	<u>Weakness</u> • Insufficiency of community service programs • Faculty, students and staff members do not provide sufficient service projects to the local community. • Additionally, they don't participate in local government and voluntary associations. • Community Service programs are not integrated in curricula

	• Students do not contribute to community service projects that could be merged in every course delivered.
	Opportunities • The leading role of the faculty in the community (upper Egypt branch). • Favorable change and strong support from administration of the faculty. • Developing local community that needs faculty expertise. • Quality enhancement projects. • Increasing needs to special centers and units that could be expanded into budget sources.
	Threats • More need of self- funding. • Competition with other national faculties • Competition with possible private faculties.

II. Academic Effectiveness

1- Students & Graduates	**Strength** • CMT applies a strong and effective registration and enrollment system. • CMT has a diverse student body as it serves students from more than twenty nationalities from all over the world. • CMT applies an academic advising system; each student in CMT has an academic advisor. • Availability of multiple students' scholarships. • CMT strives to ensure social care for its students; for this purpose, CMT established specialized service units to handle students' social problems and provide them with the social needs. • CMT has a large clinic with different and various specializations to meet health requirements for its students. • Well- established student union
	➢ **Weakness** • Lack of specialized units for special needs students. • There is no definite strategy for handling the problems of weak students. • There is no special unit for dealing with foreign students.

	• There is no definite strategy for attracting foreign students. • Lack of a culture that supports loyalty of students and graduates to CMT.
	Opportunities • CMT has the potentials for creating a coherent and loyalty creating environment. • CMT collaborates with Arab Academy Student Alumni to provide distinguished service to its graduates. • CMT collaborates with Arab Academy Student Alumni to offer job opportunities and membership in syndicates. • Sustain long- term relationships with graduates. • CMT is a good environment for events, for example, holding meetings between CMT graduates and students.
	• **Threats** • CMT is facing competition from Alexandria University (public university). • CMT is facing competition from some other private colleges and institutes. • CMT is facing raising tuition fees per semester for all its programs. • Reduction of the number of students enrolled in its programs due to financial considerations.

	• The prevailing economic conditions in Egypt may threaten the demand of CMT.
2- Academic Standards	➢ **Strength** • Application of Quality Assurance System • CMT obtained international quality assurance certificate (ISO9001-2000) in 1999. • This system assures the delivery of quality educational service. • This monitors the delivery of programs and the faculty member's performance. • CMT adopts and applies the academic standards of the Supreme Council of Universities. • CMT adopts and applies international academic standards(DNV)
	• **Weakness** • Limited budget. • Partial concern of the faculty. • Inability of CMT to satisfy all requirements of the desired ISO standards. • Overload of the faulty and the assistant staff.
	• **Opportunities** **International Accreditation** • CMT is in process to gain international

	accreditation in Europe and the United States of America. • CMT is working to gain the accreditation of the Association to Advance Collegiate Schools of Business (AACSB). • The AACSB Accreditation Standards are used as the basis to evaluate a business school's mission, operations, faculty qualifications and contributions, programs, and other critical areas. • Additionally, CMT is working to gain the accreditation of European Foundation for Management Development (EFMD). • The EFMD **is** a unique forum for information**,** research**,** networking and debate on innovation and best practice in management development**.**
	➢ **Threats** • Limited budget of CMT. • Overloaded faculty. • Overloaded administration. • Strict accreditation criteria of the Association to Advance Collegiate Schools of Business (AACSB). • Strict accreditation criteria in of the European Foundation for Management

	Development (EFMD).
3- Academic Programs	➢ **Strength** • All CMT programs are accredited by the Supreme Council of Universities • Diversified academic programs CMT offers several academic programs that give the opportunity to students to select the program that match his/ her qualifications. • CMT adopts presenting novel academic programs to the students. • From its early beginning CMT was the first private college in Alexandria that offer Bachelor Degree other than the public university of the city. • Indeed, CMT is still following this path; this is reflected through presenting specialization of E-commerce and media management. • The launching of new programs depending on the demands of the business employer environment. • Continuous Curriculum Reviews and Updates • Curriculums in college's programs are designed to meet both local business environment and international needs. • They are also designed according to professional standards.

	• They are reviewed regularly and updated. • Updates might range from the change of textbooks to the change of the course contents (definitely after following the adopted procedures). • Proactive International Partnerships • CMT has several partnerships with international universities. • These partnerships include offering educational programs, students and faculty exchange and faculty development programs.
	➢ **<u>Weakness</u>** • Deficiencies in certain outcomes in graduates; deficiencies are mainly in real world applications and practical experience. • No fixed criteria for measuring matching between components of the programs and the vision and mission of CMT. • Intensive theoretical teaching**.** • Written examinations test mainly theoretical knowledge. • Limited program diversity and lack of cohesion across all programs and areas in departments.
	➢ **<u>Opportunities</u>** • Launching diversified business program

	according to the market demand • CMT has the opportunity to gain the acceptance of the Egyptian Supreme Council for Universities to launch new programs that meet the increasing demand. • Additionally, CMT could gain international accreditation for new programs. • Diverse community • The diverse community served enhances opportunities for global connection and exchange programs. • Development of international networks and agreements • The development of international partnership programs gives CMT students opportunities to obtain scholarships and faculty staff exchange. • Multilingual programs offering • CMT offers business programs in several languages (English, French and Arabic). • This gives a higher opportunity for internationalization. •
	➢ **Threats** • Limited budget. • Changing market demands. • Lack of relation between theory and practice.

	• Criticisms directed to CMT graduates from the industry. • Probability of becoming a consumer (student) oriented academic institution.
4- Learning & Education	➢ **<u>Strength</u>** • **Applying Credit Hours System** This system allows students to select the courses registered each semester. This system enables deeper analysis of the curriculum. Additionally, this system depends on students' continuous assessment during all weeks of the semester. This ensures the continuous quality procedure implementation. • **Application of academic advising** Each student in CMT has an academic advisor. The main duty of the academic advisor is to guide and supervise the student. The academic advisor helps the student in selecting and registering appropriate courses, and then he/ she monitor student's performance throughout the semester. In CMT, the academic advisor supervises his/ her students from admission to graduation. • **Proactive International Partnerships and**

	exchange of students CMT has several partnerships with international universities. These partnerships include offering educational programs, students and faculty exchange and faculty development programs. • **Availability of Internships for students** All departments in CMT offer internships opportunities. In fact, internships are part of the curriculum in most of the programs. Internships are offered in reputable organizations. • **Class environment and personal contact** All programs in CMT are characterized by small and medium class size. This allows more direct contact with faculty members. It also gives students the opportunity for open discussion and exchange of ideas and knowledge.
	➢ **<u>Weakness</u>** • Lack of efficient system for academic support. • No available program that monitors students' progress or their need for support. • Advanced presentation aids (e.g. data show) less than optimal. • Inadequate space and teaching facilities in some departments.

	• The library in CMT campus has a relatively small area, and limited seating for students and researchers and limited access to electronic database.
	➢ **Opportunities** • Use of technological advances to enhance teaching methods • The explosive growth in the internet and web-based technology provides opportunities to better serve CMT students. • Advancement in information acquisition methodologies. • Availability of numerous and diverse programs which increase students' capabilities to acquire analytical and professional skills. • Encouragement of the quality assurance agencies of students' participation in evaluating the academic programs.
	➢ **Threats** • **Rapid advance in technology** Every day there is a technological advance in the field of education. This might be challenging for CMT especially in the field of business information system. • **Limited enrollment control** This is faced by CMT in all its programs.

	Created excess demand that cannot be met and threatens the program delivery quality. Negatively impact the CMT image.
5- Faculty Members	➢ **Strength** • CMT embraces highly qualified, experienced and dedicated faculty members. • Faculty members in CMT have diversified specializations that match with the programs offered in the college. • Additionally, there is a large pool of qualified part- time faculty members. • Finally, all the faculty members have excellent academic backgrounds. • The administration and the staff promotion system positively encourage staff members to improve their teaching, research skills and their involvement in community services.
	➢ **Weakness** 1. Lack of faculty dedicated to all degrees CMT face shortage in faculty members in some fields, like in the field of economics. 2. Increasing faculty work load In CMT faculty members are faced with high volume of administrative work load. This administrative workload is perceived to

	misaligned with increasing research expectations and increased emphasis on graduate education. 3. Reliance on part- time faculty members This may lead to a loss of continuity in both students' relationships and program delivery. • Insufficiency of capabilities development programs • There is no system to ensure proper balance between staff numbers and job requirements.
	➢ **Opportunities** • Numerous programs that require large faculty • Specialized programs that require faculty with specific skills. • CMT provides opportunities for developing and qualifying faculty members. • Providing sufficient funding and providing international conference and seminars. • There is also possibility to utilize local mentors for teaching and research.
	➢ **Threats** • **Lack of competitive salaries** The salaries offered to faulty members and administrative staff is not competitive compared to other organizations. • Staff turnover. • Lower salaries offered to part-time lectures are

	potentially threatening. • Therefore, this may lower the quality of the part-time lecturers hired.
6- Scientific Research & Academic Actions	➢ **<u>Strength</u>** • Significant faculty research output and capacity • CMT has a well identified research plan and encourage research Actions for faculty members. • CMT encourages faculty members to participate in academic conferences and publish their research work in international peered journals. • Adequate availability of potential research materials and human resources. • Regular conferences for each department • Regular scientific journal publications by staff as a need for promotion • Increasing research skills.
	➢ **<u>Weakness</u>** • Limited budget for research Actions. • Deficiency in some supporting services such as up-to-date publications, indexing and electronic facilities. • Highly deficient funding opportunities. • Lack of interaction between research and Undergraduate educational Actions • Lack a policy for needs assessment for

	prioritization of research points.
	➢ **Opportunities** • CMT pursues excellence in academic research. • CMT encourages faculty and students to write researches and participate in preparing academic researches. • The availability of digital libraries. • The availability of modern and recent textbooks • The availability of modern and recent articles through numerous journals and periodicals.
	• **Threats** • The absence of strategies supporting research Actions. • Absence of plans and policies. • Few motives and incentives • Administrative load for faculty • Non -commitment of the faculty to research making.
7- Graduate Studies	**NOT Applicable**

A- INSTITUTIONAL CAPACITY
Strength & Weakness

Criterion	Strength	Rate	Relative weight	Values	Weakness	Rate	Relative weight	Values
1- Strategic Planning	CMT has a well-defined strategic plan.	5	15	75	Lack of marketing and publicity of our achievements.	1	15	15
	This strategic plan is well connected with the main strategic plan of	4	10	40	Lack of presence in press/media and event organization.	1	15	15
	This plan includes CMT vision, mission, SWOT analysis, the strategic objectives and the implementation process.	4	15	60	Numerous strategic objectives.	2	10	20
	CMT is the first established private college in Alexandria.	5	5	25	Precedence of CMT is not clear for the public	2	10	20
	CMT has a successful graduation rate	4	5	20				
Total values				**2.20**				**0.70**
2- Organizational Structure	CMT has a strong organizational structure.	4	10	60	Non availability of a plan for the QAU.	1	10	10
	This structure clearly identifies all positions and hierarchy.	5	2o	100	No clear identification of the objectives of the QAU.	1	10	10
	This structure clearly identifies all requirements, roles and responsibilities.	5	10	50	Non availability of an evaluation process for the QAU to use.	1	15	15
	The existence of Quality Assurance Unit (QAU).	3	5	15	Lack of a defined budget for the QAU to perform its functions.	1	15	15
	Quality Assurance Unit is concerned with evaluation of the performance of all units in the college and the college as a whole.	5	5	25				
Total values				**2.50**				**.50**
3- Commanding and Leadership	CMT is enriched with highly qualified and competent leaderships on the academic and administrative levels.	4	20	80	No clear communication between all levels of management.	1	10	10
	These leaderships are thoroughly selected on the basis of recognized and accredited local and international criteria.	4	15	60	Lack of planning.	2	15	30
	These leaderships are highly enriched with academic and administrative skills.	4	5	20	Overlapping	1	10	10
	These leaderships are highly enriched with professional skills.	4	5	20	Insufficient training programs	2	10	20

	There is a trustful, friendly and transparent atmosphere.	4	5	20	overloading	1	5	10
Total value				**2.10**				**.70**
Criterion	**Strength**	**Rate**	**Relative weight**	**Values**	**Weakness**	**Rate**	**Relative weight**	**Values**
4- Credibility& Ethics	CMT adopts various locally and internationally recognized and accredited criteria for protecting intellectual property rights.	4	15	60	Lack of enforcement procedures for the intellectual property rights.	1	10	10
	CMT adopts criteria and principles of non-discrimination among students and secures their application.	4	15	60	Lack of clear penalties for violators for the intellectual property rights and discrimination.	1	10	10
	CMT has a clear code of ethics.	4	10	40	Insufficient awareness mechanisms.	1	10	10
	CMT clarifies the required procedures for the protection of the intellectual property rights for the faculty.	4	5	20	Inability to collect all original sources.	1	10	10
	CMT clarifies the required procedures for the protection of the intellectual property rights for the students.	4	5	20	Broadness and generality of the principles of non-discrimination.	1	10	10
Total values				**2.00**				**.50**
5- Administrative Body	CMT has a strong and cohesive organizational structure	4	20	80	The faculty does not have a strategy for administrative staff development especially in fields of secretary and computer management	1	15	15
	The organizational structure contains the card of functional description of the administrative staff.	4	10	40	Administrative procedures are complex and time consuming.	1	10	10
	The organizational structure contains their qualifications, requirements, roles and responsibilities.	4	10	40	Additional levels of review (staff evaluation procedures).	1	10	10
	The administrative supportive staff in CMT is highly dedicated and experienced to support the college mission.	4	5	20	Lengthy process of hiring (both faculty and staff members).	1	10	10
	CMT holds training sessions for the administrative staff.	4	5	20	Increasing reporting requirements in the academic departments.	1	5	5
Total values				**2.00**				**.50**
6-Resources	CMT has well- equipped laboratories, classes and halls.	4	20	80	Limited financial resources as CMT obtain its financial resources from the Arab Academy, and it is limited compared to service offered.	1	10	10
	It has up- to-date IT	4	15	60	The college campus has a	1	10	10

	facilities.				relatively small area.			
	It has a regular maintenance system for all its facilities.	4	10	40	It has a limited number of classrooms in comparison to the number of students enrolled.	1	10	10
	Adequate staff for maintenance.	4	5	20	There is limited open space area that hinders students to practice any form of social or sport Actions.	1	10	10
	CMT is located in an excellent geographic location that is easily accessible by students.	4	5	20	CMT does not provide parking area for its students and staff member. This is due to limited campus space.	2	20	40
Total values				**2.20**				**.80**
7-Community Participation & Environment Development	CMT subsumes various ways that its faculty, staff, and students make meaningful contributions to local, societal, and global issues.	4	15	60	Insufficiency of community service programs	1	15	15
	Participating in public discourse.	4	10	40	Faculty, students and staff members do not provide sufficient service projects to the local community.	1	15	15
	CMT participate in various charity programs, for example, the Day of the Orphan.	4	15	60	Additionally, they don't participate in local government and voluntary associations.	1	10	10
	CMT holds regular sessions for increasing the students' awareness of the significance of the development of the community services programs.	4	5	20	Community Service programs are not integrated in curricula	1	5	5
	Encouragement of volunteer programs in the field of community service.	4	5	20	Students do not contribute to community service projects that could be merged in every course delivered.	1	5	5
Total values				**2.00**				**.50**
Average				**2.00**				**.50**

Opportunities & Threats

Criterion	Opportunities	Rate	Relative weight	Values	Threats	Rate	Relative weight	Values
1-Strategic Planning	CMT as an affiliate to the Arab academy sustains the positive reputable image gained by CMT.	4	15	60	CMT is facing competition from Alexandria University (public university).	2	20	40
	The high level of interest in CMT programs provides an opportunity to translate high students' demand into more selective admission.	4	15	60	Strong reputation of government universities.	1	10	10
	CMT reputation for quality programming, developing new programming opportunities and new modes of delivery.	4	10	40	Incomparable tuition fees in government universities.	1	10	10

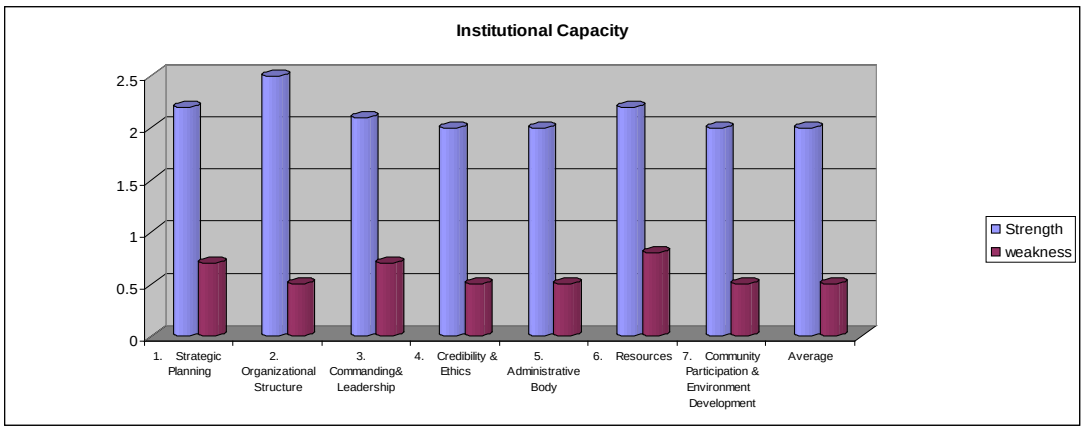
	Excellent competitive status.	4	5	2o	CMT is facing competition from some other private colleges.	1	5	5
	High graduates rate	4	5	20	CMT is facing competition from some other private institutes.	1	5	5
Total values				**2.00**				**.70**
2-Organizational Structure	Large budget of the CMT.	5	15	75	Numerous units that subtract a part of the CMT budget.	1	15	15
	Support of the deanery of the CMT for the QAU.	5	10	50	Non-concern of part of the faculty about the significance of the QUA.	1	10	10
	Support of the faculty and the administration of the CMT for the QAU.	4	10	40	Unawareness of part of the administration of the significance of the QUA.	1	10	10
	Faculty enthusiasm to support the QAU in its functions	4	10	40	. Unawareness of part of the students of the significance of the QUA.	1	10	10
	Awareness administrative staff of the significance of the QAU.	3	5	15	Societal unawareness of the quality assurance significance	1	5	5
Total values				**2.10**				**.50**
3-Commanding and Leadership	CMT is an institution which supports the teamwork spirit.	4	15	60	Insufficient training programs.	1	10	10
	Leaders and responsible individuals are highly acquainted with the fruits of cooperation for the achievements of the CMT objectives.	4	15	60	Low morale	1	10	10
	CMT supports the culture of cohesion and collaboration.	4	10	40	Lack of directing procedures	1	10	10
	CMT supports devotion and dedication.	4	5	20	Bureaucracy	1	10	10
	Friendly atmosphere.	4	5	20	Ineffective communication	1	10	10
Total values				**2.00**				**.50**
4-Credibility& Ethics	CMT support of the protection of intellectual property rights and non-discrimination.	4	15	60	Partial unawareness of the concerned parties of the significance of the principles of the protection of intellectual property rights .	1	15	15
	Domestic environmental support of the protection of intellectual property rights and non-discrimination.	4	10	40	Partial unawareness of the concerned parties of the procedures for the protection of intellectual property rights .	1	10	10
	Regional and global concern about intellectual property rights and non-discrimination.	4	10	40	Unawareness of most of the principles non-discrimination.	1	10	10
	Availability of various principles for the protection of intellectual property rights and	4	10	40	Unawareness of most of the principles and procedures for the non-discrimination.	1	10	10

	non-discrimination.							
	Availability of various procedures for the protection of intellectual property rights and non-discrimination.	4	5	20	Unawareness of most of the students of the principles and procedures for the protection of intellectual property rights .	1	5	5
Total values				**2.00**				**.50**
Criterion	**Strength**	**Rate**	**Relative weight**	**Values**	**Weakness**	**Rate**	**Relative weight**	**Values**
5-Administrative Body	CMT concerns about the importance of the administrative body in the academic process.	4	15	60	Reluctance of the staff to develop their skills.	1	10	10
	Part of the CMT budget is devoted to training programs.	3	20	60	Limited budget for training.	2	20	40
	Various aspects of enhancement of skills.	4	5	20	Overload.	2	15	30
	Availability of numerous training programs sponsored by CMT.	4	5	20	Non-commitment in attending training programs.	1	5	5
	Availability of numerous and various motives and incentives for training and developing skills.	4	5	20				
Total values				**1.80**				**.85**
6-Resources	Increasing the scope of CMT budget in the budget of the Arab Academy.	4	20	80	Economic conditions which reflect negatively the budget of CMT.	1	15	15
	Selection of another larger location in new areas (king Mariot or Borg el Arab).	4	10	40	Economic conditions affect negatively the ability of students to pay their tuition fees.	1	15	15
	Extension of the time of lectures instead of 4 lectures by day to 5 lectures.	4	10	40	High prices of lands in the new areas required for establishing the new buildings for CMT.	1	10	10
	Establishing connections with sport and social clubs in Alexandria for students to practice sports and social Actions.	4	5	20	Costly transportation for students, faculty and the administrative staff to the new locations.	1	5	5
	Exploitation of the Arab Academy locations in the different areas in Alexandria, for example, Wabor Elmyaah location.	4	5	20	Extension of the time of lectures requires additional salaries which represent a sort of burden on CMT budget.	1	5	5
Total values				**2.00**				**.50**
7-Community Participation & Environment Development	The leading role of the faculty in the community .	4	15	60	Limited budget.	2	15	30
	Favorable change and strong support from administration of university.	4	10	40	More need of self funding.	1	15	30
	Developing local community that needs faculty expertise.	4	10	40	Competition with other national faculties	2	10	20
	Quality enhancement	4	10	40	Competition with private	1	5	5

	projects.				faculties.			
	Increasing needs to special centers and units that could be expanded into budget sources.	4	5	20	Different Community current needs of graduate from the classic ones	1	5	5
Total values				**2.00**				**.70**
Average				**2.00**				**.70**

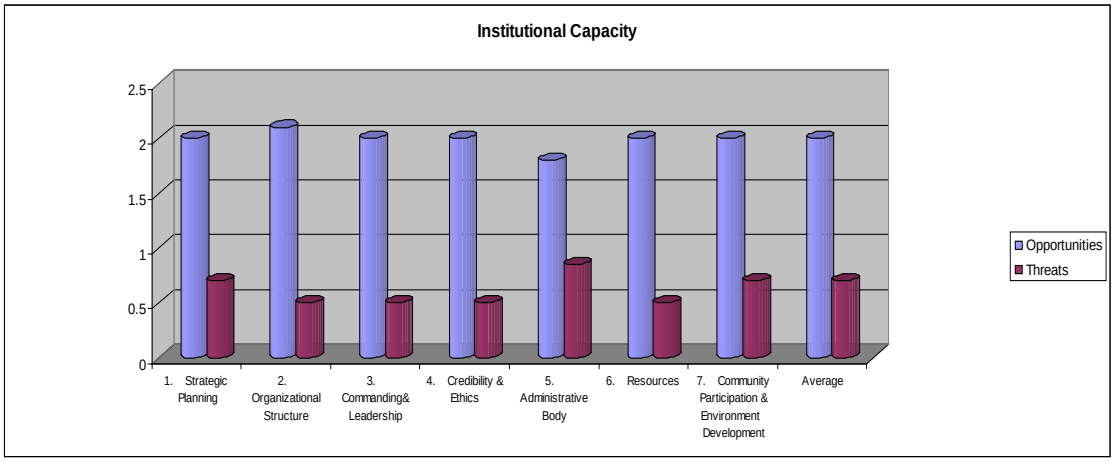
institutional Capacity Average

Criterion	Strength	weakness
1. Strategic Planning	2.20	.70
2. Organizational Structure	2.50	.50
3. Commanding& Leadership	2.10	.70
4. Credibility & Ethics	2.00	.50
5. Administrative Body	2.00	.50
6. Resources	2.20	.80
7. Community Participation & Environment Development	2.00	.50
Average	**2.00**	**.50**



Institutional Capacity — Average

Criterion	Opportunities	Threats
1. Strategic Planning	2.00	.70
2. Organizational Structure	2.10	.50
3. Commanding& Leadership	2.00	.50
4. Credibility & Ethics	2.00	.50
5. Administrative Body	1.80	.85
6. Resources	2.00	.50
7. Community Participation & Environment Development	2.00	.70
Average	**2.00**	**.70**



B-Academic Effectiveness
Strength & Weakness

Criterion	Strength	Rate	Relative weight	Values	Weakness	Rate	Relative weight	Values
1-Students & Graduates	CMT applies a strong and effective registration and enrollment system.	5	15	75	Lack of specialized units for special needs students.	2	10	20
	CMT has a diverse student body as it serves students from more than twenty nationalities from all over the world.	4	10	40	There is no definite strategy for handling the problems of weak students.	1	10	10
	CMT applies an academic advising system; each student in CMT has an academic advisor.	4	15	75	There is no special unit for dealing with foreign students.	1	10	10
	Availability of multiple students' scholarships.	4	5	20	There is no definite strategy for attracting foreign students.	1	10	10
	CMT strives to ensure social care for its students; for this purpose, CMT established specialized service units to handle students' social problems and provide them with the social needs.	4	5	20	Lack of a culture that supports loyalty of students and graduates to CMT.	1	10	10
Total values				**2.30**				**.60**
2-Academic Standards	Application of Quality Assurance System	5	15	75	Limited budget.	2	10	20
	CMT obtained international quality assurance certificate (ISO9001-2000) in 1999.	4	15	75	Partial concern of the faculty.	1	10	10
	This certificate assures the delivery of quality educational service.	4	10	40	Partial concern of the faculty.	1	10	10
	CMT adopts and applies the academic standards of the Supreme Council of Universities.	4	5	20	Inability of CMT to satisfy all requirements of the desired ISO standards.	1	10	10
	CMT adopts and applies international academic standards(DNV)	4	5	20	Overload of the faulty and the assistant staff.	1	10	10
Total values				**2.30**				**.60**
3-Academic Programs	All CMT programs are accredited by the Supreme Council of Universities	5	15	75	Deficiencies in certain outcomes in graduates; deficiencies are mainly in real world applications and practical experience.	1	10	10
	Diversified academic programs	4	15	75	No fixed criteria for measuring matching between components of the programs and the	1	10	10

					vision and mission of CMT.			
	he launching of new programs depending on the demands of the business employer environment.	4	10	40	Intensive theoretical teaching.	1	10	10
	Continuous Curriculum Reviews and Updates	4	5	20	Written examinations test mainly theoretical knowledge.	1	10	10
	Proactive International Partnerships	4	5	20	Limited program diversity and lack of cohesion across all programs and areas in departments.	1	10	10
Total values				**2.30**				**.50**
4-Learning & Education	Applying Credit Hours System	5	10	50	Lack of efficient system for academic support.	1	10	10
	Application of academic advising	4	15	75	No available program that monitors students' progress or their need for support.	1	10	10
	Availability of Internships for students	4	10	40	Advanced presentation aids (e.g. data show) less than optimal.	1	10	10
	Class environment and personal contact	5	5	25	Inadequate space and teaching facilities in some departments.	1	10	10
	Proactive International Partnerships and exchange of students	4	10	40	The library in CMT campus has a relatively small area, and limited seating for students and researchers and limited access to electronic database.	1	10	10
Total values				**2.30**				**.50**
5-Faculty Members	CMT embraces highly qualified, experienced and dedicated faculty members.	4	10	40	Lack of faculty dedicated to all degrees	1	10	10
	Faculty members in CMT have diversified specializations that match with the programs offered in the college.	4	10	40	CMT face shortage in faculty members in some fields, like in the field of economics.	1	10	10
	Additionally, there is a large pool of qualified part-time faculty members.	4	10	40	Increasing faculty work load	1	10	10
	Finally, all the faculty members have excellent academic backgrounds.	4	10	40	In CMT faculty members are faced with high volume of administrative work load.	1	10	10
	The administration and the staff promotion system positively encourage staff members to improve their teaching, research skills	4	10	40	This administrative workload is perceived to misaligned with increasing research expectations and increased emphasis on	1	10	10

	and their involvement in community services.				graduate education.			
Total values				**2.00**				**.50**
6-Scientific Research & Academic Actions	Significant faculty research output and capacity	4	10	40	Limited budget for research Actions.	2	10	20
	CMT has a well identified research plan and encourage research Actions for faculty members.	4	10	40	Deficiency in some supporting services such as up-to-date publications, indexing and electronic facilities.	1	10	10
	CMT encourages faculty members to participate in academic conferences and publish their research work in international peered journals.	4	10	40	Highly deficient funding opportunities.	1	10	10
	Adequate availability of potential research materials and human resources.	4	10	40	Lack of interaction between research and Undergraduate educational Actions	1	10	10
	Regular conferences for each department	4	10	40	Lack a policy for needs assessment for prioritization of research points.	1	10	10
Total values				**2.00**				**.60**
7-Graduate Studies	**Not Applicable**				**Not Applicable**			
Average				**2.30**				**.60**

Opportunities & Threats

Criterion	Opportunities	Rate	Relative weight	Values	Threats	Rate	Relative weight	Values
1-Students & Graduates	CMT has the potentials for creating a coherent and loyalty creating environment.	4	10	40	CMT is facing competition from Alexandria University (public university).	1	10	10
	CMT collaborates with Arab Academy Student Alumni to provide distinguished service to its graduates.	4	10	40	CMT is facing competition from some other private colleges and institutes.	1	10	10
	CMT collaborates with Arab Academy Student Alumni to offer job opportunities and membership in syndicates.	4	10	40	CMT is facing raising tuition fees per semester for all its programs.	1	10	10
	Sustain long- term relationships with graduates.	4	10	40	Reduction of the number of students enrolled in its programs due to financial considerations.	1	10	10
	CMT is a good environment for events, for example, holding meetings between CMT graduates	4	10	40	The prevailing economic conditions in Egypt may threaten the demand of CMT.	1	10	10

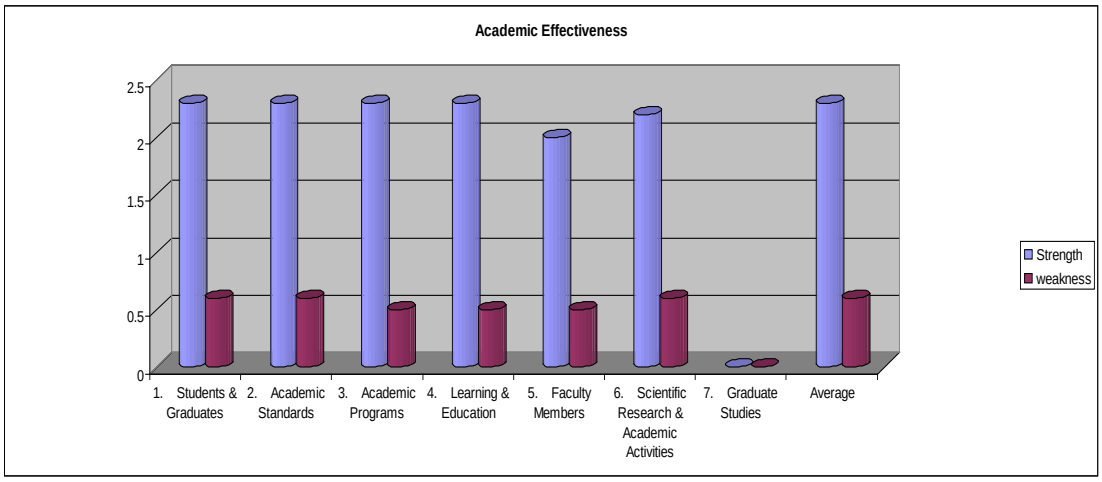
	and students.							
Total Value				**2.00**				**.50**
2-Academic Standards	CMT is in process to gain international accreditation in Europe and the United States of America.	4	10	40	Limited budget of CMT.	1	10	10
	CMT is working to gain the accreditation of the **Association to Advance Collegiate Schools of Business (AACSB).**	4	10	40	Overloaded faculty.	1	10	10
	The AACSB Accreditation Standards are used as the basis to evaluate a business school's mission, operations, faculty qualifications and contributions, programs, and other critical areas.	4	10	40	Overloaded administration.	1	10	10
	Additionally, CMT is working to gain the accreditation of **European Foundation for Management Development (EFMD).**	4	10	40	Strict accreditation criteria of the **Association to Advance Collegiate Schools of Business (AACSB).**	1	10	10
	The EFMD is a unique forum for **information, research, networking** and **debate on innovation** and best practice in **management development.**	4	10	40	Strict accreditation criteria in of the **European Foundation for Management Development (EFMD).**	1	10	10
Total Value				**2.00**				**.50**
3-Academic Programs	Launching diversified business program according to the market demand	5	10	50	Limited budget.	1	10	10
	CMT could gain international accreditation for new programs.	4	15	75	Changing market demands.	1	10	10
	Diverse community	4	10	40	Lack of relation between theory and practice.	1	10	10
	Development of international networks and agreements	5	5	25	Criticisms directed to CMT graduates from the industry.	1	10	10
	Multilingual programs offering	4	10	40	Probability of becoming a consumer(student) oriented academic institution.	1	10	10
Total Value				**2.30**				**.50**
4-Learning & Education	Use of technological advances to enhance teaching methods	5	10	50	Rapid advance in technology	1	10	10
	The explosive growth in the internet and web- based technology provides opportunities to better serve	4	15	75	Every day there is a technological advance in the field of education.	1	10	10

	CMT students.							
	Advancement in information acquisition methodologies.	4	10	40	This might be challenging for CMT especially in the field of business information system.	1	10	10
	Availability of numerous and diverse programs which increase students' capabilities to acquire analytical and professional skills.	5	5	25	Limited enrollment control	1	10	10
	Encouragement of the quality assurance agencies of students' participation in evaluating the academic programs.	4	10	40	This is faced by CMT in all its programs.	1	10	10
Total Value				**2.30**				**.50**
Criterion	**Opportunities**	**Rate**	**Relative weight**	**Values**	**Threats**	**Rate**	**Relative weight**	**Values**
5-Faculty Members	Numerous programs that require large faculty	5	10	50	Lack of competitive salaries	1	10	10
	Specialized programs that require faculty with specific skills.	4	15	75	Staff turnover.	1	10	10
	CMT provides opportunities for developing and qualifying faculty members.	4	10	40	Lower salaries offered to part-time lectures are potentially threatening.	1	10	10
	Providing sufficient funding and providing international conference and seminars.	5	5	25	This may lower the quality of the part- time lecturers hired.	1	10	10
	There is also possibility to utilize local mentors for teaching and research.	4	10	40	Lack of family health care and insurance	1	10	10
Total Value				**2.30**				**.50**
6-Scientific Research & Academic Actions	CMT pursues excellence in academic research.	4	10	40	The absence of strategies supporting research Actions.	1	10	10
	CMT encourages faculty and students to write researches and participate in preparing academic researches.	4	10	40	Absence of plans and policies	1	10	10
	The availability of digital libraries.	4	10	40	Few motives and incentives	1	10	10
	The availability of modern and recent textbooks	4	10	40	Administrative load for faculty	1	10	10
	The availability of modern and recent articles through numerous journals and periodicals.	4	10	40	Non -commitment of the faculty to research making.	1	10	10
Total Value				**2.00**				**.50**
7-Graduate	**Not**				**Not**			

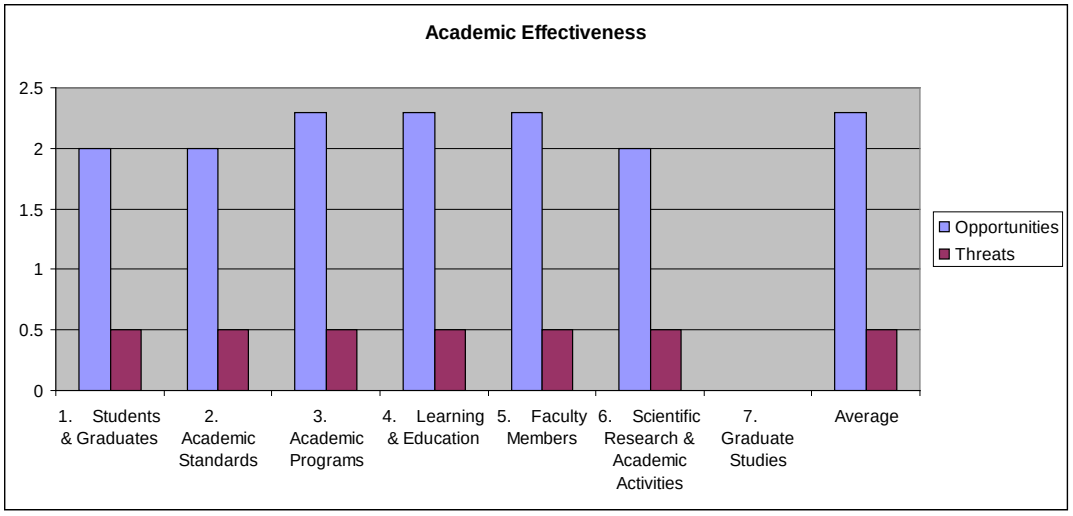
Studies	**Applicable**				**Applicable**			
Average				**2.30**				**.50**

Academic Effectiveness Average

Criterion	Strength	weakness
1. Students & Graduates	2.30	.60
2. Academic Standards	2.30	.60
3. Academic Programs	2.30	.50
4. Learning & Education	2.30	.50
5. Faculty Members	2.00	.50
6. Scientific Research & Academic Actions	2.20	.60
7. Graduate Studies	Not Applicable	Not Applicable
Average	**2.30**	**.60**



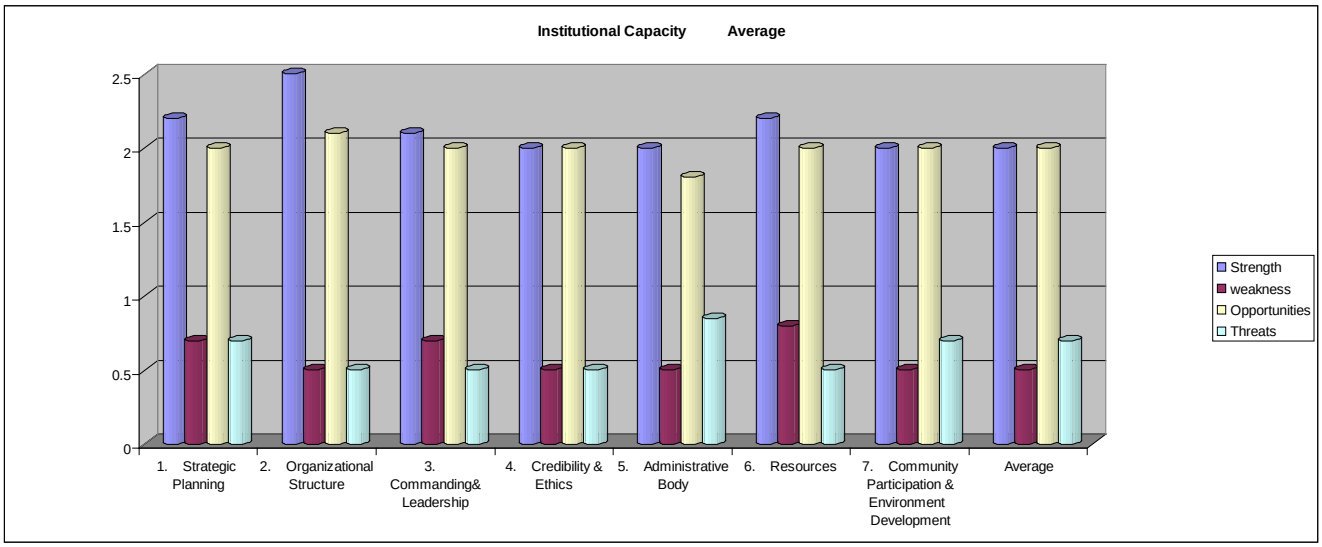
Academic Effectiveness	Average	
Criterion	Opportunities	Threats
1. Students & Graduates	2.00	.50
2. Academic Standards	2.00	.50
3. Academic Programs	2.30	.50
4. Learning & Education	2.30	.50
5. Faculty Members	2.30	.50
6. Scientific Research & Academic Actions	2.00	.50
7. Graduate Studies	Not Applicable	Not Applicable
Average	**2.30**	**.50**



The average for the analysis of the internal and external environment

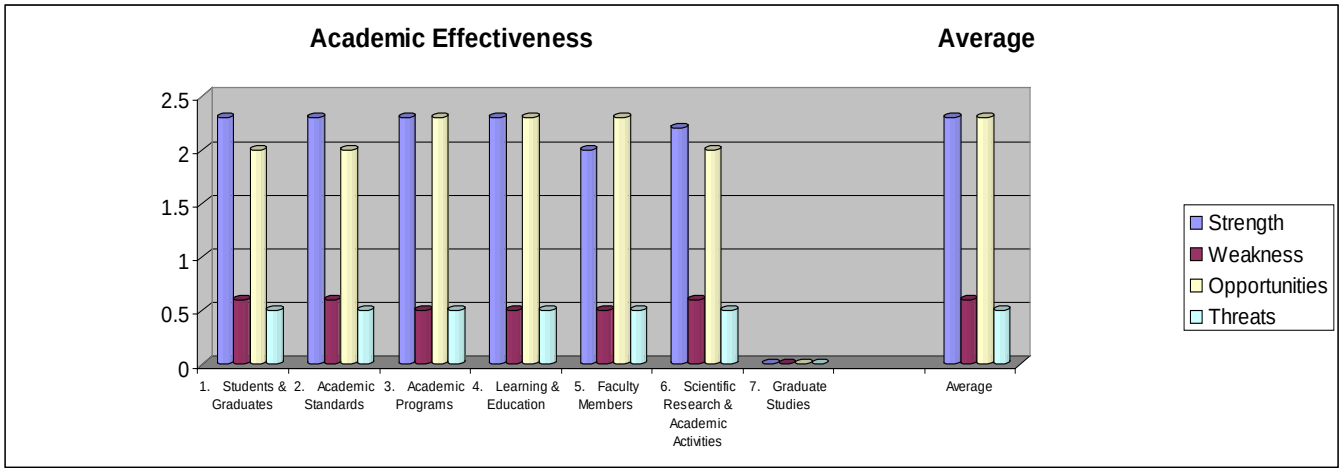
Institutional Capacity **Average**

Criterion	Strength	weakness	Opportunities	Threats
1. Strategic Planning	2.20	.70	2.00	.70
2. Organizational Structure	2.50	.50	2.10	.50
3. Commanding& Leadership	2.10	.70	2.00	.50
4. Credibility & Ethics	2.00	.50	2.00	.50
5. Administrative Body	2.00	.50	1.80	.85
6. Resources	2.20	.80	2.00	.50
7. Community Participation & Environment Development	2.00	.50	2.00	.70
Average	**2.00**	**.50**	**2.00**	**.70**



Academic Effectiveness Average

Criterion	Strength	Weakness	Opportunities	Threats
1. Students & Graduates	2.30	.60	2.00	.50
2. Academic Standards	2.30	.60	2.00	.50
3. Academic Programs	2.30	.50	2.30	.50
4. Learning & Education	2.30	.50	2.30	.50
5. Faculty Members	2.00	.50	2.30	.50
6. Scientific Research & Academic Actions	2.20	.60	2.00	.50
7. Graduate Studies	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Average	**2.30**	**.60**	**2.30**	**.50**



Competitor Analysis

CMT, as an academic institution, enjoys an excellent reputation in Alexandria. CMT is well known for its diverse programs, highly qualified faculty and administrative resources which are totally dedicated and devoted to the academic excellence and supremacy. Within the academic context, CMT faces a sort of competition of three different levels. The first level is represented in the public or government supported universities, the second level is represented by the private universities and the third level is represented by the private institutions. Although some may argue that these institutions, the third level, should not be taken into consideration as they don't, as academic institutions, have the privileges enjoyed by CMT, others argue that these institutions should be considered a competitor as they attract some of the students who can't afford CMT tuition fees and are not accepted by the public universities. Although the second opinion is logical to some extent; however, if we compare the three levels in terms of the criteria of the institutional capacity and the academic effectiveness criteria, these institutions are lagging behind. Hence, the comparison will be confined between CMT, the public universities, Faculty of Commerce, an affiliate of Alexandria University and the private universities, Faculty of Financial and Administrative sciences, an affiliate of Pharos University and on the Delmon university in Bahrain.

Information about these faculties is collected from their websites, interviews with their faculty and administrative staff and interviews with their students and graduates as detailed information about these faculties is not easily accessible. From these sources, we tried to make a rough comparison between these four academic institutions to know where CMT stands among its competitors. In the following table, we will, roughly, compare between the three academic institutions.

Comparison between CMT, Faculty of Commerce and Pharos University(Faculty of Financial and Administrative Sciences (FFAS))

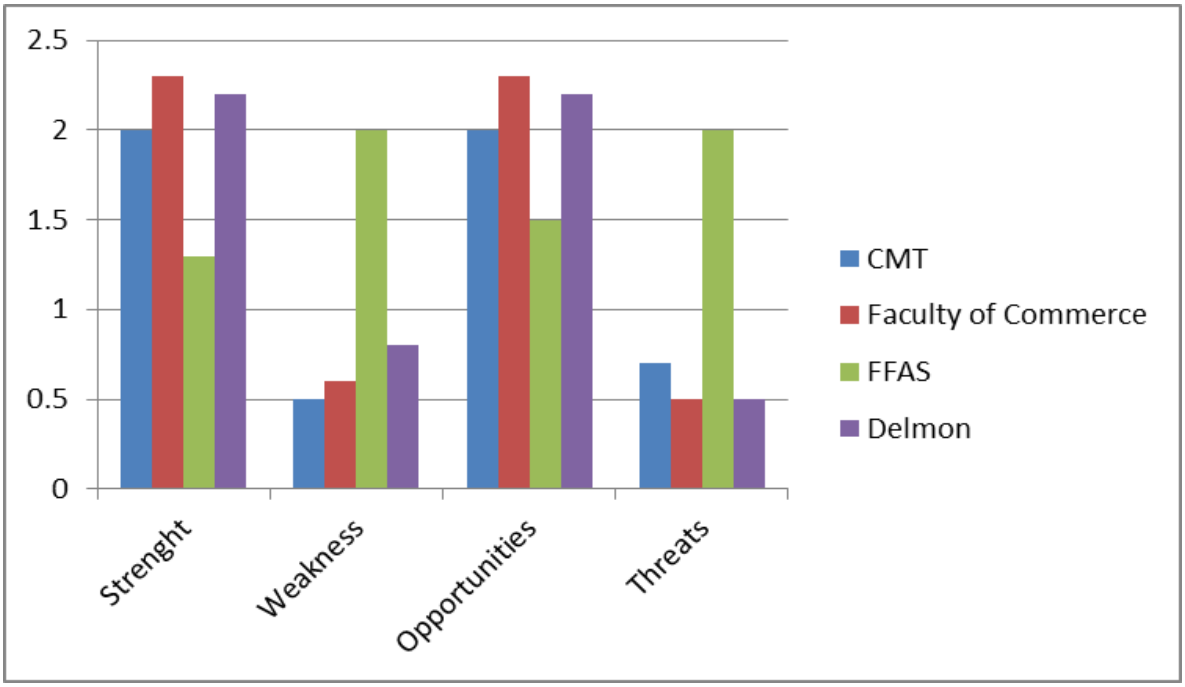
Institutional Capacity

Institutional Capacity Criteria	Competitors	Strength	Weakness	Opportunities	Threats
1- Strategic Planning	CMT	2.20	.70	2.00	.70
	Faculty of Commerce	2.20	.60	2.20	.60
	Pharos(FAS)	1.3	2.00	1.5	2.00
	Delmon	2.20	.80	2.20	0.50
	CMT	2.50	.50	2.10	.50
2-Organizational Structure	Faculty of Commerce	2.4	.70	2.20	.60
	Pharos(FAS)	1.2	3.00	1.3	2.00
	Delmon	2.20	.80	2.20	0.50
3- Commanding and Leadership	CMT	2.10	.70	2.00	.50
	Faculty of Commerce	2.30	.70	2.4	.50
	Pharos(FAS)	1.00	2.00	1.1	2
	Delmon	2.20	.80	2.20	0.50
4- Credibility& Ethics	CMT	2.00	.50	2.00	.50
	Faculty of Commerce	2.00	.50	2.00	.50
	Pharos(FAS)	1.5	2.00	1.5	2.00
	Delmon	2.20	.80	2.20	0.50
5- Administrative Body	CMT	2.00	.50	1.85	.85
	Faculty of Commerce	2.3	.50	2.20	.50
	Pharos(FAS)	1.3	2	1.5	2
	Delmon	2.20	.80	2.20	0.50
6-Resources	CMT	2.20	.80	2.00	.50
	Faculty of Commerce	2.30	.70	2.20	.50
	Pharos(FAS)	2.5	.50	2.3	.50
	Delmon	2.20	.80	2.20	0.50

7-Community Participation& Environment Development	**CMT**	2.00	.50	2.00	.70
	Faculty of Commerce	2.20	.50	2.30	.50
	Pharos(FAS)	1.1	2	1.1	2
	Delmon	2.20	.80	2.20	0.50

Institutional Capacity : Comparative averages

Faculties	Strength	Weakness	Opportunities	Threats
CMT	2.00	.50	2.00	.70
Faculty of Commerce	2.30	.60	2.30	.50
FFAS	1.30	2.00	1.5	2.00
Delmon	2.20	80	2.20	0.50



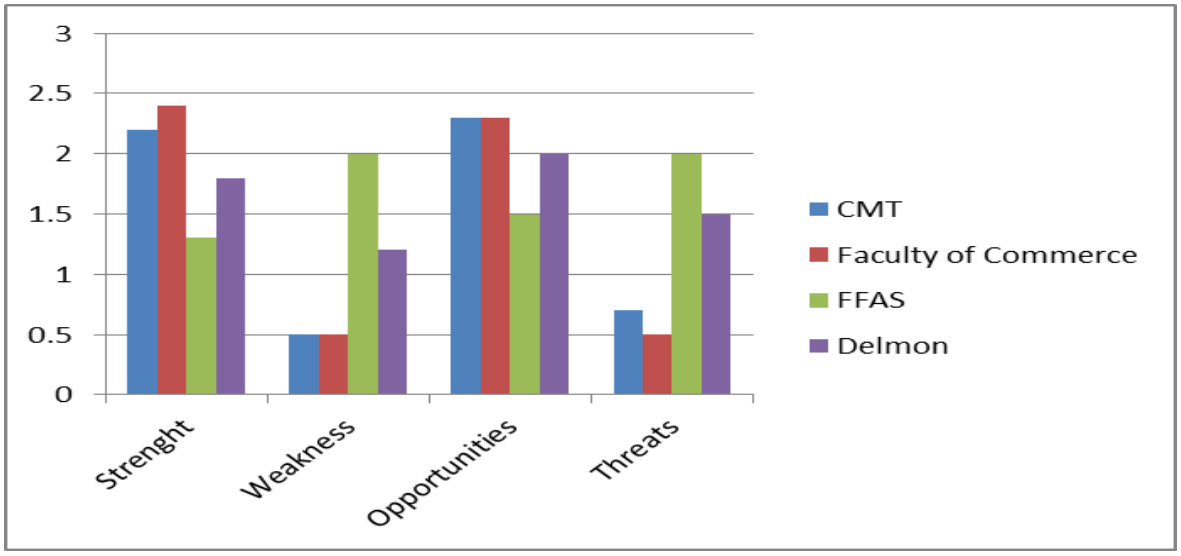
Academic Effectiveness

Academic Effectiveness Criteria	Competitors	Strength	Weakness	Opportunities	Threats
1- Students & Graduates	CMT	2.30	.70	2.00	.50
	Faculty of Commerce	2.50	.50	2.20	.60
	Pharos(FAS)	1.3	2.00	1.5	2.00
	Delmon	1.80	1.20	2.00	1.50
	CMT	2.30	.60	2.00	.50
2-Academic Standards	Faculty of Commerce	2.4	.50	2.40	.50
	Pharos(FAS)	1.2	3.00	1.3	2.00
	Delmon	1.80	1.20	2.00	1.50
3- Academic Programs	CMT	2.30	.50	2.30	.50
	Faculty of Commerce	2.30	.70	2.50	.50
	Pharos(FAS)	2.00	1.00	1.1	2
	Delmon	1.80	1.20	2.00	1.50
4- Learning& Education	CMT	2.30	.50	2.30	.50
	Faculty of Commerce	2.30	.50	2.10	.50
	Pharos(FAS)	1.5	2.00	1.5	2.00
	Delmon	1.80	1.20	2.00	1.50
5- Faculty	CMT	2.00	.50	2.30	.50
	Faculty of Commerce	2.3	.50	2.30	.50
	Pharos(FAS)	1.3	2	1.5	2
	Delmon	1.80	1.20	2.00	1.50
6- Academic Research & Actions	CMT	2.20	.60	2.00	.50
	Faculty of Commerce	2.30	.50	2.30	.50
	Pharos(FAS)	2.5	.50	2.3	.50
	Delmon	1.80	1.20	2.00	1.50
7-Graduate Studies	CMT	Not Applicable			

	Faculty of Commerce	
	Pharos(FAS)	
	Delmon	

Academic Effectiveness : Comparative averages

Faculties	Strength	Weakness	Opportunities	Threats
CMT	2.20	.50	2.30	.70
Faculty of Commerce	2.40	.50	2.30	.50
FFAS	1.30	2.00	1.5	2.00
Delmon	1.80	1.20	2.00	1.50



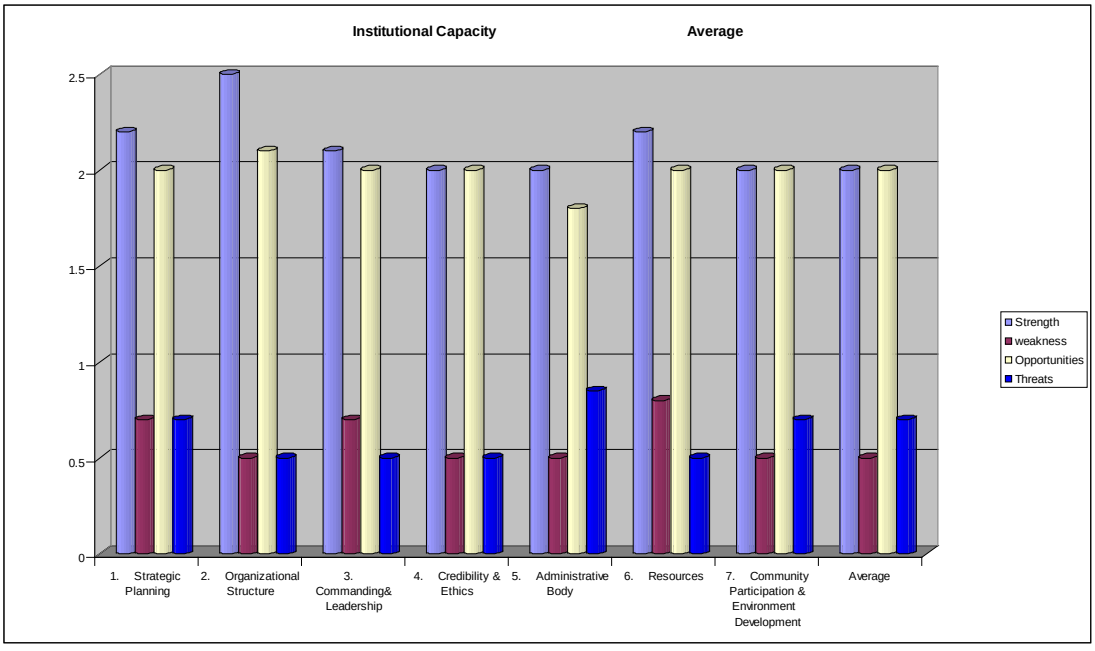
From the above-mentioned data, it is highly obvious that CMT stands in the middle between the Faculty of Commerce in Alexandria (Alexandria University) and the Faculty of Financial and Administrative Sciences (Pharos University), however it is abreast to the Faculty of Commerce in Alexandria.

Gap Analysis

From the above mentioned data, we can say that CMT's performance is very good; however it is not yet excellent. On the level of the institutional capacity, CMT is enriched with numerous capabilities which enable the concerned parties to perform their functions well. CMT has a well-defined strategic plan, a well-organized and coherent organizational structure, promising leaderships, a strong administrative body, moderate financial and administrative resources and moderate participation in community service and development of the environment. Despite the preceding facts, tables tell us that CMT's current status has not yet reached the optimum status and although points of strength and opportunities are stronger than points of weakness and threats, CMT still require improving its performance and increasing its financial and administrative capacities to fully achieve its objectives.

Institutional Capacity Average

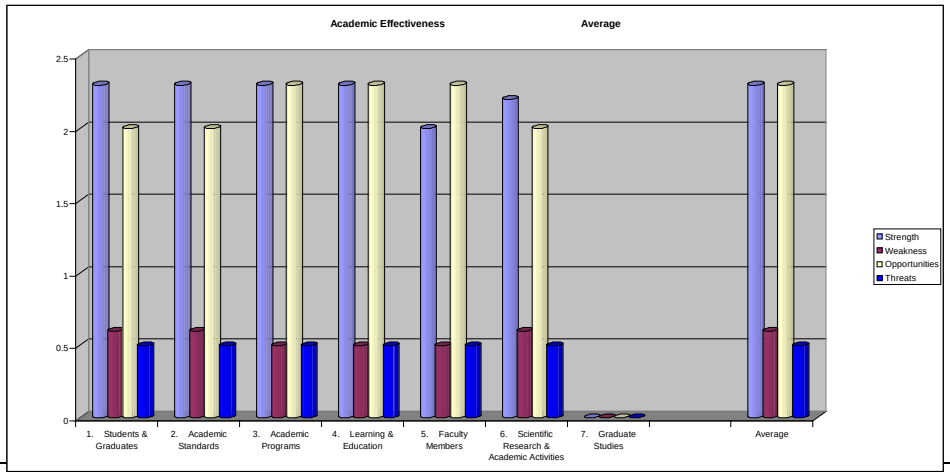
Criterion	Strength	weakness	Opportunities	Threats
1. Strategic Planning	2.20	.70	2.00	.70
2. Organizational Structure	2.50	.50	2.10	.50
3. Commanding& Leadership	2.10	.70	2.00	.50
4. Credibility & Ethics	2.00	.50	2.00	.50
5. Administrative Body	2.00	.50	1.80	.85
6. Resources	2.20	.80	2.00	.50
7. Community Participation & Environment Development	2.00	.50	2.00	.70
Average	**2.00**	**.50**	**2.00**	**.70**



On the level of the academic effectiveness, CMT has not reached the optimum level either. This doesn't deny the fact that CMT is enriched with numerous advantages which classify it as one of the leading academic institution in Alexandria. CMT orients special concern to its potential product(students) and its product (graduates) through securing, enhancing and sustaining a prosperous and motivating academic environment assisted by the adoption of domestic and international academic standards, the numerous and diverse programs which are accredited by prestigious and well known domestic and international institutions , educational and learning programs, highly qualified faculty and distinguished efforts in the fields of academic research and academic Actions.

Academic Effectiveness **Average**

Criterion	Strength	Weakness	Opportunities	Threats
1. Students & Graduates	2.30	.60	2.00	.50
2. Academic Standards	2.30	.60	2.00	.50
3. Academic Programs	2.30	.50	2.30	.50
4. Learning & Education	2.30	.50	2.30	.50
5. Faculty Members	2.00	.50	2.30	.50
6. Scientific Research & Academic Actions	2.20	.60	2.00	.50
7. Graduate Studies	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Average	**2.30**	**.60**	**2.30**	**.50**



However, CMT requires a plenty of efforts to be exerted to bridge the gap between the current status and the desired prospective status. This objective is apparent in the diverse policies which CMT adopts, the different strategic priorities which it adheres to, and the strategic objectives which it pursues and strives to achieve.

CMT policies

CMT adopts a variety of constructive, creative and motivating policies in the light of realizing its vision. These policies guarantee and secure the existence and prevalence of a calm and multi-incentive environment that initiates and positively affects the distinguished performance of all parties concerned in CMT, the students, the faculty members and the administration .Moreover, these policies positively enhance the educational process and academic research which will, in turn, benefit the stakeholders and the social community as a whole.

CMT policies are multi-oriented; they consider the students, the faculty members, the administration, the academic process, the academic research and industry and communal service. Regarding students, CMT policies aims to enrich students with high academic and practical skills through providing them with the recent and updated knowledge and information in their programs and enable them to acquire practical and training skills through the harmonization between the academic programs and their intended learned outcomes and the requirements of the industries and communal service. CMT policies foster students' intellectual, cultural and personal development to prepare them for lifelong learning.

Regarding the faculty members, CMT policies pursue to retain and develop a motivating surrounding that enables these members to perform well on their teaching context and academic research. They Create and promote an environment in which high--- quality research productivity is rewarded and recognized. These policies provide the infrastructure to support world-class, discipline-based research, scholarship and creativity; advance research and

innovation to address the challenges of the global society; and promote multidisciplinary collaboration.

Considering the administration, CMT policies will more closely integrate planning, assessment and resource allocation; promote continuous quality improvement through our assessment efforts; and increase communication and transparency throughout the college. CMT will develop and implement strategic plans for critical areas across campus to ensure that it has the human, financial and technological resources it needs to achieve its goals, and will develop and implement structures to promote and reward professional excellence.

With regards to the communal role, CMT policies will continue to support and enhance this role by strengthening and expanding its continuing and professional education programs, increasing scholarship programs to students, building research and service linkages with the broader community and graduating students who value service to their communities and to larger causes at the national and international level.

Strategic priorities

1. **Create a culture in support of teaching in every department across campus.**
    - Improve assessments of teaching and enhance the importance of teaching excellence through the allocation of resources to departments, programs, and faculty.
    - Identify good models for promoting a culture in support of teaching and use these as benchmarks to assess and improve teaching in other units.
2. **Faculty renewal in the context of academic priorities and substantial retirements.**
    - Develop multi-year hiring plans giving priority to recruiting new Ph.Ds.' and "rising stars."
    - Use pre-fills of retirements, internal reallocation, and fund-raising to generate necessary resources.
3. **Identify a few departments or fields of critical importance to the College and move them into a position of regional leadership while working to prevent others from losing such stature**.
    - Identify departments on the cusp of leadership or on the verge of losing it and make proactive efforts to generate or preserve that leadership.
4. **Develop stronger connections across colleges to enhance educational opportunities for students and the quality and stature of disciplines or fields.**
    - Develop policies that encourage students in one college or campus to take courses in another.

- Devise new mechanisms of coordination and connectivity across academic disciplines or across departments within a given academic discipline.

5. I**mplement strategically focused, cost-effective enhancements to the infrastructure in support of research, scholarship, and creativity.**
   - This includes in particular the college libraries, shared research facilities in the sciences and social sciences, and administrative support for faculty applying for or managing research grants.
6. **Make significant progress toward a more diverse faculty, student body, and staff in terms of gender and race and ethnicity.**
   - Establish explicit and ambitious goals, considering appropriate pipelines and the importance of "critical mass.
   - Enhance recruitment and retention processes.
   - Ensure that mechanisms holding units accountable are effective.
7. **Strongly connect outreach and public engagement with CMT's areas of strength in research, scholarship, and education.**
   - Broadly redefine the outreach mission as communal engagement and impact, extend it across campus, and develop approaches appropriate to different academic disciplines or fields.
   - Strengthen opportunities for students to "engage the world" as part of their academic work.

Goals and Strategic objectives

Goal (1)

Realize the distinguished level and precedence in education

Strategic Objectives

A- Establish and support a culture that enhances excellence in all academic units.

Actions

- Make sure that all academic departments have strong and coherent forms of assessment that generate full information, include some type of student feedback and peer assessment, and provide feedback to teachers that enables them to improve their teaching techniques.
- Enhance CMT's resources for instructional support, through integrated efforts that involve both central and college-based Actions, so that college has easy access to new best practices for being effective teachers.
- Recognize and celebrate in new ways innovation and active lecturers who are responsive to students and rigorous in their approach to teaching.
- Make sure that academic leaderships (chairs, deans, and the vice-deans) have clear perceptions about the importance of teaching and advising, and that they hold programs and individual faculty responsible for demonstrating teaching effectiveness (e.g., rewarding excellent teaching in resource allocations and salary decisions).

- Apply the external examiners and external program reviewers systems
- Ascertain that senior faculty members with teaching appointments remain actively involved in and committed to teaching and mentoring students over their careers at CMT.

B- Develop and sustain organizational structures that promote pedagogical innovations both centrally and within programs.

Actions

- Innervate the capacity (administrative and budgetary) of the office of the provost to facilitate and support educational innovations.
- Motivate faculty to be acquainted with new pedagogies (e.g., field-based learning) and new technologies, recognizing the different pedagogies appropriate for different disciplines and programs.
- Create forms of support to faculty with creative proposals for new courses that meet important educational needs of students and that cross intellectual boundaries (e.g., summer salaries)
- Create and develop more courses that involve team teaching across disciplines within them by being more flexible about faculty teaching credits.
- Promote and support educational innovations beyond the classroom (e.g., service learning), taking advantage of CMT's living-learning environment on campus and its communal engagement mission and related programs.

C-Provide a more unified and shared educational experience for CMT undergraduates.

Actions

- Create and sustain coordinated sets of core values and competencies in CMT and at the institutional level to help guide teaching and programming.
- Create a series of common intellectual experiences within the first two years directed at core competencies, including living-learning programs and formal coursework.
- Have departments reassess their programs and make appropriate revisions in their courses and course requirements to realize core competencies in ways that are suitable for disciplines, or interdisciplinary fields.
- Motivate students to cross program boundaries in pursuit of their educational goals, and encourage departments to reduce the inherent difficulties (posed by program constraints).

D- Enhance the educational impact of international opportunities and experiences for students.

Actions

- Evaluate tuition, financial aid, and administrative structures for study abroad programs (external and CMT-based) to ensure that they are affordable, sustainable and of high quality.
- Assess the appropriate proportions of international students in programs, considering (i) the quality of the applicant pools, (ii) the educational value of having students from diverse international and cultural backgrounds interact with domestic

students, and (iii) the costs of attracting the very best of these international students.

- Ensure that faculty participation and involvement in international programs (including study abroad) are sufficient to promote and sustain high-quality educational experiences for students.
- Create inter-university collaborations and partnerships with top-tier universities abroad in order to encourage mutual flows of students.

Goal (2)

Recruit and retain an academically prepared and diverse student body

Strategic Objectives

A- Enhance efforts to recruit and retain a diverse pool of highly qualified undergraduate students

Actions

- Develop and implement a comprehensive and effective enrollment management plan to strengthen effective recruitment and admissions processes, financial aid allocation and student diversity
- Increase and enhance the number and quality of student .
- Increase the awareness and enhance the student's academic advising system

B-Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching.

Actions

- Schedule, promote, and facilitate involvement in cultural and intellectual events

- Schedule, promote, and facilitate involvement in cultural and intellectual events
- Reward any cultural/educational or sports involvement by obvious college recognition
- Encourage research and training activities.
- Create agreements with developing partners to sponsor and reward best researches of the term (in-kind, internship)

C: Promote the health and well-being of students as a foundation for academic and life success.

Actions:

- Coordinate with the department of medical service for proactive outreach and intervention and timely availability of services to students experiencing excessive stress or showing evidence of mental health issues
- As preventive measures for reducing isolation and alienation, develop new ways to foster closer ties between faculty and students (e.g., through improved advising, academic programming and a stronger sense of community among students within and outside of their formal class work.

D: Enhance efforts to attract and educate an excellent and diverse body of undergraduate students.

Actions:

- Redesign the university website to highlight the special opportunities that students have at CMT to work closely with faculty and the wide variety of courses and programs available to CMT students

- In recruiting students emphasize the capabilities of CMT to provide opportunities for undergraduate research, study abroad, community engagement, field-based learning, advising and mentoring by faculty members.
- Expand institutional mechanisms to involve undergraduate in research with faculty and encourage faculty to actively involve undergraduates in their research projects.

Goal (3)

Recruit the nationally, regionally and globally recognized faculty members.

Strategic Objectives

A- Attract a talented and diverse workforce to CMT.

Actions:

- Make sure , and continuously reinforce by training and communication, that hiring supervisors at all levels are aware of the operational advantages of a diverse workforce.
- Ascertain that effective procedures are in place for reviewing positions, assessing short lists of candidates, and including diversity impact as a factor in hiring decisions.
- Create and share successful strategies for attracting diverse candidate pools (including more use of networks to identify candidates).

B: Give priority to recruitment of highly qualified staff in valued positions as the CMT reorganizes to address budgetary constraints.

Actions:

- Reward staff who assume additional duties due to the reductions in staff and who continue to excel during difficult times.

- Clearly define skills and talents needed to excel in these positions and accurately define positions to reflect expected outcomes.
- Identify career ladders and training opportunities for advancement.
- Provide staff annual performance reviews that accurately and honestly assess performance in current positions and identify development plans for growth.
- Align annual and ongoing salary increase programs to performance, and maintain a clear focus on a total compensation philosophy that will attract and retain top talent. Create accurate position descriptions and career path models so that new hires understand their positions and see career opportunities for the future.
- Assess orientation programs at the college and unit levels to ensure that they are informative and enjoyable, so that new employees reach peak efficiency as soon as possible and feel welcome and valued in our community.

C-Be an exemplary employer across the entire spectrum of staff.

Actions

- Promote family-friendly policies and practices across academic and non-academic units of the university.
- Recognize and celebrate the value and contributions of staff across all job groupings or classifications.
- Ensure that unit leaders enable all employees to take full advantage of the staff training and development opportunities.

D: Provide job skill training to staff in a variety of venues.

Actions:

- Increase the current job-skill offerings reporting to the college/unit leadership on a regular basis.
- Make greater use of online training to develop needed skills and talents.
- Encourage staff to take advantage of the university "health and well-being" programs.
- Tie training to identified development plans obtained in annual performance appraisals.
- Require supervisors to undergo training in basic supervisory skills and to refresh and update those skills on a regular basis.

Goal (4)

Develop and support prominent undergraduate and graduate programs that satisfy the national, regional and international requirements.

Strategic Objectives

1- Implement the college's institutional assessment plan.

Actions

- Begin dialogue on the merits of integration of courses and/ or course content within programs.
- Implement an internal and external review of a college-wide assessment of learning outcomes.
- Adjust program review calendar, gather feedback about the program and review outcomes to inform planning with collaboration with decision makers.
- Implement, monitor and evaluate the revised Core Curriculum.

2- Develop and support outstanding undergraduate programs that meet national, regional and international needs

Actions

- Examine the deployment of part-time faculty members and develop criteria for their appropriate use
- Maintenance of knowledge and expertise supports faculty performance through an appropriate balance, given the college's mission, through Learning and pedagogical research, Contributions to practice and Discipline-based scholarship.
- Clearly define process by which it evaluates how faculty members contribute to the mission and maintain their qualifications.
- Expand co-curricular and extracurricular programs and opportunities, including athletic and sports programs using facilities at CMT.
- Implement the college's institutional assessment plan, including an internal and external review of undergraduate and graduate programs and units as well as a college-wide assessment of learning outcomes, and ensure that all academic support units use assessment outcomes to inform planning and decision making

3- Receive accreditation or reaccreditation of programs

Actions

- Receive accreditation from Egypt's National Authority for Quality Assurance and Accreditation of Education for the college, and undergraduate programs in business
- Receive accreditation from international Quality Assurance institutions.

4- Build and maintain domestic and regional leadership in a select set of departments within the broad areas.

Actions

- Consider more formal cross-college structures of coordination (e.g., steering committees, shared departments, super-departments,

mergers) in disciplines or fields where these would significantly enhance academic excellence and reputation and/or improve the utilization of faculty resources.

- Eliminate, consolidate, or downsize academic departments or programs that (i) are no longer strategically important to the university, or (ii) are of weak quality and do not have the prospect of becoming strong in a reasonable period of time.
- Promote and support new initiatives that develop "cutting-edge" research and scholarship synergies across these academic groupings (e.g., humanities and social sciences; life sciences and social sciences; professional programs and basic disciplines).

Goal (5)

Realize the distinguished level and precedence in research.

Strategic Objectives

A. Improve the productivity, innovation, and effectiveness of faculty's research

Actions:

- Establish a consistent research mentoring approach across the College with defined roles for mentors and mechanisms for accountability.
- Build on existing efforts to increase the number of early career awards
- Define strategies and policies that promote the holistic integration of research and education through planning and evaluation processes for units and faculty
- Increase number of post-doctoral and doctoral students funded

- Strongly encourage more internal and external review of proposals and scholarly work, including extending the effective writing circles concept across campus
- In support of excellence in research, review performance of research administrators with established performance standards, including customer satisfaction and assessment by researchers and college research officers.

B. ***Increase graduate student research involvement and activity***

Actions

- Establish formal mentoring program in research writing skills
- Increase number of Graduate School workshops on writing conference papers
- Increase Graduate student participation in professional conferences
- Increase Graduate student participation in publications with faculty members

C. Establish an environment that promotes recognition of faculty achievement

- Launch an active marketing campaign that promotes the research, education, creative production, and scholarly work of CMT faculty.
- Establish a Faculty Recognition Committee that identifies and nominates outstanding faculty for national, and international recognition
- Mentor and recommend faculty for national and international awards

D. ***Support Interdisciplinary Initiative and Initiate the idea of Leadership Position/Department or Program***

- Comparing the performance of different departments
- Inventing new interdisciplinary initiatives emerging from the faculty

- Further expand the College's partnership and collaboration with other Egyptian universities
- Promote formal affiliations with other institutions

E. ***Develop the University's Research Infrastructure***

- Continue planning for and search funding for a research exhibition area
- Ensure that collaborations and partnerships with other libraries serve the needs of faculty and students at CMT and strengthen faculty productivity.

Goal (6)

Enhance and encourage student volunteer Actions and community service.

Strategic Objectives

A: Make communal engagement a distinctive feature of education at CMT.

Actions:

- Explore and assess whether or how engaging the world can become a more integral component of educational programs across campus.
- Strengthen the participation of leadership and faculty in communal engagement programs available to students.
- Find new ways to work with CMT alumni to expand the opportunities of students to engage the world (e.g., through internships, having alumni speak in classes, etc.).
- Ensure that it is easy and efficient for students to become aware of and access information about public engagement opportunities (e.g., service learning, internships) that serve their educational goals.
- Develop better institutional mechanisms for coordinating off-campus, non-classroom teaching and field-based or service learning opportunities for faculty and students.

- Evaluate the organizational structures through which CMT makes available internships, educational work opportunities, and other off-campus learning to determine how they can be improved.

B: Construct a unified concept and vision for the college's public engagement mission.

Actions:

- Recognize and highlight the public engagement of faculty across endowed, contract, and business departments.
- Develop university-wide mechanisms to promote interconnections across forms or types of public engagement (e.g., extension, technology transfer, translational research, clinical programs, international programs, and service learning) .
- Develop an integrated and more user-friendly web portal for delivery of public engagement programs and Actions, including extension.
- Make better use of electronic and other media to foster greater public recognition and appreciation of CMT's public engagement accomplishments.
- Engage stakeholder groups and appropriate partner agencies in assessing and planning for the future of publicly supported extension Actions.

C: Develop rigorous, systematic evaluations of all outreach and extension programs.

Actions:

- Develop explicit criteria for evaluating programs that emphasize quality, importance to the college, and impact on society.
- Include an external-review component in regular evaluations of outreach programs.

- Establish an institutional mechanism for collecting data and information on the quality and impact of extension and outreach programs and for conducting evaluations.

D: connect public engagement to on-campus research and educational strengths.

Actions:

- Emphasize evidence-based or scientifically based extension and outreach efforts that meet the educational or informational needs of stakeholders.
- Make research an overarching theme for interconnecting community-based extension programs with on-campus .
- Develop enhanced strategic partnerships between on-campus education programs and community based extension and outreach.

E: Promote stronger collaborations and partnerships between the college and stakeholders that can make use of and strengthen CMT's research.

Actions:

- Establish a clearly enunciated philosophy and policy concerning intellectual property and technology transfer.
- Improve college mechanisms for making technologies and knowledge that can be defined as public goods readily available to those who can benefit from them (e.g., business, industry, government).
- Promote and support collaborations between faculty and local schools that contribute to the quality of education in Egypt.
- Strengthen collaborations with CMT alumni in order to promote and enhance the public impact of faculty research on the world.
- Explore new partnerships with state, regional, and national industries in order to promote economic development.

Goal (7)

Develop infrastructure and financial resources.

Strategic Objectives

1- Maintain a sustainable CMT infrastructure that meets student expectations, attracts high quality staff and delivers the college's academic objectives.

Actions

- Improve space utilization by institutional review and control of local facilities, booking systems and timetabling.
- Achieve significantly improved and more flexible space as part of a prioritized scheme of refurbishment.
- Achieve improvements that are energy-efficient and reduce environmental impact.
- Optimize the location of service units in terms of provision of appropriate space and greatest possible proximity to encourage Actions.
- Improve the capacity and durability of the CMT infrastructure, particularly through improved server facilities.
- Advance the maintenance program for the current estate, including meeting health and safety and disability requirements.

2- To maintain a sustainable and resilient financial position to support the mission and academic positioning of the college on an ongoing basis.

Actions

- Increase business efficiencies and better space utilization for the improvement of services and for elimination of waste.
- Promote significantly increased fundraising for major capital projects, bursaries & scholarships and specific local projects.

3- Develop and implement an integrated planning process tied to budget allocation and assessment

Actions

- Develop and implement performance-based strategic plans for information technology, facilities management and human-resource management to create high-performing support services for the CMT community
- Develop and implement a multi-year financial plan to ensure the resources needed to achieve our goals for the future.

4- Recruit, retain and develop high-quality administration

Actions

- Develop and implement a revised human-resource management plan, which includes Actions to improve training, career and succession planning, and reward and evaluation processes

Self-Evaluation of Strategic Planning Process	
1.	Does the mission concisely state what will be done for whom?
2.	Is the vision a descriptive statement of where and what the organization wants to be in the future?
3.	Is there evidence that representatives of employees at all levels (faculty, academic staff, support staff, administration) participated in a meaningful way in strategic and annual planning?
4.	Is there evidence that data on the needs of all the stakeholders but especially those from outside of the organization were sought and used in the planning process?
5.	Are goals prioritized annually?
6.	Are limitations, barriers and weaknesses addressed in goals and objectives?
7.	Is there evidence in strategic and operational plans that planners looked beyond immediate day-to-day concerns and into the future?
8.	Does the plan show that choices have been made in terms of types of service or Actions, delivery system, who will be served, geographic scope, processes used, and the like?
9.	Do measures of success test the underlying hypotheses about cause-and-effect relationships?
10.	Do annual plans show evidence of cooperation, collaboration and/or integration of resources?
11.	Are formal progress reports presented at least once during each year?
12.	Is there a copy of the strategic plan (or a summary) in the hands of every full-time staff member?
13.	When a major decision must be made, is the strategic plan consulted?
14.	Does the budget follow the plan?