



Years Of Excellence

الأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري

Arab Academy for Science, Technology & Maritime Transport



# Academy Strategic Plan

2021 - 2026



# ACADEMY STRATEGIC PLAN

## 2021-2026



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## Strategic Plan Preparation Team

Based on Prof. Ismail AbdelGhafar Ismail Farag's Decree No. (462) of 2019 regarding the formation of a committee to prepare the Academy's strategic plan (2021-2026)

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## Message from the President of AASTMT

Ladies and gentlemen, the Academy's success partners from all sectors in the Arab world

Dear Colleagues and family of the Arab Academy for Science, Technology and Maritime Transport

Dear children, graduates and students of the Arab Academy for Science, Technology and Maritime Transport

It is my honour and pleasure that the launch of the AAST's Strategic Plan (2021-2026) coincides with celebrating the 50th anniversary of the establishment of this educational edifice which represents a successful model for Arab collaboration and is one of the largest organizations of the Arab League's in the fields of education, training, academic research and consultancy...

As part of this celebration of the AAST's golden jubilee, we bring a message of hope and optimism that represents a new launching point for our prestigious institution... We embark together on another ambitious strategic plan that features many innovative initiatives, with which we complement the success of the previous strategic plan (2016-2021) which was the first strategic plan developed for the AAST throughout its long history. I would like to thank my colleagues, the AAST's staff and team members who executed the previous plan with persistence, sincerity and diligence, even though it was a new concept to the AAST, but they had the will to make to it a successful experience especially with the availability of the human and financial capabilities needed for its success.

This ambitious plan should be considered as our clear vision during the coming five years and it also represents the outcome of a thorough study that involved specialized expertise. In its execution, the AAST largely depends on its intellectual capital, long-standing experience and institutional capability which it has acquired over the long years. This strategic vision has been especially developed to keep up with this crucial stage in the history of the modern world where the important concepts and fundamentals in education, technology, economy and all aspects of life have dramatically changed in light of the Corona Pandemic which has changed the world. It was important that our efforts reflect this deep understanding of all the exceptional opportunities and big challenges posed by this phase.

In this sense, we find that this plan reflects a clear measurable vision in the education and learning fields while increasingly promoting the Academy's international standing and maintaining its regional leadership in the field of maritime transport in addition to developing the efforts of social responsibility. At this Stage, the organization is oriented towards a comprehensive concept of learning that develops the human ability to understand, analyze and innovate as an inevitable alternative for the traditional concept of education. This comprehensive concept of learning is more compatible with the



international dynamic and incessant changes that will dominate the economic, social and technological conditions in the coming years.

A working group will supervise the commitment of the Academy's bodies to execute this plan. Their main role is to encourage all colleagues to actively participate in the implementation of the plan and to provide the needed technical support and advice. One of the most important elements for the success of this plan is the presence of clear tools for the measuring of the success of all of its elements based on documented scientific grounds.

I believe that this is a comprehensive and ambitious joint vision that everybody should agree upon executing with loyalty and diligence. I made sure that the committee takes into consideration all the suggestions of the involved parties inside and outside the Academy so that they are all considered as actual and effective partners. I promise to make all the necessary guarantees and to work with diligence and dedication to provide the human and financial capabilities to support the execution of this ambitious plan.

At the beginning of this new stage, I ask God to always be up to the expectations of my colleagues, my students and the graduates of the Academy.

May our efforts and endeavors be rewarded with success at executing the new strategic plan.

**Prof. Ismail AbdelGhafar Ismail Farag**  
**President of**  
**The Arab Academy for Science, Technology**  
**and Maritime Transport**

## Executive Summary

The administration of the Arab Academy for science and Technology holds a strong belief in the progress that can be achieved through the interaction between the scientific authorities inside the academy and the trust that it has in the capabilities and skills of its employees. The preparation of the plan for the Academy's strategy (2021-2026) has begun, and is considered as a continuation of the efforts exerted in the previous academic strategic plan (2016-2021). In the light of the continuous evaluation of the results and achievements of the previous plan, the vision and mission of the Academy and its governing values have been amended to reflect the new reality that the Academy exists in. Based on this view, it has been agreed upon to formulate the new vision as follows: "The Academy is a smart educational establishment providing a positive effect upon the knowledge community through research, innovation, creativity and entrepreneurship."

**Based upon this, the mission of the Academy has been formulated to integrate with the previous vision as follows:**

- To achieve sustained development in society by introducing distinguished graduates capable of making the desired changes through the provision of training and educational programs of international standards and high intellectual capital. These programs are provided by the highest qualified personnel and by centers of excellence in scientific research, training and consultancies through applying the highest standards of quality and governance.

To fulfill the strategic plan and its basic system, it was imperative to determine the set of values that govern the efforts of the Academy during the period of the future plan. In the light of the results of the various seminars that were held with the pivots of responsibility in the Academy, the governing values of work were determined to include the following: Awareness, referring to the values of '**alignment**', '**leadership**', '**excellence**', '**dignity**', '**respect**', '**accountability**' and finally '**knowledge**'. In this respect, the management of the Academy aims at making its vision and mission a point of launch for all the practices of its graduates and associates.

The strategic goals of the current plan include four strategic goals: 'education and learning', 'leadership in maritime education', 'international standing' and 'social responsibility'. The foremost importance is allotted to 'education and learning' which reflect the desire of the Academy's management to exceed 'education' in its current state to the prediction of the needs of the labour market in the future. Thus, the Academy's management aims at providing society with graduates of international standards in non-traditional specialties capable of competing in the fields of future works.

Based on this, the policy of education and learning in the Academy is based on the following foundations:

- The student is the pivot of the educational process.
- Using the learning management systems with the highest degrees of efficiency.
- Employing the platforms of digital transforming.
- Attracting the best members of academic staff and developing their capabilities and maintaining them as part of the Academy's staff members.
- Reinforcing the reputation and ranking of the Academy and shedding light on its international achievements through the international ranking.
- Developing the processes of evaluating the effectiveness of the educational process.
- International standing.
- Providing an educational environment and students' activities that assist in the process of education and learning.
- Developing students' capabilities and skills (through training for entrepreneurship and through the activities that support the development of the society).
- Self-education that is based on developing the personality of the student as a responsible and independent learner through: reinforcing reflective learning through the use of discussions and the acquisition of advanced intellectual skills, and the correct expression of ideas.

**The second strategic goal** expresses the desire of the Academy's management to achieve international leadership in maritime education and training as one of the main foundations of enhancing the competitive capabilities of the Academy since the field of maritime education and training has provided the Academy with a unique competitive edge. The history of the Academy in the maritime field represents a beacon for maritime science throughout the years, and many more years to come. The Academy's management emphasizes the developing and sustaining of the Academy's international leadership in maritime education and training as a vital issue to achieve the desired positive influence on the maritime community. In this respect, the Academy confirms that developing the field of maritime education and training is also associated with many factors, the most important of which is the development of maritime education for the purpose of supporting and sustaining the international competitiveness of the maritime education graduates. In addition to developing and supporting the training and employment opportunities in the fields of maritime studies, achieving the international standing and interacting with the international maritime community in an effort to make the Academy a center of accreditation and excellence in its unique maritime specialties.

**The third strategic goal** reflects the reinforcement of the international standing and influence of the Academy, aiming to become a leading university on the international domain, providing all the services of higher education and enrichment of scientific research to serve the industry and the society as a whole. There is no doubt that applying international standards regarding the performance, excellence, compatibility with international variables and expanding international cooperation opportunities in the field of college education helps in increasing the competitive capability of the Academy and in improving its standing on the local, Arab and international scenes. International co-operation in the field of education also contributes to limiting the effects resulting from catastrophes and disasters upon the students and upon the educational process, by exchanging expertise and benefiting from others' experiences. In this respect, the Academy will depend on several means to activate international cooperation that works in favor of both the students and the academic staff.

Finally the goal of social responsibility reflects the faith of the Academy's management in the vitality and inevitability of the interaction with the local, regional and international society through bearing its social responsibility towards all the parties affected by the activities of the Academy and those who affect it. This strategic goal is concerned with developing the intellectual capital of the Academy and achieving the sustained development for all of its clients and partners in success. This social responsibility represents an integral part of the vision and mission of the Academy in addition to reflecting its governing values.

The Academy's management carries out this responsibility into the form of economic, social and environmental practices that are adopted by it in many fields, including education, training, research, and social contributions. Therefore, the Academy seeks to become an effective member in supporting society and in the making of the desired social and economic developments in the Arab world. Thus, the Academy is committed to integrate the components of economic, social and human development as reflected in the different processes and activities of the Academy.


The achievement of the previously mentioned strategic goals requires the support of many strategic possibilities, four strategic possibilities have been identified to help achieve this, including: Intellectual capital, digital transformation, management and governance, in addition to financial efficiency. The intellectual capital of the Academy comes on the top of the list and the preservation of the Academy's success that was realized during the previous years depends on the loyalty and professional efficiency of this intellectual capital. The Academy has a well-earned excellent reputation as an attracting place for human resources. As part of the awareness of the intense changes that have occurred to the distinguishing characteristics of the Academy's intellectual capital, and taking into consideration that such a capital is the governing factor of the competitive edge of modern universities, the current plan emphasizes the importance of continuing in the planned investment for attracting, keeping and developing the intellectual capital in the Academy.

The luxury of having an intellectual capital and its loyalty is one of the main foundations of the current plan. The Academy will thus work on creating an organizational culture that is distinguished with empowerment, family spirit, sacrifice and loyalty that guarantees the excellence and superiority of the professional performance of human resources. Additionally, the activities of training and development will be designed to achieve balance between work and life. Thus, the Academy will invest in its intellectual capital through advanced human development programs and advanced methods for appreciation and rewards supported by programs of endorsing and developing the intellectual capital.

The second possibility is associated with the digital transformation of the Academy. The Academy's management holds the belief that digital transformation plays an important role in achieving leadership in the field of higher education in much the same way it believes that digital transformation is not limited to the educational or research aspects in the organization but extends to all the aspects of institutional performance in the Academy. Therefore, the strategic plan takes into consideration the inevitability of establishing and developing the necessary infrastructure for implementing the digital transformation of the Academy during the period of the plan. The Academy's management also believes that the concept of digital transformation is not limited to the academic semesters or classrooms but extends to all the buildings and departments of the Academy and its different branches continuously, regularly and incessantly. This continuity guarantees effective communication and better performance for all the concerned parties (members of the staff, the students and the administrative employees). This integrates with the possibilities of intellectual capital, digital transformation and the possibility of management and governance. This possibility represents the wide base upon which the pivots of the current strategy depend.

The Academy will also seek to prepare the organizational environment necessary to support the developing, attracting and preserving of distinguished intellectual capital to guarantee the continuation of the progress and prosperity of the Academy and the preservation of its local and international standing. The Academy will also seek to focus on applying the concept of empowerment in order to make the opportunity available to its employees to improve their professional performance which guarantees the quick response to the continuous environmental changes. Finally, the Academy will also invest in organizational leaderships who are capable of facing the requirements of the distinguished performance of the Academy.

As a continuation of the rules of strategic possibilities, the financial efficiency of the Academy will be reinforced, especially in the shadow of the environmental changes imposed by the Corona pandemic. This supporting element comes in a critical time in the history of the Academy as the achievement of these strategic goals that the Academy seeks entails a transfer into the new world of funding that makes it inevitable for the Academy to bear the greatest burden in achieving efficiency. The main source of strength for the Academy is its ability to intensify the results of the perfect use of its financial resources.



The financial efficiency of the Academy is not viewed as a method to achieve financial abundance in the short term, but our main vision springs from the direct strategic effect of financial efficiency as a main support for achieving the Academy's strategic goals and to guarantee the superiority of the Academy on the local and regional domains. Thus, when considering financial efficiency, we must take the following in consideration:

- Updated and accurate data must be provided regarding the costs of the activities of operation in the Academy according to internationally recognized accounting and financial standards. This applies to all the organizational units in the Academy in a way that enables the individual evaluation of the financial efficiency of each organizational unit. To achieve the best use for the current and expected financial resources, such data as related to the costs of operation must be made transparent.
- Conducting comparisons with the best practices in the field of higher education and in the field of the efficient usage of financial resources.
- The great need for the simplification as well as the smooth flow and improvement of internal processes and considering it to be a financial priority of the Academy's by confirming the joint services provided to the Academy as a whole.
- Magnifying the benefits coming from outsourcing by strengthening the mutual relationships with the partners of success from outside the Academy who provide many of the services with the purpose of improving the financial efficiency of the Academy.

Finally, it is necessary to emphasize that the trust of the Academy's management in the Academy's staff's ability to achieve the desired progress, and in the assuming of a distinguished local, regional and international standing depends on the focus of all its employees on the strategic goals of the plan of 2021 - 2026.



# **The Academy Between the Past and the Present**

## Establishment and Development

The inception of the Academy started in 1970 as a regional center of training for maritime transportation works. On the 9th of November 1974, the representatives of the Arab countries signed the agreement of the establishment of The Arab Academy of Maritime transportation, in the headquarters of The Arab League, as a specialized organization belonging to The Arab League. The agreement included the specific commitments of the different Arab countries participating in the project. As a result, the decision of the president of The Arab Republic of Egypt No. 532/1975 was issued for the approval of the agreement on 29th May 1975.

Upon its foundation the Academy established the regional center for the training of maritime transportation works to serve the residents of the Arab region and the neighboring countries using the assistance of technical expertise of the specialized organizations in The UN in the field of maritime transportation, in addition to the financial and technical support presented by the development program of the UN (UNDP). In the light of the technical studies conducted back then, the city of Alexandria was chosen to be the main headquarters for the Academy due to its great ancient civilization and to its distinguished geographic location in the center of the Arab region in addition to the abundance of qualified personnel in this field present in the city.

The historical turning point in the history of the Academy was the decision of The Arab Republic of Egypt to support and sustain the Academy and to bear the costs of the construction of its new premises after of the decision of the summit of Baghdad in 1979 that decreed the moving of the Academy's headquarters to Al-Sharja in The UAE and the halting of Arab contributions except that of Sudan. In the shadow of the application of the self-funding policy and as a response from the Academy's management towards the changes in the work resulting from the dwindling numbers of students in the field of maritime transportation and the significant increase in the costs of maritime education and training in addition to the fact that Arab navies and ship owners switched to using low cost Asian labour, the Academy had to seek new sources for funding. It started to provide new activities as well as new educational and training paths to preserve its main activity in supporting the service of maritime education and training to face the changes in the Arab and international reality.

The great rise for the Academy started in 1979 with the establishment of the Maritime Examination Center in cooperation with the International Maritime Organization (IMO) and the UNDP with the aim of qualifying the captains, officers, and maritime engineers to get the certificates allowing them to work on board the vessels of the high seas. This has resulted in the necessity of the dependence of the Academy on its own resources in an effort for self sufficiency.

In an important strategic step the Academy decided to expand in granting academic scientific degrees in the field of engineering and business administration as part of its

mission in providing educational and training services in with a distinguished quality. In this respect, the Academy depended on its own points of strength and on its sound reputation on both the Arab and international scenes. This strategic step necessitated the re-naming of the Academy and the expansion of its fields to become an attraction point for students and to achieve the funding sources required for supporting the costly maritime education. At the same time the certificates granted by the Academy were equated with those granted by the universities in The Arab Republic of Egypt and it has acquired the Arab and international recognition as a result of its lofty excellence that is witnessed everywhere.

The Academy is considered to be one of the best centers of scientific excellence in the Arab World; the Academy presents itself as a non-governmental and non-profit university as well as a distinguished house of expertise in the field of maritime transportation. The Academy has enough financial and administrative flexibility and independence allowing the growing and prospering in its mission to develop Arab societies and initiating the economic and social development in them. With the success of the Academy in its mission and in holding its ground as well as adding new specialties within its activities in engineering and business administration, its title was further changed again in October 1996 to become “The Arab Academy of Science and Technology and Maritime Transportation”.

As a result of the strategic thought applied by the Academy's management through its different stages of development , the Academy is now capable of assuming its position on the local and regional scenes , additionally the Academy has exceeded its regional standing and extended onto the international horizons after owning the latest training ship and the latest complex of simulators as well as offering an abundant number of educational opportunities that exceeded one 120,000 opportunities for more than 58 countries. This resulted in The Faculty of Maritime Transportation and Technology being selected by the World Bank in a limited bid to develop the maritime education in Bangladesh from among four other international organizations presenting the Norwegian-Swedish gathering, the Dutch group, and the Danish group. The selection of the offer presented by the Academy as the best among the other technical and financial offers for the execution of this great project placed the Academy among the list of the houses of expertise in the field of maritime transportation for the World Bank and the international maritime community.

In addition to its main headquarter in The Arab Republic of Egypt, the Academy provides its services to many of the residents of the Arab and foreign countries as represented by the programs offered in its branch in El-Sharja, all the headquarters and branches in The Arab Republic of Egypt and The Syrian Arab Republic – The El-Lazeqeyya branch. These different branches assume the Academy's leading role in providing distinguished services not only in the fields of education and scientific research but also in developing its role from being a provider of educational services into becoming an effective partner of the establishments and the companies of the region in holding specialized technical and administrative training courses to the different levels of personnel in all the concerned entities.

## Colleges, Institutes and Specialized Centers

The Academy currently includes 12 colleges, 13 institutes, 14 specialized centers and 5 deaneries distributed upon the following branches: Abu Qir – Miami – Masr Elgedida – Dokki – the smart village – Port Said – Aswan – Alamein – Sharjah –Latakia in addition to the integrated simulators complex and the complex of The International Maritime Organization in the main HQ of the Academy in Abu Qir, Alexandria.

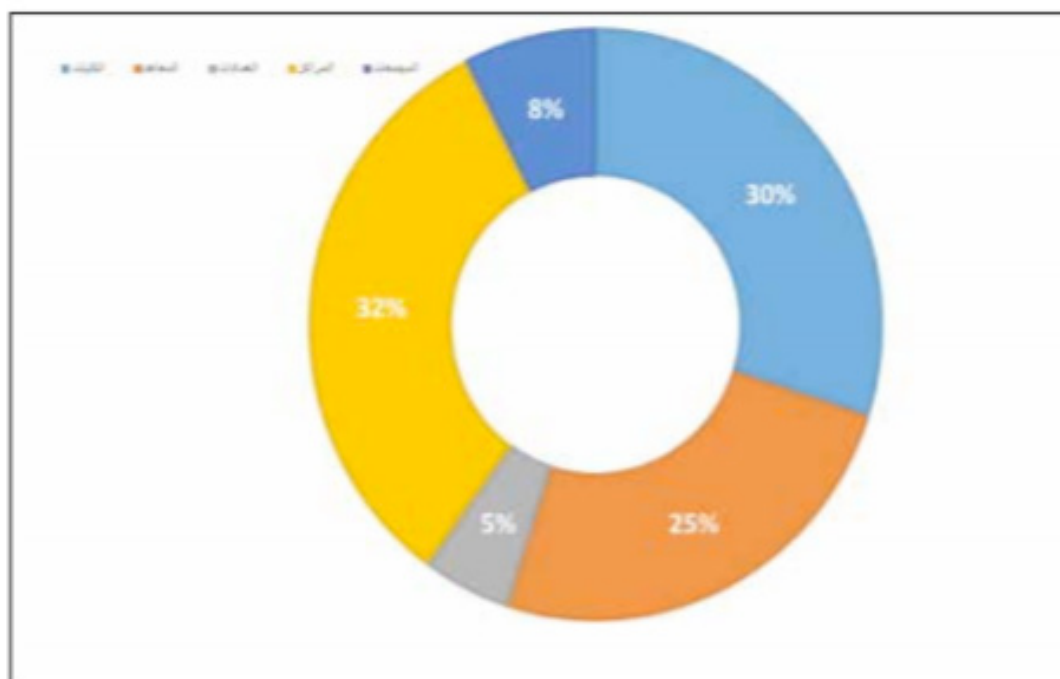


Figure (I):The Educational and Administrative Entities of the Academy

### First: The Colleges

- 1.The College of Maritime Transport and Technology (Alexandria – Latakia , Syria – Sharjah, UAE)
- 2.The College of Engineering and Technology (Alexandria – Heliopolis – Smart Village – Port Said – Aswan –Latakia – Alamein)
- 3.The College of Management and Technology ( Alexandria – Heliopolis – Dokki – Aswan –Latakia – Alamein – Smart Village)
- 4.The College of Computing and Information Technology (Alexandria – Masr Elgedida – Smart village – Aswan –Latakia , Syria)
- 5.The Graduate School of Business (Alexandria – Heliopolis – Smart Village – Aswan – Alamein)
- 6.The College of International Transport and Logistics (Alexandria – Heliopolis – Smart Village – Aswan –Latakia – Alamein)

7. The College of Language and Communication (Alexandria – Heliopolis – Smart Village)
8. The College of Fisheries Technologies and Aquacultural Alexandria
9. The College of law: Smart Village
10. The f College of dentistry: Alamein
11. The College of pharmacy (Alexandria – Alamein)
12. The faculty of Artificial Intelligence: Alamein.

### **Second: The Institutes**

1. The Productivity and Quality Institute
2. The Technical and Vocational Institute
3. The International Transport and Logistics institute
4. The Port Training Institute
5. The Investment and Finance Institute
6. The Arab Institute for Trade and Commodities Exchange
7. The Maritime Safety Institute
8. The Maritime Upgrading Studies Institute
9. The Sea Training Institute
10. The Maritime Postgraduate Studies Institute
- 11.. The Arab Institute for Leadership Development
12. The Regional Maritime Security Institute
13. The Basic and Applied Sciences Institute.

### **Third: Deaneries**

1. The Deanery of Education
2. The Deanery of Scientific research
3. The Deanery of the students' affairs
4. The Deanship of International programs
5. The Deanship of Admission and registration

### **Fourth: Specialized Centers**

1. The Centers for the Incubation of Projects
2. The Marine Hotel Center
3. The Information and Documentation Center
4. The Multimedia Center

5. The Regional Informatics Center
6. The Computer Service Center
7. The Computer Network and Data Center
8. The Maritime Research and Consultation Center
9. The Career Development Center
10. The Strategic Marketing Center
11. The Center of Entrepreneurship
12. The Quality Assurance and Accreditation Center
13. The Community Service Center
14. The International Agreements Center

### **Fifth: Complexes**

1. The Integrated Simulators Complex
2. The The international Maritime Organization Complex
3. The Industry Service Complex

### **Academic Degrees Offered by the Arab Academy**

The Academy offers 42 Bachelor degrees, 81 Masters degrees in different fields as Maritime Transport, Engineering & technology, Management, Computing & Information Technology, Logistics, Communication & Media, Fisheries Technology & Aquaculture, Law, Dentistry, Pharmacy, and Artificial Intelligence. The postgraduate studies system includes a college specialized in Postgraduate studies in Management, in addition to 9 specialized institutes that offer academic programs such as Vocational Masters and doctoral degrees, doctoral degree in Philosophy, besides consultancies and varied training courses.

The Arab Academy for Science, Technology, and Maritime Transport has always had the lead since its establishment in offering distinguished academic programs, as part of an educational philosophy that primarily aims at offering the best educational services as well as providing the Egyptian, Arab, and African Markets with the best graduates in engineering, management, naval and life sciences. The Academy has also been a pioneer among all the Egyptian Educational establishments in obtaining the ISO certificate in education since 1999. Ever since then, the Academy has been implementing follow-up, assessment, analysis, and problem-solving schemes to ensure the continuous improvement of the quality of the services it offers.

Meanwhile, the Academy has also been widening the range of accreditations and partnerships with accrediting bodies, both the local ones as The National Authority for Quality Assurance and Accreditation (NAQAAE) in Management and Engineering

studies, in addition to the international ones as the Accreditation Board for Engineering & Technology (ABET), The Royal Institute of British Architects (RIBA), the German Accreditation body in Maritime Transport (ZEvA), as well as FIBAA in International Transport and Logistics.

The Academy is keen on offering outstanding higher education as a principal and distinguished service among other universities. The Academy has also started to implement the Co-Op education system in the Smart Village campus in Cairo, which is an international system founded on the practical training of students inside companies as a principal part of their studies and which the Academy is trying to extend to all campuses and specializations. The Academy has also initiated cooperation and partnerships with multiple local, regional, and international universities and institutions, for the sake of enhancing and exchanging experiences. These continuous efforts have contributed in developing the Academy into an educational lighthouse in maritime, engineering, and management sciences, as well as an Arab house of expertise that offers support and technical consultations to public and private companies and organizations in Egypt and in the Arab region.

## Elements Governing the Success of the Strategic Plan

The success of the Academy's strategic plan depends on a number of elements that are summarized below:

1. The Academy is a part and parcel of the League of Arab States, and its success contributes directly to the mission and vision of the league and its organisations.
2. The Academy's administration is aware that its sustainable competitive advantage lies in its human resources.
3. The Academy's administration is mindful that the success of its plan is measured according to what has already been accomplished in the real world.
4. The administration has strong faith that the current plan has not emerged as a mere manifestation of modern administration, but in response to the real need of the Academy's administration and employees to emphasize the Academy's leadership and academic status, as well as the desire for a better future.
5. The principal target of the plan should be on portraying a future vision rather than conveying the Academy's current situation. The plan mainly aims at creating an honourable societal mental image of the Academy in 2026, in addition to pinpointing the means of realizing this future vision.
6. Despite the seemingly separate strategic aims of the plan, the position in reality proves that these aims are inevitably interrelated.
7. The Academy's administration will provide the human, material, and informational resources necessary to put the proposed plan into action.
8. All organizational units at the Academy should show strong commitment to the plan and the will to put it into action.

9. The Academy leadership in charge of implementing the strategic plan should hold regular seminars to introduce the proposed implementation schemes and stress the importance of abiding by them.
10. The Academy administration should be committed to issuing quarterly follow-up reports on the strategic plan, which helps in taking the right measures to overcome deficiencies in implementation when necessary.

## Present Challenges

The Arab Academy faces unprecedented challenges as a result of a number of changes that have recently taken place on the local, regional, and international domains. These challenges compel the Academy to perform the scientific planning that aims at maintaining the Academy's status, not merely on the local level, but on the regional and international levels as well. These challenges can be generally identified as follows:

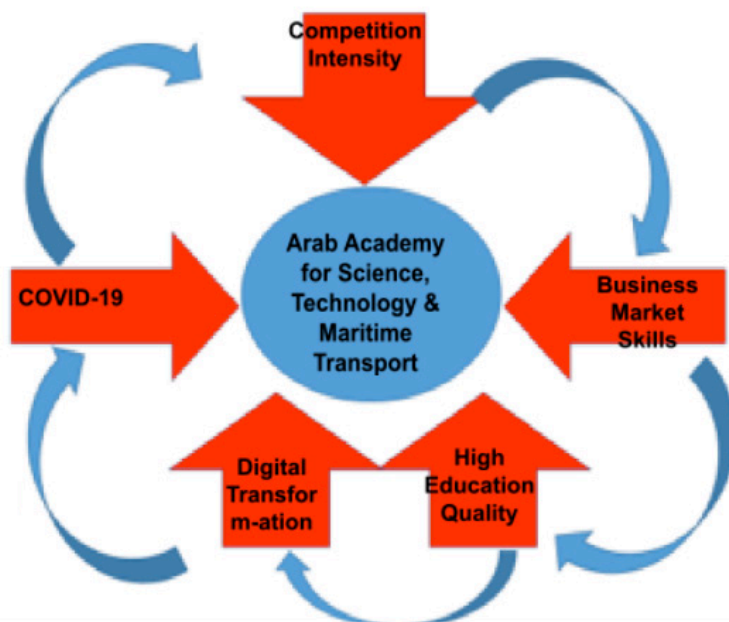


Figure (2): Challenges the Academy Faces

### I. Competition Intensity Among Governmental, Private, and National High Education Institutions

The intensity of the competition in both quantity and quality is reflected in the growing number of universities and institutes that have joined in the field of high education over the past few years. This is in addition to the diversity of the educational programs offered by these educational institutions in both the bachelor's and postgraduate studies of all forms. Recently, a number of modern technological universities have been opened in Egypt, including three universities established in New Cairo, Beni Suef and Quweysna, as well as 5 new technological universities being established in several regions, including 6th of October, Borg El-Arab, Port Said, Asyut, and Luxor.

The country is also giving due attention to technological education, which links applied and academic parts of study with the industry to meet the market needs in the different fields of industry, and to enhance the capacities and capabilities of graduates. This is in order to meet the requirements of the domestic and international labour markets, and to develop new programs and specializations.

## **2. The Sharp Change in Labour Market Skills and Requirements, and the Emerging Need for New Specializations:**

The results of the 2018 Economic Forum concerning future jobs show that there are many job skills that will be increasingly needed in 2022, the most important skills are:

- Analytical and creative thinking
- Active learning and learning strategies
- Creativity, authenticity and taking initiatives
- Design and technological programming
- Solving complex problems
- Leadership and social influence
- Emotional intelligence
- Deductive thinking and problem solving
- System analysis and evaluation


There is no doubt that the careful examination of the above-mentioned skills necessitates response to them through developing curricula and skills of students, faculty, and staff, in a way that ensures most of these skills are realized and transformed into scientific and life styles.

## **3. The Country's Adoption of Higher Education Quality Concept**

The country has recently shown increasing keenness for improving the quality of education in general and higher education in general. This keenness was shown in the desire to establish branches of foreign universities that have high international rank. This is in order to facilitate the transfer of knowledge and the preparation of a graduate who meets the requirements of the international labour market.

## **4. Digital Transformation and Technology in Education**

The digital transformation has radically modified the process of teaching and learning in universities. Since the strategic goal of the Academy is taking the lead in the university education field, such a goal essentially requires accommodating digital transformation applications and considering them as a starting point for a new launch phase. Such a transformation necessitates that the Academy develops the appropriate infrastructure to start the digital transformation process. The infrastructure must be adjusted to the needs of the faculty, students, and administrative staff at the Academy. The Academy will work



to shape its technological environment so that it makes it easier for all parties concerned to carry out the tasks entrusted to them through a digital working environment. In this area, the integrated internet networks represent a fundamental element that ensures successful digital transformation. Classrooms must be adequately equipped to ensure that all digital transformation facilities are available to both students and faculty members. Besides, this challenge requires working on increasing the capabilities of faculty members and students to use the diverse and advanced educational technologies to meet the huge technological developments in the fields of education and scientific research. For that end, the Academy will work on providing the resources and opportunities required for professional development through training programs, workshops, and professional development organized by the Academy in the field of digital transformation.

## **5. COVID-19 and Crisis Management**

During the preparation of the current strategy, the COVID-19 virus has swept the entire world. Undergraduate and higher education were among the areas that have been directly influenced by the COVID-19 crisis. The pandemic has created a new reality in higher education on the global level, and the accompanying exploration of distant and electronic education perspectives. This is in addition to the reformulation of e-science applications, and even the reconsidering of the concepts and methods of crisis management in general and in the higher education field in particular.

## The Academy's Vision, Mission, and Core Values

The vision, mission, and core values of the Academy reflect its philosophy since its establishment, as well as an affirmation of its desire to be the beacon of science in Egypt and the Arab region. They also highlight that the Academy is an effective agent in achieving sustainable economic and social development (Figure 3). Accordingly, the Academy's vision, mission, and core values have been identified as follows:



Figure (3): The Academy's Vision and Mission

### Vision

"The Academy must be a smart educational institution with a positive impact on the knowledge society through research, creativity, innovation, and entrepreneurship."

### Mission

"Achieving sustainable development in society through providing outstanding graduates capable of bringing about change and who are prepared through educational and training programs with international standards, and intellectual capital represented in centres of excellence and efficiency in scientific research, training, and consultations, through the application of the highest quality standards and governance."

## Core Values:

### Accomplishment / AL EDRAK

#	Value	Meaning
1	Alignment	<ul style="list-style-type: none"> <li>● We seek a high degree of complementarity and involvement among the academy family around the strategic goals, working on achieving them, and putting it ahead of the personal interest.</li> <li>● We seek to formulate a known and agreed vision and mission among all members of the Academy and its organizational units.</li> <li>● We believe that devotion, dedication, and belonging to the Academy are our way to achieve leadership on the local and regional levels.</li> </ul>
2	Leadership	<ul style="list-style-type: none"> <li>● We seek to provide a model for good leadership as a principal feature that characterizes organizational leadership at the academy on all levels.</li> <li>● We seek to offer academic programs that aim at the development of leadership skills among the graduates, faculty, and staff at the academy.</li> </ul>
3	Excellence and sustainability	<ul style="list-style-type: none"> <li>● We believe that excellence in education and research, development, and innovation are our way of attaining leadership among universities and educational institutions in the Arab world.</li> <li>● We trust that excellence must be reflected in our relationship with the larger community through our diverse practices in the area of social responsibility.</li> </ul>
4	Dignity	<ul style="list-style-type: none"> <li>● We aim at adhering to ethical standards in all professional administrative practices within and outside the Academy.</li> <li>● We seek excellence in all areas of educational and administrative work.</li> </ul>
5	Respect	<ul style="list-style-type: none"> <li>● We believe that mutual respect among all individuals and organizational units is the basis of work at the academy.</li> <li>● We emphasize this through mutual dealings and relationships between all organizational units.</li> <li>● We believe it's important to stress the value of diversity (in individuals and Ideas) among all individuals and parts within and outside the academy.</li> </ul>

6	<b>Accountability</b>	<ul style="list-style-type: none"> <li>● We believe that each one of us is responsible for the institutional success of the academy, each within his/her occupational terms.</li> <li>● We believe that the right empowerment of individuals and organizational units will help strengthen the concept of accountability.</li> </ul>
7	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>● We trust our ability to create a digital smart university capable of dealing with the requirements of modern universities in the age of knowledge in a high degree of excellence.</li> <li>● We have faith that the digital transformation of the academy will help us understand and contribute to the development of scientific and practical solutions to the challenges facing society as a whole.</li> </ul>





## The Strategic Goals

## The Strategic Goals

The Academy's strategic plan is based on two main axes, the first is the strategic goals axis, and the second is strategic potentials axis (Figure 4). The first includes strategic objectives that were formulated in the light of the vision and mission of the academy, as well as the values governing performance from 2021 to 2026.

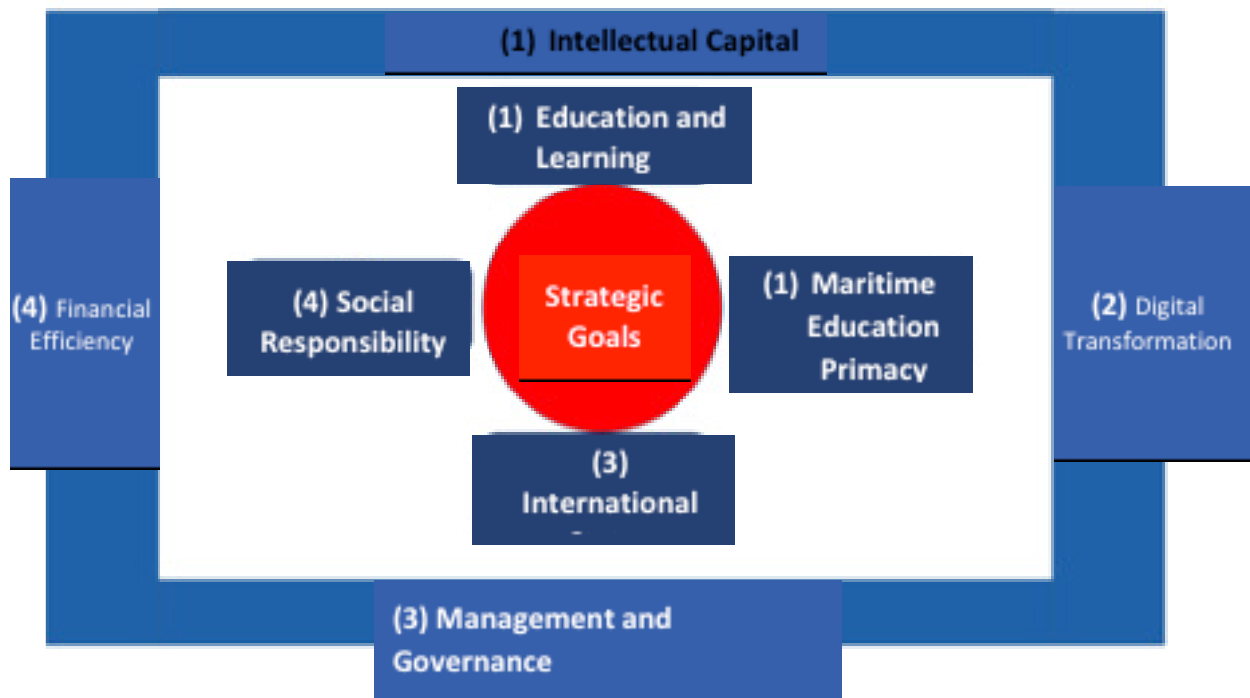


Figure (4): Strategic Goals

The strategic axes include the strategic objectives of education and learning, the primacy of maritime education, international status, and social responsibility. To achieve those ends, a set of strategic potentials will be used, which comprise intellectual capital, digital transformation, management, governance, and financial efficiency.



## **The First Strategic Goal** **Teaching and Learning**

## The First Strategic Goal of Teaching and Learning

The first strategic goal of teaching and learning is the focus of the Academy's strategic plan. This goal includes each of the sub-goals related to teaching and learning. In general, sub-strategic goals can be defined as including all of the following:

### Supporting Students' Excellence in Scientific Study and Practical Life

The Academy believes that education must transcend the current situation and anticipate the future needs of the labour market. Therefore, the Academy aims to provide the community with a graduate who possesses world-class standards (through non-traditional specializations), provided that this graduate is able to compete in the future work fields. Accordingly, the Academy's teaching and learning policy is based on the following principles:

**Based on that, the Academy's teaching and learning policy is based on the following principles:**

- Student-centered active learning
- Using learning management systems with a high degree of efficiency
- Implementation of digital educational platforms
- Attracting, capacity building and retaining the best faculty members
- Enhancing the reputation and ranking of the Academy and highlighting its international achievements through world rankings.
- Developing the assessments of educational effectiveness
- International stature
- Providing an educational environment and student activities conducive to teaching and learning.
- Developing student capacities and skills (through entrepreneurship training and activities supporting community development).
- Self-learning based on developing the student's personality as an independent and responsible learner through:
  - Promoting critical reflective learning through discussion;
  - Possessing advanced intellectual skills;
  - Expressing ideas proficiently.

**The previous principles will be fulfilled through study programmes characterized by:**

- Flexibility;
- Providing opportunities to explore individual interests during learning;
- Collaboration that strengthens and develops teamwork spirit;
- Using modern technology in teaching and learning;
- Providing students with opportunities to choose;
- Presenting the main big ideas;

- Providing the student with an opportunity for self-assessment.

The strategic goal of teaching and learning is one of the main pillars to enhance the competitiveness of the Academy on the one hand, and an essential prerequisite for accreditation and quality assurance on the other hand. Accordingly, all educational units (college, institute, or any other organizational units) in the Academy must set quantitative and accurate indicators to measure the outcomes of the teaching and learning process. This will be achieved through the material and moral support the Academy provides to all the educational units according to their needs and priorities. Student learning activity involves enhancing students' skills in two main areas (Figure 5):

- Intellectual skills (creativity, pioneering, innovation, critical thinking, self-learning and adaptability).
- Social and emotional skills (leadership, offering services to others, social influence, and interpersonal communication).

The administrations of educational units must also work on reviewing the teaching methods and approaches and the available educational resources to ensure that students acquire the skills mentioned above.

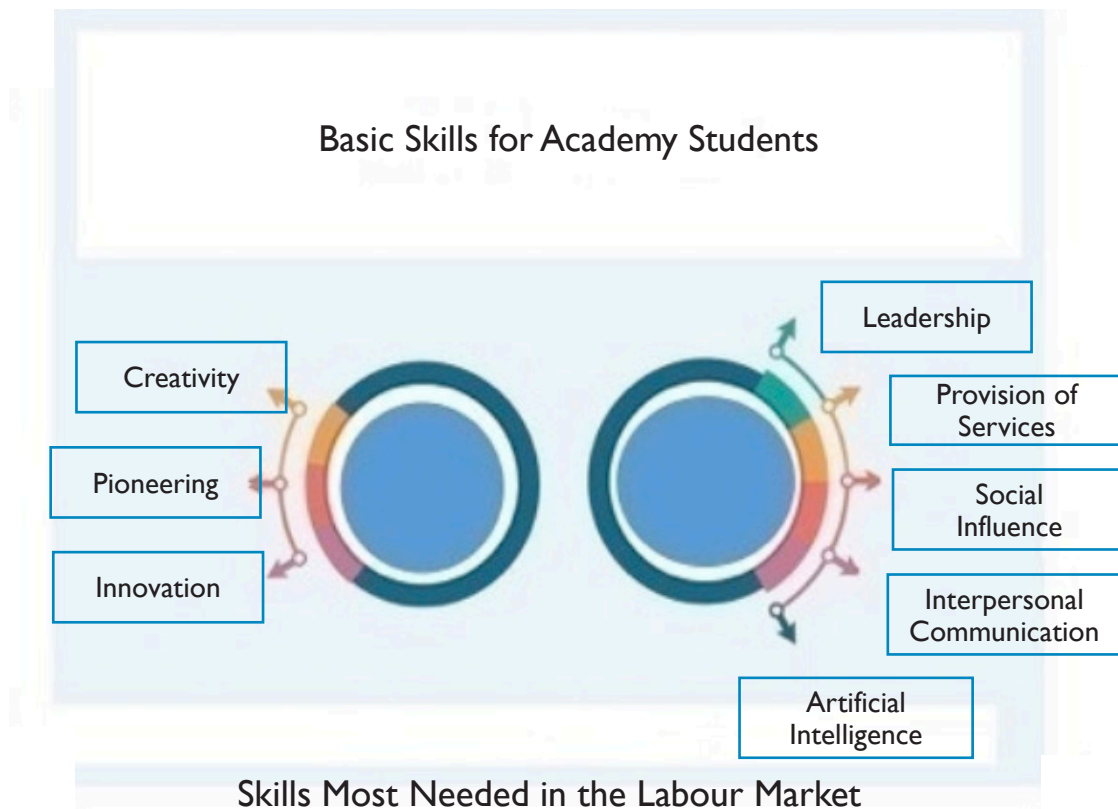


Figure (5): Student Skills

In addition to the previous skills, and in the light of the recommendations of Davos Conference 2020, and what was called the Reskilling Revolution, three skills will be added: digital skills, micro skills and technical skills, provided that artificial intelligence is transferred to the technical skills as shown in Figure (6).

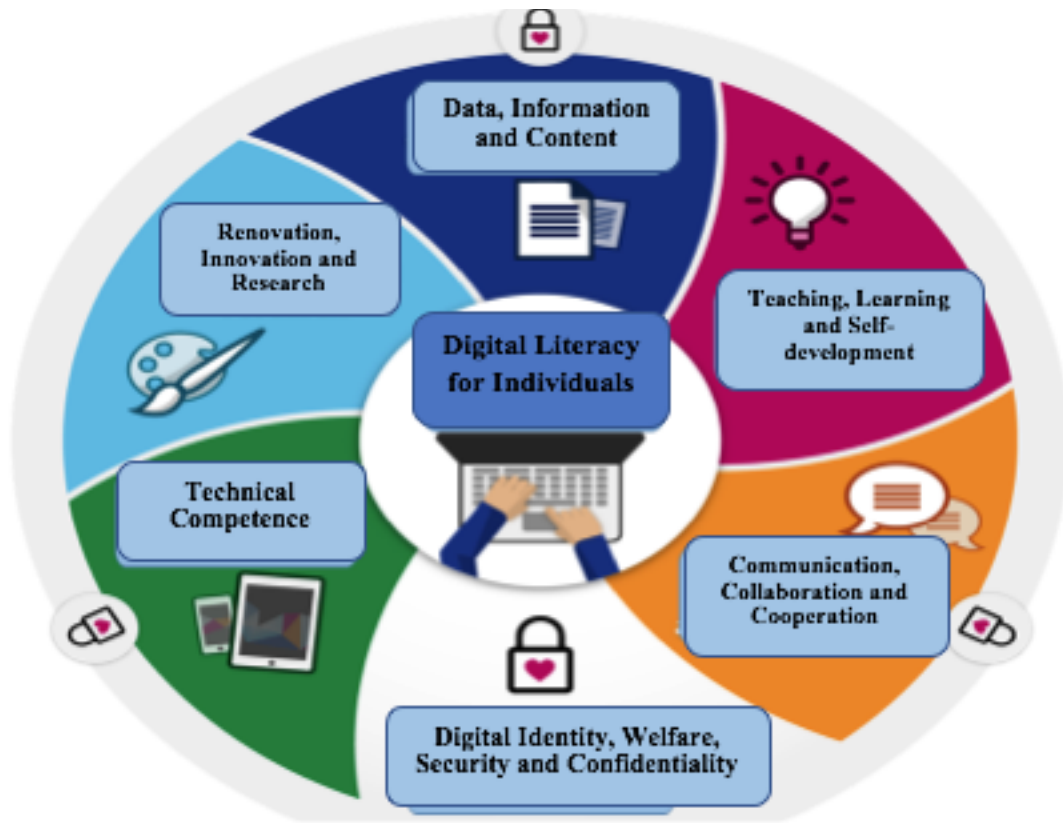


Figure (6): Digital Literacy Skills

The administrations of educational units must also work on reviewing the teaching methods and approaches and the available educational resources to ensure that students acquire the skills mentioned above.

Given what is happening in the world now due to the “Covid-19” pandemic and its clear impact on higher education and teaching methods and what most experts in the field have agreed upon, it is certainly necessary to document and analyze what was done in all the departments, colleges and branches of the Academy during the spread of the virus with respect to the teaching methods, curricula completion, students’ reaction, and the quality of scientific content received. The lessons learned should be identified and documented, while establishing the principle of switching to a smart university as a first priority in the goals of the Academy’s strategic plan, in anticipation of what will happen in all the sectors of higher education, whether locally, regionally or globally.

Generally, the main purpose of this strategic goal is to achieve an effective contribution to meet the increasing demand for quality university education and provide distinguished and advanced learning opportunities that allow students to compete not only in the local market but also in the international labour market with the specifications and standards

of global labour markets. Some of the Academy's colleges and institutes have unique scientific specializations that allow them to occupy the leadership position where no similar specializations are offered in the universities across the Arab world, such as the College of International Transport and Logistics, the College of Maritime Transport, the College of Fisheries and Aquaculture, the Maritime Safety Institute, the Productivity and Quality Institute, and many others.

In this respect, the Academy's administration stresses that student excellence is also linked to many factors, the most important of which are:

- The distinction of the colleges of the Academy among similar universities and other educational institutions according to recognized local and international standards.
- Providing a distinctive level of teaching and learning during the years of study.
- Stimulating the interests of graduate students to pursue postgraduate studies.
- Creating channels of communication and strong links between the graduates and the labour market.

**«The Academy will seek to increase students' awareness of the importance of education as a life value and not just as a means of getting a job »**

Based on that, the administration of each educational unit will be responsible for operationalizing the strategic goals during the implementation period of the plan. Although it is not the only strategic indicator, employment rates (employment after one year of graduation) is considered an important indicator of student success and achievement of strategic goals. In addition, the administration of each educational unit will develop and implement a robust set of initiatives to achieve progress and measure the learning outcomes. It is important for the administration of each educational unit to realize that its role is an integral part of the Academy's strategic goal of student diversity and emphasis on student success, whether at the scientific and practical level or at the level of society as a whole.

## **Education Strategies and Students**

**1. Designing and implementing financial systems and public policies that encourage students to attend study programmes and ensure their regular attendance in the Academy throughout the year. This strategy will be achieved through:**

- Reviewing the development of financial systems related to tuition fees, exemptions and scholarships to ensure the achievement of social justice and the development of student talents.
- Following-up students to ensure graduation on the planned dates. This is carried out through precise advising programmes in each college or institute.
- Providing university programmes that ensure the optimum use of students' time with a high degree of efficiency.
- Developing student extra-curricular activities and supporting summer activities for students in accordance with previously announced programmes.

- Establishing a central unit to coordinate the efforts and organize special events to guide students to the career path appropriate for their skills, abilities and preferences, or to search for jobs and follow up the career paths for them.
- Simplifying the admission procedures for new students and those transferred to the Academy in accordance with the applicable academic regulations.
- Developing and implementing student retention policies that reflect their actual needs.
- Developing policies to assess the effectiveness of student support services (health, social and sports).
- Enhancing communication with secondary schools within the scope of the Academy's interests as a proactive step to ensure the success of new students in university life.
- Developing special programmes to provide student services for foreign students.

**2. Providing students with appropriate information about the future conditions of the labour market. This strategy will be achieved through:**

- Involving industry and business people in college councils (as permitted by regulations and laws).
- Providing students with the results of studies and research conducted by various bodies (whether inside and outside the Academy) on the labour market, the opportunities available to graduates, and the skills that must be acquired to ensure higher chances of joining the labour market.
- Making sure that the student understands the nature of the current demand for the Academy's graduates in all disciplines such as science, technology, engineering, medical science and others in all its branches and all humanities and social sciences.
- Supporting practical training opportunities and self-learning services and the acquisition of all the skills needed for the labour market (such as effective communication skills, interpersonal skills, analytical skills, team leadership skills, and others).

**3. Supporting programmes that achieve student learning as the focus of the educational process. This strategy will be achieved through:**

- Continuously developing curricula to reflect the nature of the skills required for the labour market in the modern era.
- Designing curricula that give the student the opportunity to study topics that reflect his/her preferred scientific themes in a way that helps them maximize their creative energies in the field of study in particular and in life in general.
- Establishing a student exchange programme to encourage students to study in other universities outside Egypt, as part of the student exchange programme, with the aim of qualifying students for the global labour market.
- Qualifying students for postgraduate programmes (specialized diplomas, masters and doctoral degrees), each in their respective areas of specialization.
- Developing a programme for gifted students.
- Involving students at all stages, especially postgraduate students, in the Academy's projects and research plans.

- Designing flexible education programmes that meet the diverse needs of students.
- Implementing a set of specialized programmes aimed at increasing students' awareness of the importance of education as a life value and not just a means of getting a job.

## **Excellence and Achieving Integration between Postgraduate Studies, Research and Development**

The Academy stresses the necessity of maintaining the competitive advantages of its postgraduate programmes, which have been achieved during the past two decades, and ensuring their development. Since its inception, the Academy has been committed to providing various postgraduate programmes in all scientific, social and humanities disciplines that fall within its educational scope with a high level of scientific quality and in a manner that ensures the increased competitiveness of the Academy. Preserving the distinguished heritage of postgraduate studies and research at the Academy should be on the list of the Academy's strategic goals during the implementation periods of the current plan. In order to maintain a distinguished position in the field of postgraduate studies and research, it is necessary to:

- Design postgraduate programmes with flexible timings to suit the students' work conditions.
- Update the postgraduate programmes in the light of the changing external environment affecting these programmes.
- Develop partnerships with international universities in the field of postgraduate studies.
- Strengthen academic supervision systems and provide research opportunities and specialized technical consultations in all the fields of postgraduate studies.

The Academy's postgraduate programmes will aim to create a challenging scientific atmosphere that seeks to develop the skills, abilities and knowledge of the postgraduate students in the field of scientific research, logical analysis, communication and cooperation with others in a manner that serves the students' scientific and practical interests.

Above all, the Academy's postgraduate programmes should develop the graduates' abilities to bring about the desired change in the local, regional and international community alike through the skills the graduate has acquired. These skills enable the graduate to deal with the societal challenges that have surfaced recently or those challenges that may appear in the future, or even introduce initiatives without waiting to deal with the challenges as they arise in an attempt to create a better future.

The Academy will seek to increase the number of postgraduate students who meet the admission requirements approved by the Academy's administration and the Supreme Council of Egyptian Universities to ensure that the society is provided with qualified and knowledgeable scientific competencies trained to deal with the issues and challenges of the modern age.

### **Achieving this strategic goal requires emphasizing the following:**

- Maintaining and developing the Academy's current competitive advantages, especially with regard to faculty members, curricula, programme costs and locations.
- Ensuring the originality of scientific research which guarantees, to a large extent, achieving the main purpose of the postgraduate programmes provided.
- Supporting the academic staff with faculty members (inside or outside Egypt) who are recognized for scientific excellence, particularly in research.
- Designing postgraduate programmes that are responsive to the needs and requirements of the labour market.

## **Research and Development**

The Academy is distinguished for being a leading regional center for research and development, where research and development activity is an integral part of the Academy's aim and mission. Research and development includes all activities that ensure the adoption of distinguished research methods to find practical solutions for all stakeholders in the Academy. This goal aims to understand and predict the desired areas of societal development and provide scientific and practical solutions to them.

Research and development contributes to achieving local and regional development alike and increasing the knowledge base and understanding of the society. The quality and impact of research and development activities is not only reflected in excellence at the local and global levels, but also extends to excellence within the academy to ensure diversity in the disciplines of engineering, maritime transport, life sciences, social sciences and humanities.

All that diversity is blended with interdisciplinary sciences as well as the collaboration, coordination and effective partnerships with the Academy's success partners. All of the above means that the Academy must achieve excellence in the field of research and development and maintain this excellence as one of the hallmarks of the Academy.

The aforementioned distinction is achieved through the Academy's distinguished human competencies at the level of scientific research in all its affiliated colleges, institutes and research centers, and the ability of these human competencies to join forces to achieve a distinctive level of scientific research and development in all areas of specialization and identify new research fields of scientific and applied importance.

### **Achieving the research and development objective requires all of the following:**

- Continuing to attract distinguished human resources in the field of research and development, and to preserve and develop them.
- Supporting new colleges with experienced faculty members.
- Investing in the current human element in a systematic and relevant scientific manner.
- Strengthening the relations with partners of success in the field of research and development.

- Linking the research and development plans and activities with the priorities of the national plans published and agreed upon in the country and the Arab countries.
- Ensuring flexible performance of all the entities involved in research and development in line with the nature of work in those units and what enables them to achieve their goals.
- Emphasizing individual initiatives and innovations and small work groups (students and academics) in the field of research and development to go hand in hand with the institutional role of organizational units involved in research and development while working to provide the necessary financial support from various sources.

## Postgraduate Studies, Research and Development Strategies

### 1. Building research capacities and fostering the culture of scientific research in the Academy:

The Academy's administration stresses the importance of adhering to international standards in research and scholarly studies in all fields of science, generally, and focusing on some fields related to social and economic development, particularly. This will be achieved through the following:

- Striving to achieve leadership in the field of research and development by strengthening the relationship with local and international scientific research bodies alike.
- Allocating budgets for research and development in line with the Academy's strategic goal of achieving research leadership while expanding the provision of research grants.
- Continuing to support the Academy's research and scientific centers to ensure the provision of funding, time and infrastructure necessary for excellence in research and development.
- Continuing to support basic research programmes to ensure the development of interdisciplinary research between the educational entities of the Academy, especially with regard to research related to societal problems.
- Encouraging and supporting the international publication of scientific research and articles according to internationally recognized scientific standards.
- Commitment to the Academy's scientific research charter and intellectual property rules.
- Training researchers to register patents and supporting them.
- Providing the necessary support for converting patents into primary products.
- Directing research and projects to serve the Academy's ranking.

### 2. Supporting distinguished research capacities by investing in human resources. This will be achieved through:

- Doubling the number of researchers in the postdoctoral stage while searching for external funding to ensure the maximum benefit for the largest possible number of people in this field, especially with regard to research areas of strategic priority for the

Academy. The Academy will also seek to support and develop the skills and capacities of postdoctoral faculty members.

- Designing and implementing programmes for the academic professional development of faculty members to ensure progress in academic career development, especially in the field of international research.
  - Reviewing the regulations and rules of vacations granted to faculty members to ensure laying down flexible rules in case of interest in international cooperation in the field of international research and publication.
  - Developing a system of incentives and rewards for distinguished researchers.
  - Increasing research and joint projects with internal and external bodies.
- 3. Increasing the number of research projects in partnership with various external research bodies. This strategy is achieved through the following:**
- Colleges and scientific centers develop annual research plans that reflect the general objectives of internal and external research activity.
  - Developing a plan to expand the base of external bodies that researchers can cooperate with in the field of research and development.
  - Publishing internal and external research proposals to broaden the beneficiaries within the Academy.
  - Focusing on the development international research alliances with partners of all disciplines.
  - Emphasizing the importance of achieving significant added value in the field of research through serious research initiatives based on the interaction of educational technology with societal needs, especially in the field of applied research.



## **The Second Strategic Goal**

**Development and sustainability of the international  
forefront of maritime education and training**

## The Second Strategic Goal

### Development and sustainability of the international forefront of maritime education and training

Developing and sustaining the Academy's international forefront position of maritime education and training is a strategic goal and a main pillar for the academy to enhance its competitiveness in the field of maritime education and training which is a unique competitive advantage of the Academy. In fact, the maritime history of AASTMT has made it a beacon of knowledge in that field over the past years and for many years to follow. Additionally, AAST administration stresses that the development and sustainability of the international forefront of maritime education and training is important and vital to positively impact the maritime community. In the same stream, the administration of AASTMT underlines that the development of maritime education and training is also linked to a number of factors, the most important of which are the following:

- Developing maritime education in order to support and sustain the international competitiveness of the maritime graduate.
- Developing and supporting training and employment in the fields of maritime studies.
- The international status and interaction with the international maritime community.
- Setting out to make AASTMT a center of accreditation and excellence in its unique maritime specializations.

#### Strategies for distinction and maritime education lead include:

##### 1. Developing maritime education in order to support and sustain the international competitiveness of the maritime graduate. This goal will be achieved through:

- Developing the programs of education and training, implementing the Global Maritime Professional, using modern educational and training methods and applying distance learning and training.
- Adding promising and up-to-date specializations in accordance with the requirements of the maritime job market and working hard to provide appropriate accreditation for them like:
  1. DP
  2. Autonomous Ships
  3. Off Shore Services
  4. Marine Energy Management
  5. Ocean Science
- Improving the capabilities and skills of faculty members (qualification courses, projects, postgraduate studies, external missions, internal or external secondment, delegation to increase experience, and return to work on ships).

- Updating and developing the capabilities and aids of education and training, including smart teaching and learning methods, laboratories, simulators, training ship, artificial intelligence utilization, as well as the use of new methods like: Virtual Reality - Augmented Reality.
  - Developing evaluation methods to assess problem solving abilities and mental and professional skills in addition to the actualization of intended learning and training outcomes.
  - Participation of faculty members in consultancy, research and application work in market active institutions in order to gain experience and identify the needs of the market.
  - Developing student's admission levels in accordance with modern methods in maritime education and training, as well as modern technologies in ship management.
  - Conducting studies to develop the currently available international maritime accreditations at AASTMT and seeking to obtain new accreditations based on studying the market needs.
  - Activating cooperation between sector units and colleges of Engineering, Computer Science and Management and Technology to provide new advanced educational programs that employ the latest educational methods, especially autonomous e-learning systems.
- 2. Developing and supporting training and employment in the fields of maritime studies. This goal will be achieved through:**
- Following up on maritime students and graduates and creating databases of them (statistics of graduates' employment, their companies, companies' evaluation reports on their performance) to assess the quality and rates of training and employment.
  - Seeking to achieve cooperation with shipping companies, recruitment companies and ship operation companies to provide training and employment opportunities suitable for AASTMT distinguished graduates.
  - Developing the cadetship offered on the assigned training ship in order to meet international standards and modern development in the industry.
  - Using ALUMNI databases to maintain links with institutions and companies in the labour market.
- 3. The international status and interaction with the international maritime community. This goal will be achieved by:**
- Developing and sustaining AASTMT role in international maritime assemblies such as:
    1. IMO (International Maritime Organization)
    2. WMU (World Maritime University)
    3. IAMU (International Association of Maritime Universities)
    4. IMLA (International Maritime Lecturers Association)
    5. IMLI (International Maritime Law Institute)

6. BIMCO (Baltic and International Maritime Council)

7. ICS (International Chamber of Shipping)

- Holding and hosting of global maritime activities in collaboration with international maritime institutions and prestigious universities.
  - Strengthening partnerships and creating new ones with internationally high-ranked universities, especially maritime universities, by exchanging experience through student and faculty member exchange programs, joint programs, research and joint projects.
  - Institutionally communicating with the industry, following up the evaluation of maritime graduates with reference to their performance and skills to identify the graduate's strengths and weaknesses, and to work constantly to meet the global requirements of the job market, so as to target them in the educational plans of future graduates.
  - Forming a committee to study the competitiveness of the maritime sector in comparison with other regional competitors and developing a promotion and marketing plan for AASTMT maritime services that underlines the new trends in education, training and qualifying services.
- 4. Strengthening the AASTMT's position as a center for leadership and precedence in its unique maritime specializations. This goal will be achieved through:**
- Being a recognised a center of excellence for providing distinguished marine programs and specializations that are compatible with the fourth and fifth industrial revolutions.
  - Maintaining the AASTMT as a regional and international maritime center of excellence, while promoting some of the eminent specializations and intellectual capital.



**The Third Strategic Goal**  
**The International Status**

## Strengthening the presence and international influence of AASTMT

This strategic goal reflects AASTMT firm desire to be a worldwide leading university that provides all services of higher education, enriches scientific research, and serves the industry and community. Undoubtedly, the application of the international standards of performance and excellence, the compatibility with global changes and the expansion of international cooperation in higher education increase AASTMT competitiveness and raise its rank locally, regionally and internationally. Also, the international cooperation in the field of education contributes to reducing the effects of crises and disasters on students and the educational process through exchanging experience and benefiting from other experiences. In this vein, AASTMT will deploy many ways to activate international cooperation to benefit its students and staff members; see Figure (7):

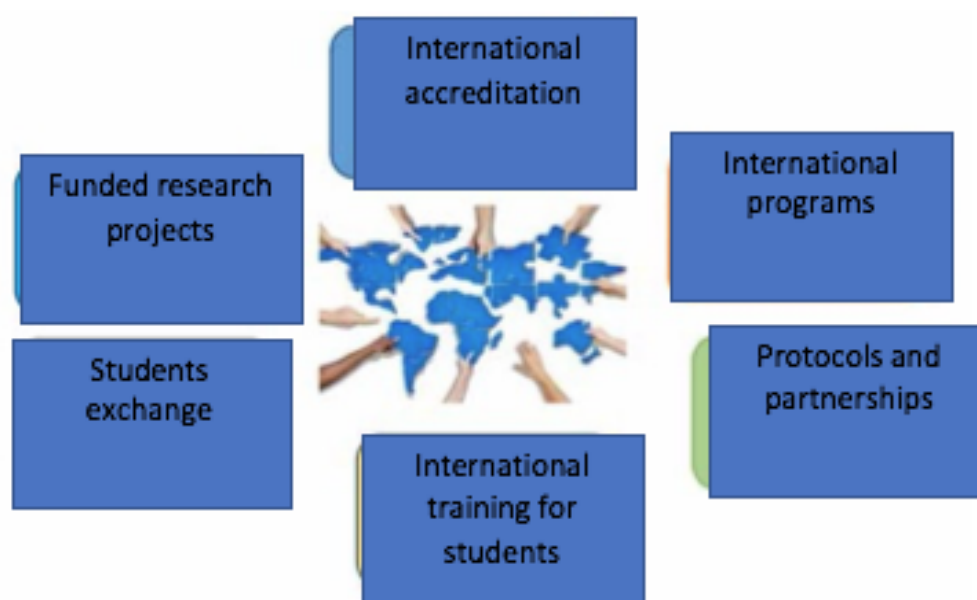
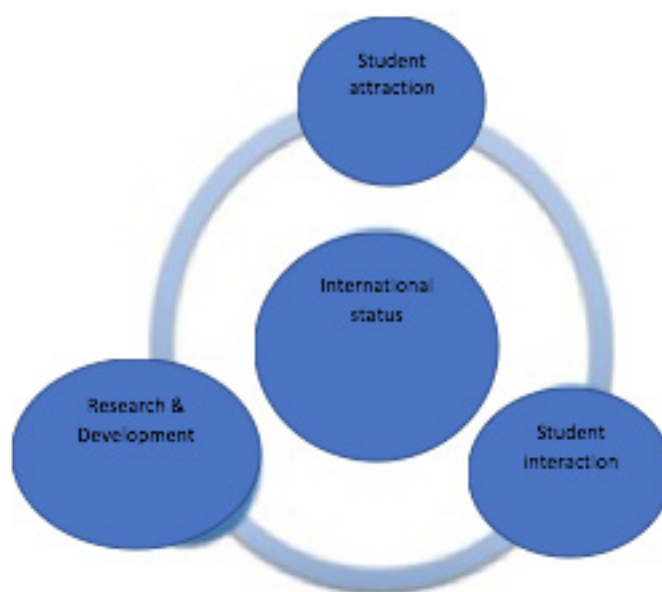


Figure. (7):Ways to activate international cooperation

The strategies of international cooperation adopted by AASTMT are centered on openness and encouraging the exchange of students and staff members with prestigious international universities through agreed academic programs within the framework of the current strategic plan.

The process of attracting students and maintaining their satisfaction is also one of the most important factors of excellence of modern universities. Since the competition between higher education institutions is intense as far as attracting and keeping distinguished students are concerned, AASTMT will utilize many data analysis methods and advanced technology such as Customer Relationship Management (CRM) and Business Analytics to enhance its competitiveness.

In this regard, AASTMT focuses on reducing its reliance on traditional marketing methods (such as direct mail and television advertisements), and primarily shifting its direction to reliance on modern technology which provides various means of communication, marketing strategies and interactive communication (such as social media platforms and smart phone applications). AASTMT also aims to attract and increase the number of international students enrolled as a good indication of achieving international presence and impact. Furthermore, the cultural diversity of students enriches university life and directly contributes to enhancing the educational process through the fusion of faculty members' experiences and the diverse cultural backgrounds of students. Generally, the international status of the academy can be reached through three dimensions: student attraction, student interactions, and research and development (Figure 8).



**Figure (8): AASTMT's international status**

Moreover, the administration of AASTMT believes that staff members are the cornerstone of universities, the backbone of the teaching-learning process, the pillar of scientific research and the source of expertise that enable universities to serve the industry and the community. Therefore, to seize a prestigious international rank as well as to enhance the educational process provided to students, the administration of AASTMT will pay special attention to developing the skills and efficiencies of staff members through scholarships and exchange programs with international universities to keep up with new trends in scientific research and modern teaching and learning methods (such as interactive education and self-learning). Being keen on including the international dimension in all AASTMT structures and activities reflects its administration's primary desire to meet one of the most important requirements and objectives of university education in the world today and one of the key characteristics that determine the status and performance of higher education institutions locally, regionally and internationally. This stems from linking internationalization to achieving prestigious scientific leadership at university level which increases the competitiveness of universities in light of the challenges they face.

## Strategies of the international status

This goal could be achieved by:

### 1. Designing and implementing programs and procedures that ensure the availability of an international dimension in educational services, scholarships and initiatives offered by AASTMT.

AASTMT is well-aware that the real value of the international status is being able to cope with the values and standards of international education. Hence, the goal of the international status of AASTMT stems from:

- Academic excellence and organizational culture that emphasize the inevitability of student diversity, staff diversity and exchange of international experiences.
- Attracting international students is not the only goal of the international dimension, but rather it stretches to cover the real added value of AASTMT international status.
- Supporting the exchange of international expertise, surmounting obstacles that hinder achieving this goal and increasing international relationships and exchanges in all fields of knowledge.
- Identifying the role of international and regional organizations in supporting means of international cooperation in the field of higher education at times of crises and disasters, in addition to reviewing the most important Arab, regional and international attempts in the field of international cooperation during crises and disasters and their impact on higher education.

### 2. Supporting links of international relations

AASTMT has a number of international relations which are developed systematically and institutionally including:

- Opening international branches (example: Latakia and Sharjah branches). AASTMT will also achieve its competitive advantage as far as international status is concerned through its human, material and financial resources aiming at (and able to) enhance its international status.
- Seeking to develop and increase its distinguished international network that includes all parties concerned with AASTMT internationally.
- Supporting the opportunities of staff members exchange with other universities in accordance with international agreements aiming to maximize the benefits in the field of research and teaching and to create constant support to the services AASTMT provides.
- Establishing academic partnerships with international universities aiming to offer joint/dual degrees in different majors.
- Obtaining international accreditations for all AASTMT majors.
- Offering external activities that provide safe opportunities for students to travel abroad to develop their skills during the summer or over the course of an entire semester and making opportunities for student exchange and external training available.

- Enhancing the opportunities of staff members to participate in professor exchange programs across different colleges, institutes and universities along with providing the appropriate financial resources.
- Encouraging cooperation with distinguished research teams in local and international universities through an integrated framework that allows joint publication and the exchange of professors and young researchers.
- In light of the outbreak of the Corona virus, AASTMT has set to amend some study programs that are offered in partnership with international universities to be fully delivered remotely using e-learning systems. This alternation includes methods of assessment and certificate obtaining.
- Creating partnerships with international universities that allow these entities to delegate students and staff members so that they become acquainted with and benefit from their visit and presence at AASTMT.
- Supporting communication and experience exchange among officials in fields of international relations and crisis management.
- Supporting the role of AASTMT in the Arab and international assemblies of universities and educational institutes, through actively participating in their activities and setting a procedural plan for this role.

### 3. Surmounting the Obstacles of the International Status:

AASTMT also seeks to study the academic, social and financial obstacles that could impede supporting its international status so as to find ways to overcome them.

### Strengthening African and Asian Relations

African, Asian and some Latin American countries are known for being the main source of international students who prefer to study abroad; conversely, the United Kingdom, the countries of America, Australia and New Zealand represent the most attractive countries for this type of international student. The governments of the attracting countries help educational institutions in implementing this policy. In fact, that type of student mobility is an important economic source for such countries.

Therefore, developing relations with those countries should be emphasized through twinning with such universities and institutions, as well as offering AASTMT's programs in them, and partnering with them in research projects. This would provide AASTMT with opportunities to take part in such cooperation in Africa and Asia in addition to implementing student and staff exchange programs through the African and Asian Affairs Sector.

### Strategies

1. Supporting AASTMT's spread in the countries of Africa and Asia. It can be a model for application in any other countries. This is done by strengthening the external presence in the continents of Africa and Asia and any other countries that support AASTMT's

presence. In this regard, the countries that will enter the sector's activity must be determined, as the Africa includes the following: African countries (such as Nigeria and Cameroon), Arab African countries such as (Libya, Algeria, and Morocco), and Asia includes the following: Asian Arab countries such as (Saudi Arabia, and Kuwait) and countries of The Far East, such as (Malaysia, Indonesia and Bangladesh) and Central Asian countries (such as Kazakhstan, and Azerbaijan).

2. Attracting international students. The best way to achieve this is by adopting a policy for distinction and compatibility to adjust to the international variables, which allow the increase the competitiveness of AASTMT as an educational, training and consultancy institution. To achieve this, AASTMT should focus on two main dimensions: attracting students to join the different study programs it offers to achieve student's and cultural diversity and actualize the international image of AASTMT. The second dimension is cooperating with various educational and training institutions, industry institutions and African and Asian unions, that have different or similar programs.

**The previous two dimensions can be achieved by:**

- Setting to overcome the problem imposed by the duration of AASTMT study programs, whether undergraduate or postgraduate, to match the program duration offered by competing countries.
  - Seeking an agreement with AASTMT partner universities to offer their programs fully or partially online including obtaining the certificate; meanwhile, working to get new accredited programs.
  - Communicating with institutions connected to the African affairs, such as the African Export-Import Bank in several points, for example, including AASTMT as a consultant for the bank in related projects. Also, cooperation with the COMSAT Foundation in Pakistan.
3. Holding workshops and forums with various parties that play an important role in the development of international relations (for example, the workshops implemented by AASTMT for responsibility centers in African countries in cooperation with the Egyptian Ministry of Foreign Affairs) and AASTMT's participation in international federations such as the Union of African Universities (for instance, AASTMT is a permanent observer in the African Maritime Studies Consortium).
  4. Offering AASTMT selected programs at African and Asian universities which allows student and staff exchange, plays an indirect role in marketing AASTMT and supports its forefront position internationally.
  5. Assigning a work team to implement the requirements of the Ministry of Education and African universities in AASTMT programs, which facilitate the enrollment of students in such programs (for example, attracting Malaysian students to study at the Faculty of Dentistry, which requires their government's recognition of AASTMT program and its inclusion at the Ministry of Education there; accordingly, AASTMT's certificate is recognized in Malaysia).

6. Reconsidering the tuition fees of academic programs, especially for students coming from countries with a poor or medium economic level. It is possible that they enroll in the South Valley branch to enjoy the same advantages for the students.
7. The experiences of countries that attract students in large numbers have proven their reliance on the so-called Educational Agent; also, they include their marketing materials on specialized websites to attract students, in addition to establishing representative offices in countries that export students. Therefore, it is preferable to use education agents and marketing websites as well as studying the possibility of having representative offices of AASTMT in target countries.
8. Establishing a strategic marketing unit in the sector to be in charge of studying and identifying promising markets in addition to searching for ways to reach those markets in non-traditional ways, and to produce an electronic and printed marketing material in different languages (Arabic and English). The unit will be limited to the foreign sector provided that the staff is well-qualified and has innovative skills in non-traditional marketing in addition to being fluent in different languages. The unit will also be responsible for searching the practices and offers of other countries and institutions that AASTMT can implement, especially in the field of maritime transport.
9. Training the employees of the various units of AASTMT on how to deal with people from different cultures and also enhancing the employees' foreign language proficiency levels, especially English.
10. Coordinating with the concerned authorities in the country and seeking to find a way that permits students to work at least while studying as some students need financial support because this concept is already available in foreign countries that attract students in large numbers.
11. Coordinating with the concerned authorities in the country to facilitate the procedures of obtaining a study visa, and also to shorten the period needed to obtain residency papers for students.
12. Forming a consultancy council that includes officials of education, industry and relevant entities of African and Asian foreign affairs in order to support the presence of AASTMT in Africa and Asia.





**Fourth Strategic Goal**  
**Social Responsibility**

## Fourth Strategic Goal Social Responsibility

### **Fulfilling the social responsibility of the Arab Academy through integrating and interacting with the community to achieve a positive impact.**

The Arab Academy believes in the vital and inevitable interaction with the local, regional and international community via carrying out its societal responsibilities towards all parties affected by the Arab Academy's activities and affecting them. This strategic axis is concerned with the Arab Academy's human resources, sustainable development and all its clients and partners in success. Social responsibility is an integral part of the Arab Academy's vision and mission and it reflects its guiding values at the same time.

The Arab Academy carries out its social responsibility in the light of economic, social and environmental practices that are adopted in several fields such as education, training, research, consultancy, and community contributions. Accordingly, the Arab Academy strives to be an active member in supporting the society and achieving the intended social, economic and human development in the Arab Academy's distinct processes and activities.

The fourth strategic objective "Fulfilling social responsibility" is achieved through integration and interaction with the community to achieve a positive impact on one of the main pillars to increase the Arab Academy's competitiveness employing soft power and its indirect impact on all groups and spectrums of the society. The Arab Academy asserts that fulfilling social responsibility is also related to many factors. Among the most important factors are the following sub-strategic objectives:

### **Social Responsibility Strategies**

#### **1. Achieving leadership in the fields of social responsibility. This sub-strategic objective is achieved through the following:**

- Carrying out all the work and activities of the Arab Academy with a distinguished level of social responsibility and ethical commitment together with a high level of dignity, professional practice and excellence.
- Providing opportunities for community participation in the activities of the Arab Academy as a basic general activity that is relevant to all the departments, entities and branches of the Arab Academy.
- Providing entities that are in charge of community participation development in the Arab Academy with necessary organizational resources to carry out all the community activities with a high level of efficiency and effectiveness.
- Extending the work of the Arab Academy's social responsibility to include sharing and accessing services internally to (students, workers and staff members) and externally to (graduates, post graduate studies candidates, retired workers, the surrounding

community, the institutions of the headquarters and Arab and regional institutions).

- Developing necessary criteria to measure the efficiency and effectiveness of social responsibility activities of the Arab Academy and to what extent the strategic objectives that are associated with this strategic objective have been achieved.
  - Identifying human competencies that are capable and willing to activate community contributions including their training and rehabilitation in a way that helps in achieving the goal.
  - Expanding the great use of study programs for community service and ongoing education through flexible programs that allow part-time study or providing on-line or distance learning programs.
  - Raising awareness of the importance of community service for different groups of society through seminars, workshops, campaigns and initiatives.
  - Providing support to the community around the Arab Academy's premises and conducting case studies to find out all the required needs and priorities of support to be provided.
  - Setting the general framework to the manual of "rules and procedures for dealing with special needs students" which includes identifying responsibility, providing means, assistance, logistical means, and how to deal with them and including procedures in case of applying distance education and training.
- 2. Strengthening the identity and sense of belonging to the Arab Academy by focusing on the welfare of staff members and students, conducting a code of family relations, mutual respect and achieving safety. This sub-strategic goal is achieved through:**
- Raising the awareness of students, staff members and workers of the importance of citizenship behavior and societal participation.
  - Facilitating the job of making use of the Arab Academy's financial facilities for all students, staff members, workers and other related groups outside the Arab Academy.
  - Strengthening the relationships and connections between undergraduate students, graduates, postgraduate students and ALUMNI. Creating and developing databases for them.
  - Providing health care to human resources (staff members and workers) and stakeholders and providing health services to their families.
  - Creating and developing databases for retired employees, improving the way of communication between them and providing services to them through a specialized unit or department.
- 3. Strengthening relations with different strata of people in the society, who are interested in the activities conducted by the Arab Academy. This sub-strategic goal is achieved through:**
- Increasing the number of joint projects between the Arab Academy, the governmental institutions, public institutions, labor institutions and society in general.

- Supporting the way of communication with media continuously and providing it with appropriate material about the positive contributions achieved by the Arab Academy in the areas of social responsibility through different means of media.
  - Facilitating the use of the Arab Academy's facilities for societal activities and events that serve the Arab Academy's goals in the field of community service and communicating with it.
  - Strengthening mutual interaction between the Arab Academy and the society including the exchange of experiences and knowledge that benefits both parties and contributes directly to societal development.
  - Achieving effective and sustainable communication with businessmen and industry to provide more training opportunities and jobs for students and graduates.
  - Organizing events in partnership with private sector institutions and civil society, and seeking to provide sponsors for the Arab Academy's activities and initiatives for community service.
  - Doing a linkage with industry through companies, institutions and businessmen to find out the real requirements of the labour market.
  - Offering free courses for the Arab Academy's students to benefit from, and to benefit from what other universities offer and entities specialized in international training around the world. This is what the Computer Services Center has done during the Covid-19 period until now, by guiding and notifying everyone about taking advantage of these free offers.
- 4. Developing the role of training and academic consultations to fulfill the social responsibility. This sub-strategic goal is achieved through:**
- Training students, workers and staff members to qualify and keep pace with the technological development in the field of specialization.
  - Providing community services through general training for different groups of society in order to raise the skills of each of them in their field.
  - Setting a general framework for distance training (website training - electronic catalogue – choosing from registration the suitable electronic platforms- and transferring financial and administrative procedures, starting with issuing certificates online).
  - Providing qualified professional training for distinguished jobs in the local and regional community by applying modern technologies and using the latest training methods.
  - Providing consultations, research and feasibility studies for development projects to serve the community and develop the economy and sort out industry problems.
  - Providing consulting services at the local, regional and international level, promoting the Arab Academy's role as an Arabic institution of great experience (preparing marketing brochures and informational flyers).
  - Participating in local, regional and international forums and events, and present success stories of the Arab Academy's projects related to training and consultancy.

- Providing training for students in local, regional and international institutions, companies and universities as a part of the graduation requirements.
  - Supporting students and graduates to start executing their personal projects by developing the required skills through specialized entities of the Academy such as the Entrepreneurship Center and Career Development Center.
- 5. Supporting achieving sustainable development goals with its economic, social and environmental dimensions, both internally and externally. This sub-strategic objective is achieved through:**
- Aligning the Arab Academy's strategy with the United Nations' sustainable development goals of 2030.
  - Developing the Arab Academy's vital role in the activities of the Arab League, seeking to start local, regional and international partnerships in the areas of sustainable development.
  - Executing environmental and social awareness programs and participating in development projects internally and externally to achieve sustainable development goals for the surrounding community groups.
  - Developing the Arab Academy's headquarters to be green and sustainable by applying standards and disciplines that are related (such as water and energy conservation, shifting to clean renewable energy and sorting waste for recycling).
  - Participating in development projects, research, studies and making events in the field of sustainable development.
- 6. The contribution of staff members through their colleges, institutes or units of a special nature to the following:**
- Supporting local industry by sorting out its own issues and providing consulting and training services.
  - Providing technical advice to sort out local problems, especially those related to the public such as urban planning, traffic planning, waste collection and recycling system, beautification and civilized coordination.. etc.
  - Providing training courses in the fields of computers and information and in foreign languages for marginalized social groups for free or (for a minimal cost).
  - Participating in the electronic transformation of educational programs for schools and making them available on the Academy's portal through students' projects and academic research.
  - Participating with institutions that support start-ups and microenterprises in training the beneficiaries on the simple principles of management, costing, marketing ... etc.
  - Encouraging citizens in the surrounding area to participate in education, awareness and community programs offered by the university.
  - Students' contribution through their unions and organizations within the framework of their social and cultural activities codified in their study program, as follows (including but not limited to):

- ❑ Contributing to provide social and charity services such as hospitals, orphanages and charities.
- ❑ Proposing new ideas to microenterprises to social groups in need and contributing to their establishment and follow-up.
- ❑ Contributing to awareness campaigns related to local life problems such as collecting garbage and abiding by traffic rules...etc. Knowing that this student activity must take place within the framework of planned projects that are part of the educational process and are prone to evaluation by staff members in terms of its effectiveness and continuity.

## Strategic Possibilities



Human Resources



Digital Transformation



Administration and Governance



Financial Efficiency

### First Possibility: Intellectual Capital

The Arab Academy will achieve its strategic objectives by attracting, retaining and developing intellectual capital that is willing and capable of achieving excellence in the performance of the Arab Academy.

Maintaining the success of the Arab Academy that was achieved over the past years depends on the extent of intellectual capital and the level of their professional competence. The Arab Academy has a well-deserved reputation as an attractive place for human resources. Recognizing the drastic changes that have taken place in the distinguishing characteristics of the human resources in the Arab Academy and since it is the ruling element of the competitive advantage of modern universities, the current plan emphasizes the importance of proceeding in the planned investment to attract, maintain, and develop intellectual capital in the Arab Academy. The welfare and sense of belonging of the intellectual capital represent an essential component of the current plan. The Arab Academy will work to create an organizational culture characterized by empowerment, family spirit, sacrifice and loyalty, in a way that ensures the excellence, high-quality and professional performance of the human resource. In addition, the Arab Academy's Human Resources Department recognizes the inevitability of achieving balance between work and life. The Arab Academy invests in human resources through:

- Advanced human development programs.
- Sophisticated methods of recognition and rewards.

- Programs to support and develop human resources.
- Training programs for lecturers, students and employees according to the nature of their role in the process of education to cope with the post-Coronavirus era. For staff members, the aim of these courses is to qualify them to a closer level to use distance learning techniques and produce digital content. As for the students, they are trained on how to prepare the surrounding environment in which they are present at the time of the lecture, as well as their personal appearance and behavior. As for employees, they use transformational training programs that are specially designed for them to change the nature of their work and master the use of information technology means and its applications within the process of education at university.

The Arab Academy will expand in providing programs for preparing and qualifying administrative and academic leaders, including providing manpower capable of fulfilling the requirements of the current strategic plan. It recognizes the importance and benefits of human resources' sense of belonging and its impact on the overall performance of the Arab Academy. The current strategy takes into account the importance of creating a healthy work environment and maximizing the great use of organizational bodies and actual processes and practices. All of the above issues aim at achieving excellence in learning, teaching, research and development processes.

In light of the above, the intellectual capital has been added due to the following reasons:

- The strategic role of managing the intellectual capital through different successful organizations on top of them the Academy includes two main axes: an organizational axis includes the organizational hierarchies, the working process, the measuring methods, managing the performance process of the organizational level and an individual axis which includes investing in the intellectual capital on the individual level through continuous strategic systems to manage talents and competencies (Talent System Management).
- The importance of the intellectual capital in supporting the achievement of goals and possibilities (an organization with human resources providing its services to human resources to produce human resources).
- The importance of implementing the Egyptian and international universities' standards in keeping staff members and implementing the full- time lecturer system and not the individual contracting system, as considering the staff member who has reached the retirement age as merely an employee who has retired is a waste of the intellectual capital of the educational institute in the first place.
- In order to achieve the strategic goals and cope with the future changes (new normal), the Academy must convert its hierarchy's percentage of tangible assets into intangible assets (intellectual capital).
- Importance of determining the material value of the intangible assets (intellectual capital) which are owned by the Academy within the balance sheet.

“It is possible that the Academy has absolutely the best material and financial resources but when we talk about success and excellence then we are talking about the Academy’s intellectual capital”

## The Expected Possible Role of the Intellectual Capital

It is expected that the intellectual capital will help in achieving the strategic goals through the following:

### 1. **Creating a strategic database for human competencies in the Academy. This requires the following:**

- Laying the scientific groundwork for selecting and building the Academy’s senior management leadership based on internationally recognized standards which takes into consideration the distinguished nature of the Academy (customized).
- Searching and determining career plans for different categories in the Academy (Career Planning) including appointment requirements and upgrading and promotion systems for different job categories and establishing methodological systems for implementing them.
- Establishing, implementing and maintaining an institutional system for succession of leadership (System Planning Succession) which allows choosing leaderships in the future and protects the institution from any possible instabilities (on the institutional level).
- Establishing, implementing and maintaining a system for managing talents (Talent Management System) which determines the career path for each employee and the upgrading requirements for him/ her on the course of his/ her career path which also includes the planning of the succession of leadership and developing the information technology necessary for that (on the individual level).
- Suggesting methods for developing main leadership capabilities and strategic abilities for the senior management in cooperation with all interested parties inside and outside the Academy.
- Establishing, implementing and maintaining a regulatory methodology for nominating leaderships (general binding rules) including necessary objective criteria for leadership candidates in different levels.
- Modifying the feedback system to one of the updated systems which support group performance and management flexibility like (Degrees Feedback System 360) or another updated system.
- Abiding by the selection rules, upgrading and promotion requirements and regulations for all jobs and employees according to predetermined clarified rules and conditions and based on the organizational and staff hierarchy with total clarity, in order to make the best use of the resources and create a healthy working environment.
- Developing the intellectual capital’s information system and expanding the reliance on electronic services for the employees and training them to use them in a way that will

ensure speed and accuracy in the internal transactions leading to less reliance on the paper document cycle.

- Developing the electronic systems for supporting the decision-making process in different managerial levels especially in the senior management and revising databases and electric archive systems to improve their reliability.
- Establishing the comprehensive assessment center to improve the quality of the leadership selection process within the Academy.
- Activating the integrated measuring performance model for human resources to Actor Oriented Structures.
- Creating an AASTMT Competency & behavior dictionary to become the main reference for jobs and their codes.

Concerning the above-mentioned clarified items, the intellectual capital affair suggests a working plan clarifying the special activities and initiatives designed to implement some of the past peripheral goals, for instance:

Activity	Suggested Team	Duration
Searching and determining career plans for different categories in the Academy (career planning) including promotion requirements and upgrading systems for different job categories and establishing methodological systems for implementing them.	A team including an external expert along with intellectual capital experts from the Academy (includes a group of employees and staff whom are committed to this task)	6-8 months
Developing the current performance management system and adjusting it to a system which works efficiently on measuring the points of weaknesses and treating them and enhancing the points of strength to make use of it to improve the Academy's human capital.		
Establishing, implementing and maintaining an institutional system for succession of leadership (System Planning Succession) which allows choosing leaderships in the future and protects the institution from any possible instabilities (on the institutional level).	Establishing an organizational unit entitled to this task within the borders of developing the intellectual capital within the intellectual capital affair.	

Updating the intellectual capital information system to support the Talent Management System and the suggested System Planning Succession (Talent Management Database)		
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**2. Creating a supportive working environment to achieve the desired performance levels to achieve the strategic goals of the organization. This will happen through the following:**

- Revising the current business process analysis, redesigning and developing it in order to raise the competence and efficiency of the followed processes within the organizational units and therefore the whole organizational performance for the Academy while taking into consideration the digital transformation which has become an accepted reality.
- Developing the organizational and staff hierarchy in accordance with the new work cycle and determining the goals and needed standards from each job distributed on different organizational categories as well as the job description for each job to ensure likeness in career paths for similar jobs.
- Planning and implementing induction and on boarding orientation especially for new human resources on board in the Academy.
- Setting an annual schedule between different departments to allow exchange of ideas and expertise concerning topics which are related to the Academy in general.
- Encouraging the participation of the human resource in the decision-making process.
- Holding seminars to strengthen the sense of belonging of the human resource.
- Upgrading a system for performance management to be implemented on all employees to provide clear criteria to measure the individual and collective performance, as well as objective ways to measure these criteria and help in achieving the strategic goals.
- Setting criteria for organizational performance for different units (Key Performance Indicator) and a methodological system to frequently measure these criteria to enable the assessment of the strategic performance for each organizational unit, while also relating it to a motivational incentive system reflecting the efficiency of the performance's criteria.
- Relying totally on professional certificates as a base for being upgraded in the leadership positions.
- Finding mechanisms allowing the presentation, examination and assessment of new ideas through systems or specialized committees, in preparation of presenting them to the senior management to execute the suitable ideas and measure their impact in achieving the strategic goals.
- Finding mechanisms relating foreign missions and the research topics of the staff members

with the Academy's strategic goals through establishing systems or committees to assess the impact and its ability to achieve the strategic goals.

**3. Devising necessary policies for supporting and executing material and moral appreciation programs for distinguished human resources through:**

- Designing a group of rewards for distinguished services and achievements which are related to the achievement of the strategic and peripheral goals of the Academy in different fields along with the Key Performance Indicator system which was mentioned before.
- Developing the academic upgrading and promotion systems to reflect the widespread international developments in the higher education field.
- Increasing the financial support and specifying the annual budgets for qualifying and developing human resources programs.
- Advertising upgrading and promotion chances and procedures in a transparent manner in front of all available human competencies in the organization (managerial, professional and specialized).
- Transforming into a profit and service department simultaneously by offering extra services with fees or external support for the presented events and activities from the intellectual capital in collaboration with the research scholarships' programs.
- Achieving the balance between teaching tasks, scientific research and educational services from the "Academic Work Model", in addition to spreading the culture of specifying the administrative workload and activities which are related to the administrative staff, this is to be implemented via an electronic module depending on frequent reports (daily—weekly- monthly).
- Creating an intellectual capital poll frequently concerning the working ambience in the Academy via a developed digital system and translating the results of the poll to programs of action to correct what may arise as deficiency in performance.

**4. Continuing to support and develop the managerial and leadership skills which are capable of achieving the strategic plan's requirements.**

**In order to achieve that the following is needed:**

- Continuing to support the staff and leadership members and the managerial committee to ensure achieving excellent performance and strategic digital transformation.
- Continuing to provide beneficial training programs to strengthen the sense of belonging of the human resources to the Academy.

## Second Strategic Enabler – The Shift to Digitalism

### **A digital academy achieves a distinguished and competitive rank for the Arab Academy**

The Academy believes that the shift to digitalism plays a critical role in achieving leadership in the field of higher education. In the same vein, it believes that the shift to digitalism does not focus on the education and research aspects in the organization. Instead, it encompasses every aspect of the Academy. From this perspective, the strategic plan takes into consideration the establishment and development of the necessary foundations for the shift to digitalism during the period of the plan. To add, the Academy's administration believes that the concept of digitalism does not focus on the academic semester only. Rather, it extends to all buildings and administrations of the Academy in all its branches continually and consistently. This continuity ensures effective communication and better performance for relevant parties (faculty members, students, and administrators).

**The Academy will establish and support a digital university in educational fields, research fields and administrative performance in a way that supports the competitive capabilities of the Academy.**

Furthermore, the Academy acknowledges the need to achieve the shift to digitalism for its strategic goals. The principal goal of enabling the shift to digitalism is to reinforce the competitive stance of the Academy during the current strategic plan. Not to mention its expected role in creating distinguished learning and research processes in the Academy. Our goal is to reinforce education and research in the Academy and increase the degree of affiliation to the Academy through developing research and the shift to digitalism. The shift to digitalism includes the strategic shift in traditional entry points into ones that are more developed and advanced in conduct and work-thought. This shall be done by using modern technological means to transform current academic practices into digital practices that are more advanced.

The enabler “shift to digitalism” shall contribute to achieving the strategic goals by applying modern technological means that grant the competitive edge for all relevant parties in the Academy and creates modern frameworks of conduct. Therefore, this shift shall include modern internet technologies (such as videos and social media), analysis of data that contribute to changing operational systems and conduct into the phase of shifting to digitalism and positive outcomes on human components in the University.

Moreover, this enabler aims to develop means and models of conduct in the Academy that rely on digital technology in a way that achieves tangible development for faculty members, students and administrative staff in the Academy as a whole.

## Achieving the ideal combination of advanced systems and shift to digitalism allows the Academy to:

- Achieve exceptional performance in comparison to other educational institutes in Egypt.
- Reinforce a culture of excellence at the same time.
- Achieve precision and stability in all services that the Academy provides for relevant parties.
- Determine expected performers in the Academy that represent potential applications for the shift to digitalism.
- Enable faculty members to communicate with students using the technological skills they have.
- Achieve exceptional use of educational platforms: Kortext, a digital library, and Moodle.
- The shift to digitalism includes three branches: digital academy, effective online teaching, digital relations with stakeholders (Figure 9).

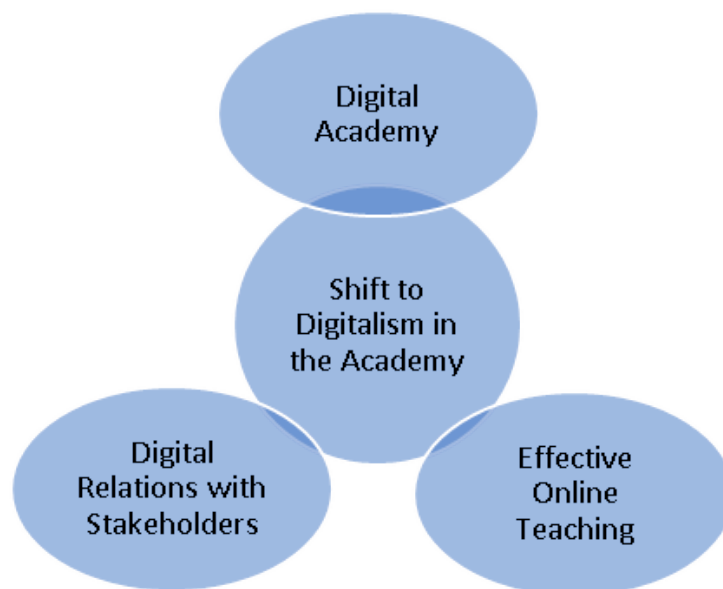


Figure (9): Branches of the Shift to Digitalism

**Digital Academy:** The shift to digitalism should be one of the foundations for the Academy and must allow all relevant parties to use this shift in performing tasks and assigned jobs in the fields of education, learning, research, innovation and other relevant tasks (financial and administrative). This will create a digital Academy.

**Education, Learning and Digital Research:** The shift to digitalism shall be used in achieving a distinguished position and innovate developed means of education, learning and digital research that complement the first branch (Digital Academy).

**Digital Relations with Stakeholders:** Support partnerships with all stakeholders using the shift to digitalism. This may lead to a decrease in expenses and increased performance speed.

## Expected Role for the Enabler Shift to Digitalism

The Academy can achieve a competitive rank and support the working environment for faculty members, students, and employees through the shift to digitalism as detailed in (Figure 10):

- Smart Learning.
- Scientific Research.
- Smart Foundations and Smart Campuses.
- Smart Effects.
- Smart Governance.

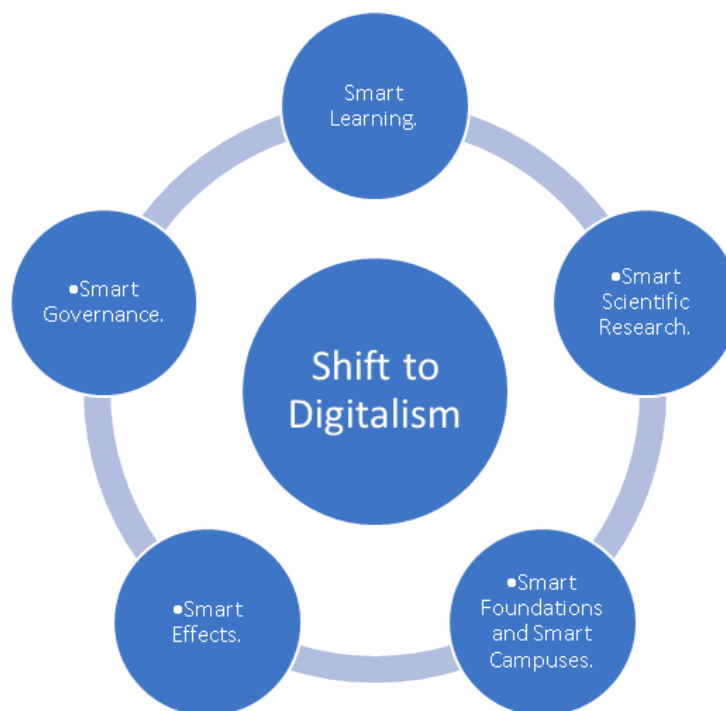


Figure (10): Expected role of the enabler shift to digitalism

### Smart Learning

- Smart classrooms (devices and software).
- Digital labs to support online learning.
- Prepare and execute digital programs (using interactive multimedia).
- Reinforce the use of video conferences in classrooms and labs.
- Rely on learning management systems (LMS) to support online learning.
- Automated learning for paperwork regarding education (workflow for employees and students) especially the automation of paperwork and relevant documents.
- Relevant automated educational systems such as attendance and absence systems.
- Using chatbots in academic guidance.

- Repository for syllabuses in all branches.
- Support information technology to support students with special needs.
- Technological systems that trace the performance and collect and analyze feedback.

### Smart Scientific Research

- Enable the ability to access a wide variety of literature and research through digital libraries.
- Automate the formation of a research repository across multiple disciplines (personal identification files for research).
- Automate enumeration of relevant funding, scholarships and automated distribution of the deadlines for said scholarships based on the personal identification files for research.
- Establish information systems to manage the planning and expenses of research and a repository based on the results of the Academy's research that is not limited by the output of research projects, periodicals and theses.
- Establish an information system to manage and enable the transmission of technology (intellectual property and industry).

### Smart Foundations and Smart Campus

- Change the foundations of facilities from their old form to a controllable and monitorable form that relies on smart indicators, sensors and smart systems that collect waste to enable the consumption and control of energy effectively.
- Change all electromechanical tools to be controllable and monitorable through building management systems (BMS).
- Reinforce the foundation of networks to enable applications of the internet of things and achieve integration and communication with all systems (provide high internet bandwidth in a controllable fashion and provide complete Wi-Fi coverage in all places).
- Live monitoring of assets, road map applications, smart control and security upon entrance.
- Create a safe green environment by reinforcing information technologies for systems that detect disasters, issues warnings, sources of renewable energy, monitor air pollution and issue fire alarms and monitoring it.
- Reinforce information technology for recycling.
- Apply A.I. tools in the management of resources and controlling them.
- Establish a remote system for communication with employees inside the campus.
- Establish a guidance system for special needs students and employees.
- Automate service management for students and employees such as housing, catering, clinics, buses (tracing) and smart parking systems.
- Use an application (platform) for services inside the campus that relies on locating employees and students (using location for specifying services, geographical information systems, enable multimedia, augmented reality and smart logistics).

## Smart Effects

- Prepare digital mediums for computer literacy in the community (for example, prepare simplified courses that are available on the internet and hold workshops).
- Prepare accessible digital material on the internet, radio stations and digital mediums.
- Provide consultations and cooperate with private and governmental companies on the internet.
- Publicize past experiences of the Academy through digital channels.
- Pave the way for the Academy to become a consultatory hub to apply standards and models of the shift to digitalism in companies and governmental facilities.
- Establish a presence on the internet by publishing automated news on websites and social media back-to-back and provide analysis to evaluate effective publicity methods that target all audiences.

## Smart Governance

- This includes the best tools and practices in the management of employees, budget, policies, procedures, registration, administration meetings, committees, boards and meetings, report preparation, data representation and so forth.
- To execute smart governance in the Academy, the following must be achieved:
  - Continuous development of information systems in the Academy to align with the change in work systems and internal regulations.
  - Redevelop the system with the latest development tools. This information system would become the perfect foundation to build a support system when it comes to decision-making, document cycle, electronic archives, mobile applications, smart service applications, electronic payment and smart wallet systems.
  - Expand on digital archiving to retain important documents electronically. This allows storing documents with fewer expenses and faster recalling of a given document.
  - Integrate the automation of document cycle for employees and students by establishing (messaging/request) through the web, whereby this request passes through the required appropriations until its execution.
  - Continuous development for mobile applications and smart services in the Academy for students and employees.
  - Continuous development of the Academy's website, compliance with international ratings for standards and criteria and the use of the latest technology to reinforce the Academy's presence on the internet by using search engines and advance in the ranking in world universities.

## Third Strategic Enabler – Management and Governance

Optimize performance and organizational success of the Academy, fair representation of all employees, adherence to law and morality when it comes to administrative practices and assuming responsibility to all relevant parties

The management and governance enabler is the broad basis for all aforementioned current strategic themes. The Academy strives to:

- Prepare a supporting management environment for growth and to attract and retain distinguished intellectual capital and develop it in a fashion that guarantees the advancement and prosperity of the Academy and maintains its local and international rank.
- Focus on developing a definition for enabling to create opportunities for employees to improve career performance. In turn, this will guarantee faster responses to successive environmental changes.
- Support investment in capable organizational leaderships to address the requirements of achieving distinguished performance of the Academy.

### Expected Role for Management and Governance

Human resources are expected to contribute to achieving the strategic goals through:

#### 1. Creating an effective organizational culture

- Establish an understanding and encompassment for goals, strategic visions and governing values of conduct in the Academy and spread it with all relevant parties.
- The Academy's leadership believes in organizational establishment and commits to its regulations and decisions issued by executive officials.
- The Academy employs stable mechanisms to adopt, accredit and adjust programs and syllabuses through the upper boards of the Academy, which includes different responsible focal points relevant to the Academy.
- Ensure that organizational values transform into endeavors and functional actions that contribute to achieving the Academy's strategic goals.
- Ascertain the concept of organizational citizenship and focus on the common good rather than the private good.
- Focus on rationalizing expenditures and increase efficiency as a global concept that extends to all of the Academy's units and activities.

#### 2. Enablement

- Utilize administrative programs that aim to increase the integration of manpower and its interactions with the strategic goals of the Academy.
- Design and apply programs that achieve complementarity between life and work.
- The relation between the Academy's presidency and colleges and central entities

is characterized by clarity and transparency through periodical meetings, employee gatherings, periodical publications and the publication and update of news constantly on the Academy's website.

### 3. Leadership and Governance

- Develop strategic plans for sectors such as educational affairs, research, student affairs, supporting administrations, ensure its complementarity and alignment with the overall plan and aim to put an executive plan that can be executed in harmony with the Academy's plan.
- Issue regulations of conduct and normalize them with responsible centers, where decisions are made to solve problems on specific levels without the need to escalate them thanks to the development of effective monitoring and accounting mechanisms. The goal is to release a guide regarding "rules and regulations for decision-making".
- Utilize a global quality system for all colleges, institutes and supporting administrations in a way that achieves the strategic goals of the Academy and commits to the organizational units by utilizing this global system.
- Prepare the Academy to obtain ISO "Environmental Management Systems 14001" and adopt activities and events that increase the security and safety of the Academy by obtaining OHSAS 18001.

### 4. Organizational Structure

- Delegated authorities for the Academy's president, deans and officials in the central administration allow a suitable degree of flexibility in changing priorities and reviewing policies in the light of variables that occur during the execution of plans.
- The Academy's primary and secondary locations are in regions that allow several economic activities. In return, this allows the increase of internal resources.
- There is a complete entity dedicated to setting and monitoring performance. This includes regulations, work guidelines that must be followed and forms that must be filled during educational and administrative activities within the scope of ISO 9001.
- Adopt a decentralized approach in administration due to the number of entities and the current and future geographical spread of the Academy. This comes following the instructions of the Academy's plan and aims to align with the regulations of the new organizational structure of the Academy.
- Establish an entity that addresses crises and disasters at the branch level.

## Fourth Strategic Enabler – Financial Efficiency

**The Academy's financial efficiency does not focus on short-term savings. Rather, it is an enabler for achieving long-term strategic goals.**

This enabler comes at a critical time in the history of the Academy because the strategic goals that the Academy aims to achieve require a shift to a new financial world during the coronavirus pandemic. This obliges the Academy to achieve efficiency and puts a greater burden on its shoulders. The main source of the Academy's strength comes from its ability to increase the value gained via the ideal use of financial resources.

Upon examining the Academy's financial efficiency, we do not consider it a means of achieving financial saving for short-term purposes. Instead, our view comes from the fact that financial efficiency has a real direct strategic effect. It supports the achievement of the Academy's strategy and guarantees that the Academy excels locally and regionally.

**When we consider financial efficiency, we must bear in mind the following:**

- Updated and accurate information regarding the expenditures of operational activities in the Academy must be presented in accordance with internationally recognized financial and accounting standards. This extends to all organizational units inside the Academy, which aids in evaluating the financial efficiency of every organizational unit and achieves the best use of current and anticipated financial resources.
- The information regarding operational expenditures must be transparent.
- Compare the best practices in higher education regarding the efficiency of financial resources.
- There is a need to simplify, sequence and improve internal operations and consider them a financial priority for the Academy. This should be achieved by ascertaining common services that the Academy provides as a whole.
- Optimize the use of outsourcing by improving the bilateral relations with successful partners outside of the Academy to provide several services to increase the financial efficiency of the Academy.

### **Expected Role for the Enabler Financial Efficiency**

#### **1. Transparency and Efficiency of Using Information**

- It is critical to provide clear information regarding operational expenditures for all activities in a manner that increases the administrative capabilities of the Academy to achieve efficiency and employment of financial resources. This requires the complementarity of the activities that manage intellectual capital, financial management, information system management, supply management, facility management and student affairs management. This achieves a better vision for the Academy's administration regarding the expenditures of operational activities in the Academy. This makes comparisons with the best practices in higher education in Egypt and internationally easier.


- One of the most important results that can be attained from this complementarity is the ability to create sectorial matrices (for each sector from the aforementioned sectors). These matrices display the progress of each sector regarding financial efficiency.

## **2. Improve Performance, Streamlining and Profiling**

- Providing distinguished common, academic and non-academic services requires the Academy to set a clear level of internal operations provided. This urges the Academy's leadership to set priorities for the Academy's activities. To add, it is empirical to profile these activities and administrative and operational priorities.
- It is important for the Academy's administration to adopt a long-term plan when it comes to executing initiatives of financial efficiency and it should be aligned with the Academy's strategic vision. In other words, these initiatives must maintain academic performance without disrupting the quality of education and learning that the Academy's leadership aims to maintain. In this framework, each organizational unit needs to design operational programs that include initiatives of financial efficiency in a manner that optimizes the interest of using such funds, reduces redundancy and inefficiency.

## **3. Outsourcing to Increase Financial Efficiency**

- Outsourcing can increase financial efficiency for the Academy directly and effectively by providing high-quality services in all fields of the Academy. This requires relevant administrations in the Academy to evaluate the efficiency of outsourced contributions periodically and determine the reliability of external vendors as strategic partners for the Academy.



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