



**DOW INTERNATIONAL
MEDICAL COLLEGE (DIMC)
DOW UNIVERSITY OF HEALTH SCIENCES**

STRATEGIC PLAN (2024 - 2027)

Pioneering Excellence | Inspiring Innovation



To Heal | To Educate | To Discover

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PRINCIPAL'S MESSAGE

Dear Esteemed Faculty, Students, Alumni, and Stakeholders,

As we stand on the threshold of a new era, it is my privilege to introduce DIMC's comprehensive strategic planning document that will guide our path for the next 3 years and beyond.

A commitment to excellence in medical education, research, and compassionate patient care has always driven our institution. Today, we embark on a collective effort to further elevate our standards and leave an indelible mark on medical education, healthcare, and industries.

This strategic plan is not just a roadmap:

it is a blueprint for realizing our shared aspirations and transforming them into tangible accomplishments. Over the next 3 years, our focus will be on five key pillars that encapsulate our vision:

Academic Innovation and Excellence: We will continuously evolve our curriculum to align with emerging trends in medical science and pedagogy. Our goal is to produce graduates who are not just well-versed in medical knowledge but are also critical thinkers, problem solvers, and lifelong learners.

Research and Innovation: We envision DIMC as a hub of medical research that contributes to the advancement of healthcare globally. We aim to foster a culture of innovation among faculty and students, leading to significant discoveries and improved patient outcomes.



Global Collaboration:

We recognize the importance of international partnerships in today's interconnected world. We will actively seek collaborations with renowned institutions to exchange knowledge, experiences, and best practices, enriching the learning environment for our students.

Community Engagement and Outreach:

Through outreach programs, partnerships with local healthcare facilities, and initiatives that address public health challenges, we will actively contribute to the well-being of society.

Infrastructure and Technology: Our commitment to excellence extends to providing state-of-the-art infrastructure and technology that facilitate both learning and patient care. Investments in modern facilities, laboratories, and digital resources will be pivotal in achieving our goals.

Our journey will be guided by a sense of purpose, a shared commitment to our mission, and a relentless pursuit of innovation. As we embark on this transformative path, we invite all members of the DIMC community – faculty, students, alumni, and stakeholders – to contribute their insights, ideas, and energy to shape this vision into reality. Together, we will redefine medical education and healthcare delivery, leaving a legacy that resonates far beyond our institution's walls. The future of DIMC is bright, and I am honored to lead us into this exciting chapter.



EXECUTIVE SUMMARY

Dow International Medical College (DIMC), a constituent of Dow University of Health Sciences, offers an innovative MBBS program designed to produce skilled and compassionate healthcare professionals. The program integrates theoretical knowledge with hands-on clinical training, ensuring graduates are well-prepared for modern medical challenges. Students benefit from state-of-the-art facilities, a distinguished faculty, and training at top clinical sites. DIMC's strong emphasis on clinical skills, ethics, and Artificial Intelligence technologies prepare students for global medical practice.

DIMC is also a hub for medical research and innovation, encouraging students to engage in impactful research projects and showcase their work at research days. The institution embraces a global perspective by offering elective programs that expose students to diverse healthcare systems and international collaboration. With a commitment to academic excellence, clinical expertise, and cutting-edge technology, DIMC shapes the future of healthcare, equipping graduates for successful careers in a rapidly evolving global landscape.



ABOUT THE COLLEGE

Brief history of Dow International Medical College:

Dow International Medical College (DIMC), established in 2007 as part of Dow University of Health Sciences (DUHS), offers an MBBS program designed to support the medical education of children of overseas Pakistanis. Admitting 150 students annually, DIMC follows an integrated spiral curriculum with an annual assessment system. DUHS is globally recognized, ranking among the top medical universities in Pakistan and internationally, listed in the WHO Directory of Medical Schools and IMED-FAIMER. The college embraces modern technologies, incorporating AI tools into education and clinical training, ensuring students are equipped for future healthcare challenges.

The DIMC campus spans 200,000 square feet, housing state-of-the-art facilities such as the newly inaugurated DOW-APPNA Center for Emerging Technologies (DACET), Serobiology Lab, and a skill lab for both undergraduates and postgraduates. The college also features an advanced Anatomy and Forensic Museum, Dow Institute for Advanced Biological & Animal Research (DIABAR), Office of Research Innovation and Commercialization, and a vast library with digital resources. Clinical training is supported by four affiliated hospitals, including Ojha Institute of Chest Diseases (OICD), Dr. A. Q. Khan Center – Institute of Behavioral Sciences (IBS), Sindh Infectious Disease Hospital & Research Center (SIDH), and Dow University Hospital, which is home to cutting-edge diagnostic and treatment facilities like the Gamma Knife Radiosurgery Center.

The institution's commitment to excellence in medical education, research, and technology ensures that students are prepared for successful careers in the evolving global healthcare landscape. The campus also provides comfortable hostels, a gymnasium, and sports facilities to enhance student life.



INTRODUCTION & OVERVIEW

Dow International Medical College (DIMC) is in the heart of Karachi. Our 5-year MBBS program combines cutting-edge medical education with a focus on ethics and empathy, preparing students to meet global healthcare standards. We shape the next generation of compassionate, skilled physicians & surgeons.

Mission and Educational Approach

Our mission is to be a global leader in medical education, leveraging technology, research, and compassionate care to transform healthcare while fostering future leaders and entrepreneurs in medicine. We focus on holistic development by emphasizing character building, leadership, and discipline, equipping students with essential communication, critical thinking, and problem-solving skills for effective patient care.

We believe that being a doctor involves not only medical knowledge but also the ability to empathize with patients and provide comprehensive solutions. DIMC nurtures an entrepreneurial spirit, empowering students to innovate, explore healthcare solutions, and contribute to the healthcare industry's evolution. Through self-driven learning and leadership, we prepare students to excel in their careers and lead positive changes in global healthcare.


Research and Innovation

DIMC is dedicated to advancing medical science through research and innovation. We strongly encourage students to take part in research projects that contribute to expanding medical knowledge and improving patient care.

By promoting Student Research Societies, we provide students with opportunities to engage in innovative research, collaborate with peers and mentors, and contribute to groundbreaking discoveries. These societies cultivate creativity and critical thinking, allowing students to explore new frontiers in medical science and make significant contributions to healthcare. This active involvement ensures that students stay at the forefront of medical advancements, transitioning from textbook learning to becoming proactive contributors to the future of medicine. Our focus on research aligns with our mission to transform healthcare and prepare future leaders to drive change in the medical field.

Clinical Training and Affiliations

DIMC provides robust clinical training through affiliations with top healthcare institutions, including Dow University Hospital (DUH), Ojha Institute of Chest Diseases (OICD), Dr. Abdul Qadeer Khan Institute of Behavioral Sciences (IBS), Sindh Infectious Disease Hospital & Research Center (SIDH) and DOW-APPNA Center for Emerging Technologies (DACET). These partnerships offer students hands-on experience in various medical fields, from general medicine and surgery to specialized areas like infectious diseases and behavioral sciences.



Students also benefit from state-of-the-art diagnostic facilities, such as Dow Diagnostic Research and Reference Laboratories (DDR&RL) and Radio Diagnostic Complex, enhancing their clinical skills and understanding of modern medical practices.

State-of-the-Art Facilities

DIMC's 200,000-square-foot campus is equipped with advanced infrastructure to support both academic and extracurricular activities. Key facilities include five fully equipped laboratories, including the Power Lab and Skill Lab, an Anatomy and Forensic Museum for hands-on learning, and the Dow Institute for Advanced Biological & Animal Research (DIABAR), Dow Research Institute of Biotechnology and Biomedical Sciences (DRIBBS), Dow Institute of Biological, Biochemical & Pharmaceutical Sciences (DIBBPS), Dow DOGANA Advanced Molecular Genetics and Genomics Diseases Research and Treatment Centre, Dow Institute of Life Sciences (DILS) for research.

The Serobiology Lab and the newly inaugurated DOW-APPNA Center for Emerging Technologies (DACET) enhance research capabilities, while the multi-story OT Complex and Trauma Center provide clinical exposure to advanced surgical and emergency care. Additionally, Gamma Knife Radiosurgery Center offers students experience with high-precision treatments.

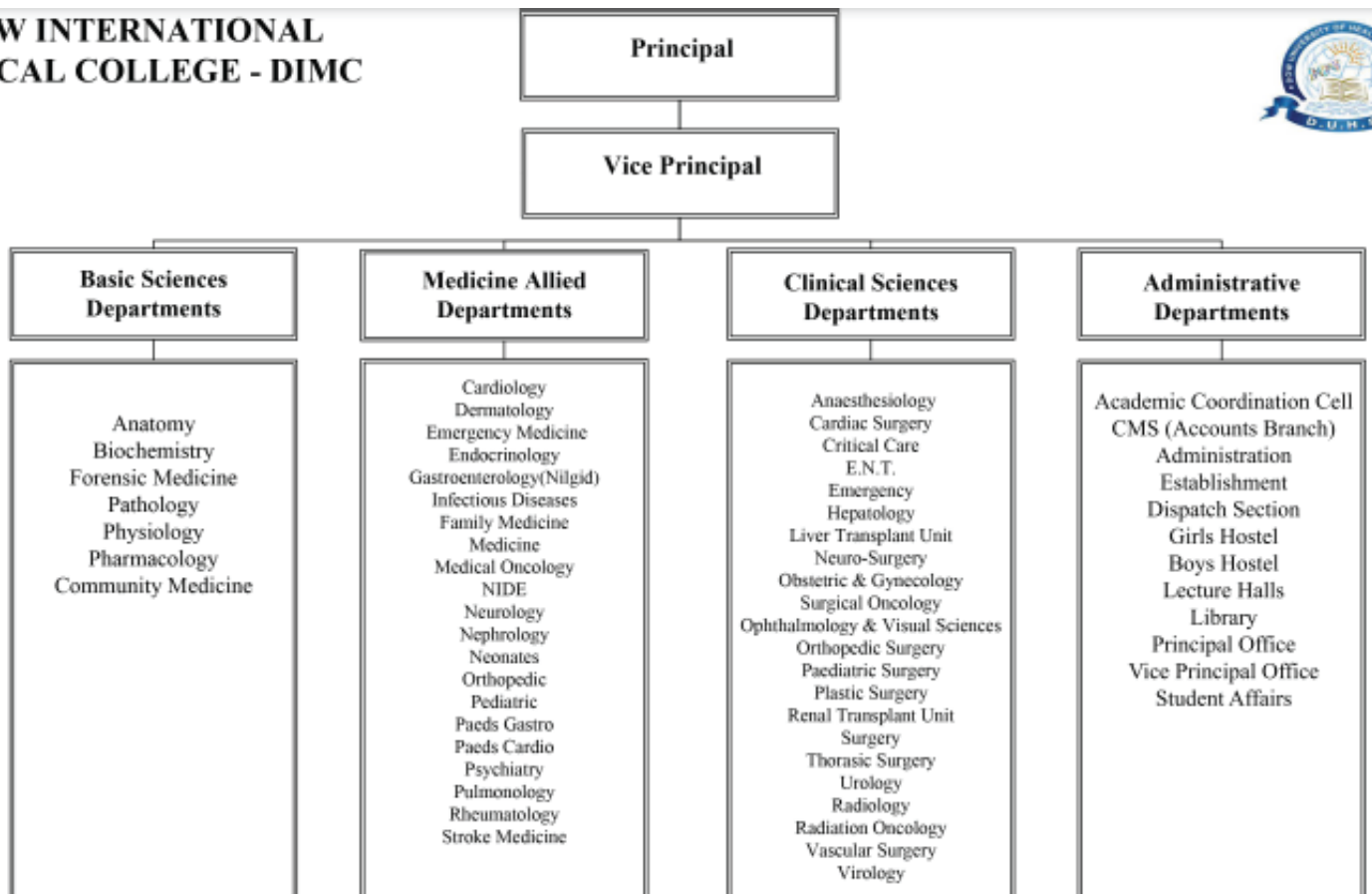
Campus and Student Life

DIMC's campus fosters both academic and personal growth, offering secure, well-furnished male and female hostels within a comfortable and convenient environment. The college encourages student involvement in extracurricular activities both on and off-campus, including the Dow Patient Care Association (DPCA), Debate Society, CARE Society, Research Society, and Sports club with facilities like a large cricket ground and a state-of-the-art gymnasium promoting physical well-being and teamwork.

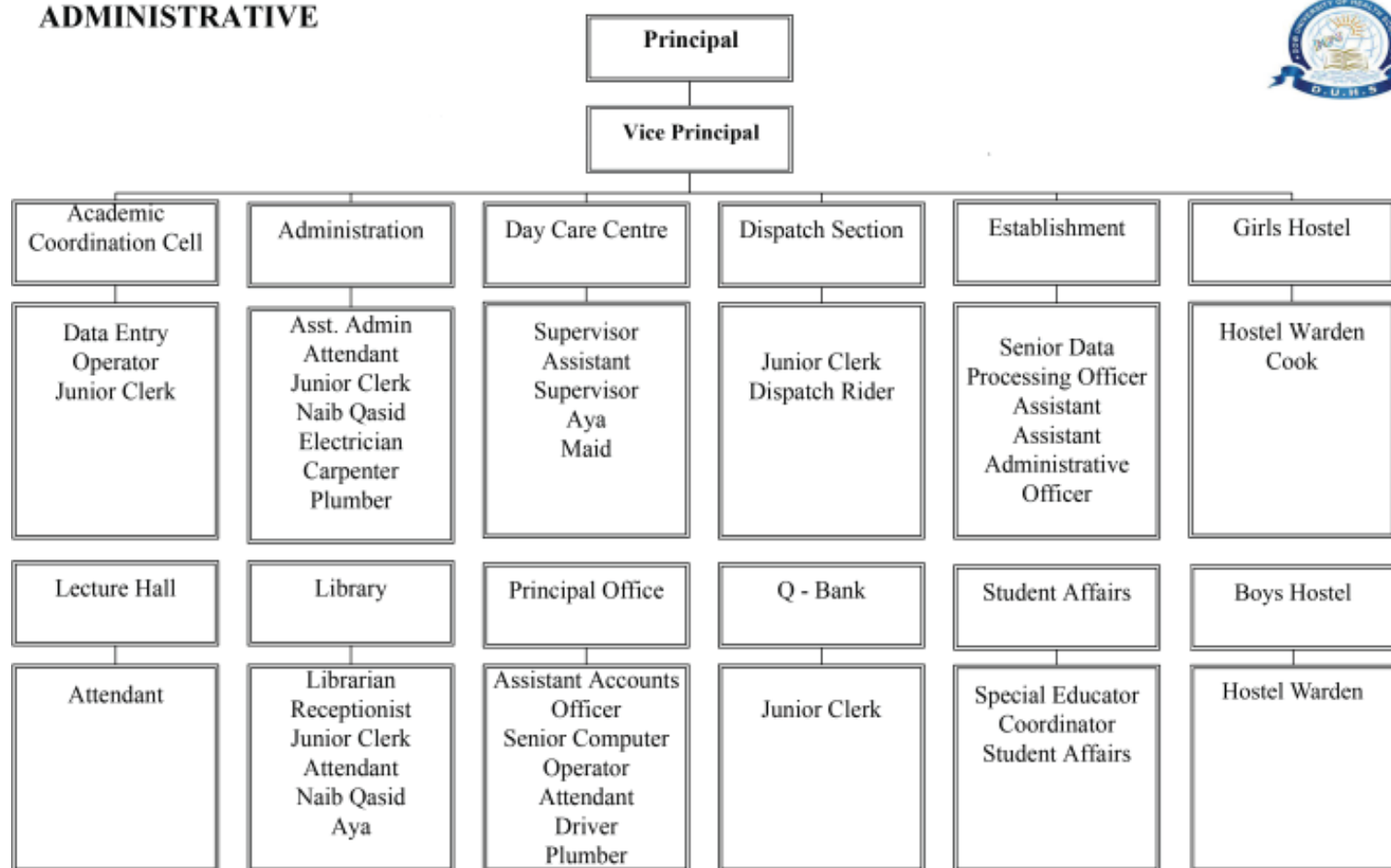
Students are also encouraged to engage in initiatives supporting various Sustainable Development Goals (SDGs), enhancing their awareness and contribution to global challenges. This holistic approach ensures a healthy balance between academics, personal development, and community involvement.

DIMC ORGANOGRAM

**DOW INTERNATIONAL
MEDICAL COLLEGE - DIMC**



ADMINISTRATIVE



Total Faculty & Supporting Staff of Dow International Medical College

Basic Departments

Total Professor in Basic Departments	11
Total Associate Professor in Basic Departments	14
Total Assistant Professor in Basic Departments	24
Total Lecturer in Basic Departments	22
Total Admin & Supporting Staff in Basic Departments	62
Total Faculty & Staff in Basic Departments	133

Clinical Departments

Total Professor in Clinical Departments	13
Total Associate Professor in Clinical Departments	15
Total Assistant Professor in Clinical Departments	95
Total Senior Registrar in Clinical Departments	25
Total Psychologist in Clinical Departments	1
Total Occupational Therapists in Clinical Departments	1
Total Faculty & Staff in Clinical Departments	125

Total Faculty & Supporting Staff of Basic, Clinical &

Administrative Departments of DIMC

Total Professor in Basic & Clinical Departments	24
Total Associate Professor in Basic & Clinical Departments	29
Total Assistant Professor in Basic & Clinical Departments	120
Total Lecturer in Basic Departments	22
Total Senior Registrar in Clinical Departments	25
Total Psychologist in Clinical Departments	1
Total Occupational Therapists in Clinical Departments	1
Total Admin & Supported Staff in Basic, Clinical & Administrative Departments	65
Total Faculty & Staff in Basic, Clinical & Administrative Departments of Dow Medical College	287

SECTION I: OVERVIEW OF THE STRATEGIC PLANNING PROCESS

Dow University of Health Sciences (DUHS), as Pakistan's leading health sciences institution, embarked on a forward-thinking strategic planning process to shape the future of healthcare in the region. Guided by inclusivity, innovation, and measurable outcomes, the process was designed to align with DUHS's mission and vision while addressing emerging challenges in education and clinical practice.

Key Elements of the Process

1. Collaborative Approach:

The process engaged diverse stakeholders, including faculty, students, staff, and community members, ensuring shared ownership and relevance.

2. Guiding Principles:

- Alignment with DUHS's core mission and values.
- Ambitious yet achievable goals supported by measurable metrics.
- Emphasis on innovation, including the integration of new technologies and AI in teaching and clinical practices.
- Resource-conscious and sustainable planning.

3. Strategic Framework:

- Short-Term Goals (2024): Immediate enhancements in operational efficiency and academic delivery.
- Mid-Term Goals (2027): Expansion of DUHS's international reputation and adoption of AI-driven solutions in education and healthcare.
- Long-Term Goals (2030): Establishing DUHS as a global leader in healthcare innovation and education.

4. SWOT Analysis:

Comprehensive analysis involving all key stakeholders to identify priorities and shape strategies.

5. Technology Integration:

Adoption of advanced technologies, including AI, to revolutionize teaching methodologies, and assessment strategies improve diagnostic accuracy, and enhance patient care.

Impact

This strategic plan not only strengthens DUHS's foundation but also positions it as a pioneer in leveraging technology for healthcare education and clinical excellence. By fostering innovation and collaboration, DUHS is poised to redefine healthcare standards in Pakistan and beyond.



SECTION II: VISION, MISSION, AND VALUES

One of the principal objectives of the strategic planning process was the articulation and communication of the fundamental purpose of the University. It is the construct within which challenges and opportunities are examined and analyzed, strategic issues framed, and strategic goals and thrusts articulated. It is also the process through which the plan is implemented and the lens that ultimately evaluates its effectiveness. The primary components of the University's purpose are its vision, mission, and values.

VISION

To be a pre-eminent academic institution committed to
changing and saving lives

MISSION

Providing outstanding patient-centered education, training and
clinical care informed by cutting-edge research and innovation
generating and disseminating new knowledge

VALUES

CUSTOMER SERVICE

- o Put patients & students first

EMPATHY & COMPASSION

- o Understand before you judge
- o Be concerned for sufferings & misfortunes of others

EXCELLENCE

- o Be the best and commit to exceptional quality and service

INNOVATION

- o Encourage curiosity, imagine, create and share

TEAMWORK

- o Engage & collaborate

INTEGRITY & LEADERSHIP

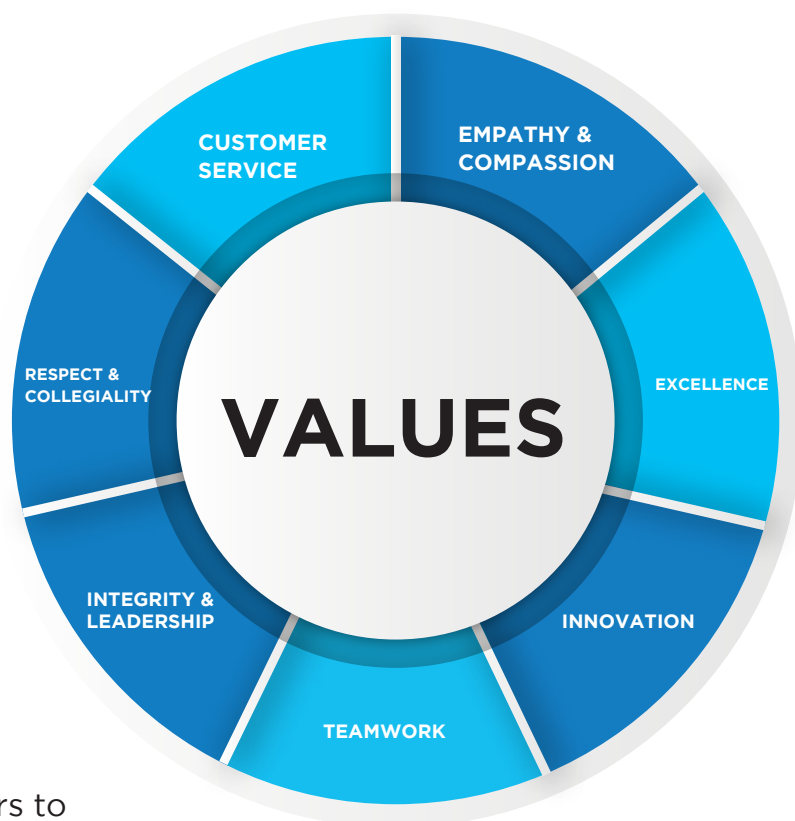
- o Be a role model and influence others to achieve their best
- o Have the courage to do the right thing
- o Hold yourself and others accountable

RESPECT & COLLEGIALLY

- o Be kind
- o Listen to understand
- o Value different opinions

STATEMENT OF PURPOSE

At Dow International Medical College, we shape compassionate, skilled doctors with leadership, entrepreneurial, and research abilities to address global healthcare challenges through innovation and clinical excellence.





SECTION III: ASPIRATIONAL INSTITUTIONS

1. Aga Khan University, Karachi Pakistan
2. National University of Singapore, Yong Loo Lin School of Medicine
3. John Hopkins School of Medicine, Baltimore Maryland (research and primary care)
4. Mayo Clinic Alix School of Medicine (United States)

SECTION IV: STRATEGIC GOALS

Goal 1: Excellence in Medical Education.

Objective	Action Plan
Incorporate technology to enhance student learning.	<ul style="list-style-type: none"> By the end of the academic year 2025, LMS adoption in teaching and learning will increase to 80% of courses. Achieve a student satisfaction rate of 85% or higher about the technology implemented by the end of the academic year.
Prepare students as successful health professionals through mentoring and career counseling.	<ul style="list-style-type: none"> By semester 2, 2025, implement a structured mentoring program for at least 90% of students across all years. Organize bi-annual career counseling sessions with participation from 75% of students.
Prepare graduates as lifelong learners, collaborative leaders, and healthcare advocates.	<ul style="list-style-type: none"> Implement leadership workshops for first-to-final-year students, aiming for 100% participation by the end of the academic year 2025. By 2026, establish a continuous graduate network that engages 75% of graduates for knowledge sharing and learning.
Continuous faculty development through regular professional development programs.	<ul style="list-style-type: none"> Ensure 100% faculty participation in at least two professional development sessions annually, with completion tracked and reported. Ensure all faculty members complete CHPE training (mandatory) by mid-2025 and MHPE (optional) within the next two years.

Goal 2: Research, Innovation, and Knowledge Dissemination

Objective	Action plan
Promote student-led research initiatives.	<ul style="list-style-type: none"> • Increase student-led research projects by 15% annually, ensuring that at least 80% of research projects are submitted for publication by 2025. • Increase the number of student research publications by 30% within two academic years.
Encourage students to participate in the Student Research Club.	<ul style="list-style-type: none"> • Launch a Student Research Club with a membership goal of 75% student participation by the end of 2025. • Conduct quarterly research skills workshops, ensuring 90% student attendance each year.
Organize research showcases, seminars, and workshops.	<ul style="list-style-type: none"> • Organize an annual research showcase with 100% student participation in 2025. • Introduce a student-led e-newsletter by mid-2025 to highlight their research and achievements. • Host at least two research seminars annually, featuring both national and international experts.
Strengthen collaborations with national and international research communities.	<ul style="list-style-type: none"> • Establish at least three new research collaboration agreements with national and international institutions within two years. • Increase joint publications by 50% within the next three years. • Host an annual research symposium starting in 2025 to showcase research achievements.

Goal 3: Global Curriculum Advances in Medical Education

Objective	Action plan
Facilitate measured integration of various disciplines to enhance multidisciplinary education and student training.	<ul style="list-style-type: none"> • Hold quarterly modular coordinator meetings starting January 2025 to ensure interdisciplinary integration across all modules. • Offer interdisciplinary teaching training programs to 100% of faculty by the end of 2025.
Obtain and sustain accreditation from pertinent national and international organizations.	<ul style="list-style-type: none"> • Complete all necessary steps for PM&DC accreditation in 2024. • Submitted required documents for SLMC recognition for DIMC in January 2025.
Improve elective policies to offer students more diverse and global learning opportunities.	<ul style="list-style-type: none"> • Finalize and implement an enhanced elective policy by June 2025. • Establish at least five new international partnerships for student electives by the end of 2026.

Goal 4: Community Services and Outreach

Objectives	Action Plan
Enhance students' community outreach participation through integrated community visits & services.	<ul style="list-style-type: none"> • Increase student participation in community outreach programs by 20% annually. • Facilitate student-led community research projects every year, with 100% participation in each academic year. • Ensure that survey reports from community visits and services are submitted by 100% of students within one week after each event.
Develop and implement collaborative community outreach programs aligned with the curriculum.	<ul style="list-style-type: none"> • Restructure existing community outreach programs to better integrate with the curriculum by 2025. • Initiate at least one new community outreach program annually, with student involvement in each.
Establish partnerships with local and global health organizations.	<ul style="list-style-type: none"> • Establish at least three partnerships with both local and global health organizations by 2026.

Goal 5: Infrastructure and Technological Advancement

Objective	Action plan
Ensure consistent utilization of the Learning Management System (LMS) by students and faculty.	<ul style="list-style-type: none">• Train 100% of faculty and staff on the LMS by the end of the first semester 2025.• Achieve 90% active engagement from both students and faculty on the LMS by 2025.• Implement e-portfolios for 100% of students by the end of the 2025 academic year.
Establishment/ Upgradation of labs with the latest equipment.	<ul style="list-style-type: none">• Establish a multidisciplinary research lab by mid-2025, outfitted with state-of-the-art equipment for student and faculty research.
Improve IT solutions for college management.	<ul style="list-style-type: none">• Improve the IT network system to ensure consistent connectivity for academic and administrative functions by mid of 2025.

RATIONALE OF THE STRATEGIC GOALS

- ▲ **Aligning Education with Modern Technological Advancements (LMS + AI Integration):**
Rationale: By integrating LMS for efficient learning and AI for personalized student support, both basic and clinical education are enhanced. This combination provides real-time feedback, data-driven insights, and adaptive learning paths, ensuring students are equipped with the latest tools and skills for modern healthcare practices.
- ▲ **Preparing Students for a Rapidly Changing Healthcare Landscape:**
Rationale: Incorporating AI-driven clinical tools and simulations in training enables students to familiarize themselves with advanced healthcare technologies, ensuring they are ready for future roles in a digital, data-driven medical field. This also prepares students to engage with technologies like AI diagnostics, robotics, and telemedicine in real-world clinical settings.
- ▲ **Enhanced Faculty Development and Professional Growth:**
Rationale: Continuous AI and LMS-based training will empower faculty to stay updated with emerging technologies in healthcare. This ensures they can effectively teach modern medical practices, integrating AI and other advancements into both classroom and clinical training, ultimately improving the quality of education.
- ▲ **Fostering Global Collaboration and Research:**
Rationale: Using LMS for tracking and supporting research activities, along with AI tools for data analysis, enables both students and faculty to engage in collaborative, interdisciplinary research. This promotes international partnerships, enhances research productivity, and drives innovation in translational medicine.
- ▲ **Global Curriculum Enhancement and Cross-Disciplinary Learning:**
Rationale: The integration of AI-powered learning modules and multidisciplinary courses facilitates a holistic approach to education. It ensures that students receive a well-rounded education, blending theoretical knowledge with practical clinical experience, and prepares them for global healthcare challenges through access to international resources and perspectives.

OBJECTIVES, OKRs & KPIs

Goal 1: Excellence in Medical Education							
Goal Statement: To advance medical education through AI integration, mentorship, career counseling, and leadership development.							
Objective: To enhance medical education through AI integration, mentorship, and leadership development.							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Incorporate technology to enhance student learning.	Integrate AI tools in LMS, train faculty on AI tools.	70% of LMS courses using AI tools	Track digital platform analytics (logins, usage hours).	50% of LMS courses using AI tools	Prof. Sonia Ijaz & Prof. Yahya Noori	Office of the Learning Management	By June 2025
	Pilot AI-driven modules in clinical training.	80% of clinical modules using AI tools	Conduct quarterly student surveys.	50% of clinical Modules using AI tools	Prof. Sonia Ijaz & Prof. Yahya Noori	Office of the Learning Management	By June 2025
Mentoring & Career Counseling	Launch structured mentoring program, Organizing career counseling session.	80% student Participation in mentoring program	Monitor mentoring program enrollment and participation records.	50% of students in mentoring program	Prof. M. Mohiuddin Alamgir & Dr. H.S Imranul Haque	Office of the Chief Mentor	By June 2025
	Organize one career counseling session.	65% student Participation in counseling	Track attendance at career counseling sessions.	50% of students attend counseling session	Prof. M. Mohiuddin Alamgir & Dr. H.S Imranul Haque	Office of the Chief Mentor	By June 2025
Lifelong Learning & Leadership	Organize leadership workshop, launch alumni graduate network.	1 leadership session conducted, 1 alumni session	Track session attendance and feedback.	Alumni network session conducted	Prof. Sonia Ijaz	DIHPE	By June 2025

Goal 2: Research, Innovation, and Knowledge Dissemination

Goal Statement: To promote research, innovation, and knowledge sharing through student-led projects and global collaborations.

Objective: promote student research and establish global partnerships

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Promote student-led research	Encourage students to initiate research projects, mentor students.	80% of students publish research before graduation	Number of publications of graduating students.	50% of students initiating research projects	Dr. Musarrat Riaz, Dr. Farina Hanif & Prof. Sonia Siddiqui	Research Department DIMC	By June 2025
	Increase research projects submitted for publication.	30% increase in student submissions	Review the number of annual reports from each department on student-led research projects.	15% increase in research submissions	Dr. Musarrat Riaz, Dr. Farina Hanif & Prof. Sonia Siddiqui	Research Department DIMC	By June 2025
Encourage Participation in the Research Club	Launch Research Club, conduct two research skills workshops.	50% of students join the Research Club	Track how many members actively participate in student-led research projects and their roles (e.g., researcher, presenter)	25% of students involved in research workshops	Dr. Musarrat Riaz, Dr. Farina Hanif & Prof. Sonia Siddiqui	Research Department DIMC	By June 2025
	Organizing research showcase and seminars with experts.	50% participation in research showcase	Monitor attendance and feedback from research skills workshops.	25% student participation in research showcase	Dr. Musarrat Riaz, Dr. Farina Hanif & Prof. Sonia Siddiqui	Research Department DIMC	By June 2025
Strengthen national & International collaborations	Establish collaboration agreement, plan international symposium.	1 collaboration agreement signed	Number of agreements signed.	Finalize symposium speakers, and plan schedule	Dr. Musarrat Riaz, Dr. Farina Hanif & Prof. Sonia Siddiqui	Office of the Global Engagement, DUHS	By June 2025

Goal 3: Global Curriculum Advances in Medical Education

Goal Statement: Enhance the global medical curriculum through integration, accreditation, and diverse electives.

Objective: Promote interdisciplinary learning, achieve accreditation, and expand global elective opportunities.

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Facilitate integration of disciplines	Hold modular coordinator meetings, conduct interdisciplinary training.	Positive faculty & student feedback on integration	Faculty & student feedback.	Complete 1 Interdisciplinary training workshop	Dr. Munizha Nisar & Prof. Sonia Ijaz	Medical Education, DIMC	By June 2025
Accreditation	Follow-up on SLMC recognition for DIMC.	Full SLMC recognition for DIMC	Approval from the regulatory body.	Final SLMC recognition received	Prof. Ramlah Naz	Registrar Office, DUHS	By June 2025
Enhanced Elective Diversity & Global Opportunities	Develop new elective policies, establish international partnerships.	At least 3 International partnerships for electives	Approved policy through proper channels.	Establish 2 International partnerships	Prof. Sonia Ijaz & Dr. Munizah Nisar Aatir Anwar	Office of the Global Engagement, DUHS	By June 2025

Goal-4: Community Services and Outreach							
Goal Statement: To improve community outreach through increased student participation and new collaborative programs.							
Objective: Drive student engagement in outreach and launch impactful community programs.							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Enhance student Participation in outreach	Increase student involvement, facilitate student-led research projects.	85% participation in outreach programs	Track student participation in programs	50% student participation in outreach activities	Dr. Faryal Nawab & Dr. Munizha Nisar	Community Medicine, DIMC	By June 2025
	Ensure survey reports From each community visit is submitted.	90% of survey submissions credited in evaluations	Completed several reviews/ reports /survey submissions from students.	75% of students submitting survey reports	Dr. Faryal Nawab & Dr. Munizha Nisar	Community Medicine, DIMC	By June 2025
Collaborative Outreach Programs	Restructure outreach program, initiate new programs.	At least one new community outreach program launched	Comparison of Outcome reports of existing and modified programs along with details of new outreach programs launched.	Restructure existing outreach program for better impact	Dr. Fareed Uddin	Community Medicine, DIMC	By June 2025

Goal-5: Infrastructure & Technological Advancement

Goal Statement: To advance infrastructure and technology through effective LMS utilization and IT network improvements.

Objective: boost LMS engagement and optimize IT systems.

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Utilize LMS effectively	Conduct training for 100% of faculty and achieve 90% active engagement.	90% engagement rate from students and faculty	Track completion of training programs for faculty and staff.	75% engagement rate from students and faculty	Prof. Yahya Noori	Office of the Learning Management	By June 2025
Improve IT network system	Conduct IT audits and identify network issues.	IT audit completed, issues identified	Faculty & Students feedback.	Implement Recommendations from audit	Mr. Shehzad Ahmed	ICT	By June 2025



SECTION V: RESOURCE PLANNING FOR ACHIEVING STRATEGIC GOALS

To achieve the institution's strategic goals, targeted resource allocation is crucial to foster excellence in education, research, infrastructure, and community outreach. Resources will be directed toward integrating cutting-edge technologies into learning systems, enhancing faculty training, and establishing structured mentoring and career development programs. Investments will prioritize faculty development workshops and upgrades to digital platforms to ensure effective technology integration and interdisciplinary education.

Funding will also support research initiatives, skill-building workshops, and collaborative academic programs. Administrative and financial resources will be allocated to facilitate accreditation processes, strengthen international partnerships, and expand academic offerings.

Furthermore, investments in community engagement will boost outreach programs, increase student participation, and improve data collection for impact assessment. To ensure long-term sustainability, resources will focus on upgrading IT infrastructure, training faculty on digital platforms, and optimizing network systems for seamless institutional operations.



SECTION VI: IMPLEMENTATION AND MONITORING OF STRATEGIC PLAN

A structured monitoring and evaluation framework will ensure the effective implementation of the strategic plan. Each initiative will have clearly defined Key Performance Indicators (KPIs) to track progress, using digital analytics, participation rates, and stakeholder feedback as primary assessment tools. Technology integration and faculty training effectiveness will be monitored through platform usage metrics and surveys while mentoring and career development programs will be evaluated based on engagement levels and student outcomes.

Research and academic advancements will be assessed through publication rates, participation in scholarly activities, and collaboration outcomes. Community engagement efforts will be tracked by measuring student involvement in outreach programs and analyzing collected data for impact assessment. Infrastructure and technological improvements will be evaluated through audit reports, system performance reviews, and faculty engagement in digital platforms.

Regular progress reviews, stakeholder consultations, and adaptive strategies will ensure continuous improvement and alignment with institutional objectives.


SECTION VII: LIST OF APPENDICES

No.	DESCRIPTION
A	SWOT ANALYSIS
B	TOWS MATRIX



APPENDIX A: SWOT ANALYSIS

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> 1. DUHS Legacy: A well-established name with historical significance in the medical field. 2. Qualified and Experienced Faculty: A highly skilled faculty pool contributing to the institution's academic reputation. 3. Teaching Hospitals: Availability of high-quality hospitals for hands-on student training. 4. Alumni with Diverse Knowledge: A vast network of alumni contributing to both local and international growth. 5. State-of-the-Art Facilities: Advanced facilities and infrastructure that support modern medical education. 	<ol style="list-style-type: none"> 1. Non-availability of Smart Classroom & PDC Facilities: Missing modern teaching tools for enhanced student engagement. 2. Lack of Faculty and Staff Capacity Development: Absence of continuous training programs for faculty and staff. 3. Supply Chain Issues: Interruptions in the procurement of necessary educational and medical resources. 4. Low Faculty Retention: Due to insufficient salaries and lack of employee engagement initiatives. 5. Unavailability of Paid Online Teaching Materials in the Library: Limited access to online resources for students and faculty. 6. Low International Ranking: Limited visibility on the global stage in comparison to other institutions. 7. Lack of Student Research: Insufficient emphasis on student-driven research projects. 8. No Promotion Policy for Staff: Limited career growth opportunities within the institution. 9. Poor Attendance System for Students: Lack of an efficient system for tracking and ensuring student participation.



OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> 1. International Collaboration: The potential to partner with global institutions for exchange programs, research, and faculty development. 2. Open Admission for Global Community: Expanding access to DUHS for international students. 3. AI Technologies for Teaching: Leverage artificial intelligence to improve educational delivery, from content creation to personalized learning paths. 	<ol style="list-style-type: none"> 1. Global Political Uncertainty: Geopolitical instability may affect international collaborations and student enrollment. 2. Rising Competition from Private Medical Colleges: Emerging private medical colleges pose a threat to DUHS's position in the market. 3. Non-competitive Salary Structures: DUHS's salary packages are not aligned with market standards, leading to faculty attrition. 4. Economic Crisis of the Country: Economic instability can impact funding, enrollment rates, and student ability to pay fees. 5. Non-availability of Foreign Currency for Fees: International students may face financial barriers due to currency shortages.



APPENDIX B:

TOWS MATRIX

	OPPORTUNITIES	THREATS
	<ol style="list-style-type: none"> 1. International Collaboration: The potential to partner with global institutions for exchange programs, research, and faculty development. 2. Open Admission for Global Community: Expanding access to DUHS for international students. 3. AI Technologies for Teaching: Leverage artificial intelligence to improve educational delivery, from content creation to personalized learning paths. 	<ol style="list-style-type: none"> 1. Global Political Uncertainty: Geopolitical instability may affect international collaborations and student enrollment. 2. Rising Competition from Private Medical Colleges: Emerging private medical colleges pose a threat to DUHS's position in the market. 3. Non-competitive Salary Structures: DUHS's salary packages are not aligned with market standards, leading to faculty attrition. 4. Economic Crisis of the Country: Economic instability can impact funding, enrollment rates, and students' ability to pay fees. 5. Non-availability of Foreign Currency for Fees: International students may face financial barriers due to currency shortages.

STRENGTHS	SO	ST
<p>1. DUHS Legacy: A well-established name with historical significance in the medical field.</p> <p>2. Qualified and Experienced Faculty: A highly skilled faculty pool contributing to the institution's academic reputation.</p> <p>3. Teaching Hospitals: Availability of high-quality hospitals for hands-on student training.</p> <p>4. Alumni with Diverse Knowledge: A vast network of alumni contributing to both local and international growth.</p> <p>5. State-of-the-Art Facilities: Advanced facilities and infrastructure that support modern medical education.</p>	<p>1. Leverage DUHS's Legacy for International Collaboration:</p> <ul style="list-style-type: none"> o Actionable Plan: Develop strategic international collaborations leveraging DUHS's legacy. This can include establishing fellowship programs, joint research initiatives, and international exchange programs to enhance the institution's global presence. o Responsible Stakeholders: Director of International Affairs (DIA), Senior Academic Faculty. o Deadline: By the end of 2025. o Example: "Leverage DUHS's legacy to attract international faculty by offering fellowship programs with leading global institutions." <p>2. Utilize Qualified and Experienced Faculty for International Partnership Growth:</p> <ul style="list-style-type: none"> o Actionable Plan: Actively involve faculty in promoting DUHS's international collaborations by encouraging participation in international conferences, research symposiums, and faculty exchange 	<p>1. Continuous Quality Assurance for Reputation Management:</p> <ul style="list-style-type: none"> o Actionable Plan: Implement robust quality assurance processes to ensure that DUHS remains competitive amidst emerging private colleges. Regular academic reviews, feedback from alumni, and student surveys will be part of these measures. o Responsible Stakeholders: Quality Assurance Cell (QAC), Senior Academic Leaders. o Deadline: By the end of 2025. o Example: "Regularly assess and improve academic quality through feedback loops and accreditation processes to maintain DUHS's competitive advantage." <p>2. Diversified Funding Sources to Address Financial Constraints:</p> <ul style="list-style-type: none"> o Actionable Plan: Explore new funding models, including partnerships with international

	<p>programs.</p> <ul style="list-style-type: none"> o Responsible Stakeholders: Academic Deans and faculty Heads. o Deadline: By the end of 2025. o Example: "Encourage faculty to engage in international research collaborations and exchange opportunities to expand DUHS's global network." 	<p>institutions, grants, and targeted fundraising to support faculty salaries and infrastructural needs.</p> <ul style="list-style-type: none"> o Responsible Stakeholders: Finance Department, Fundraising Committee. o Deadline: By the end of 2026. o Example: "Seek alternative funding sources, such as international collaborations, to ensure sustainability in faculty retention."
WEAKNESSES	WO	WT
<ol style="list-style-type: none"> 1. Non-availability of Smart Classroom & PDC Facilities: Missing modern teaching tools for enhanced student engagement. 2. Lack of Faculty and Staff Capacity Development: Absence of continuous training programs for faculty and staff. 3. Supply Chain Issues: Interruptions in the procurement of necessary educational and medical resources. 	<ol style="list-style-type: none"> 1. Develop Global Exposure Programs to Address Faculty Development Needs: <ul style="list-style-type: none"> o Actionable Plan: Implement global exposure programs for both students and faculty. This will include international training sessions and partnerships with renowned medical institutions worldwide to improve global learning opportunities. o Responsible Stakeholders: International Relations Office (IRO), Faculty Development Team. o Deadline: By the end of 2025. 	<ol style="list-style-type: none"> 1. Revise Salary Structures to Retain Faculty and Prevent Attrition: <ul style="list-style-type: none"> o Actionable Plan: Conduct a salary review and implement competitive compensation packages to retain top faculty members and prevent loss to emerging private institutions. o Responsible Stakeholders: HR Department, Finance Department. o Deadline: By the end of 2026.

<p>4. Low Faculty Retention: Due to insufficient salaries and lack of employee engagement initiatives.</p>	<p>o Example: "Develop programs for students and faculty to gain global exposure through international fellowships and research collaborations."</p>	<p>o Example: "Revise salary structures to ensure competitive compensation for faculty and staff to reduce turnover."</p>
<p>5. Unavailability of Paid Online Teaching Materials in the Library: Limited access to online resources for students and faculty.</p>	<p>2. Strengthen Research by Focusing on International Collaboration:</p> <p>o Actionable Plan: Increase student and faculty involvement in research by establishing dedicated research clubs, securing external funding for research projects, and fostering collaboration with international research institutes.</p> <p>o Responsible Stakeholders: Office of Research and Innovation (ORIC), Faculty Research Leaders.</p> <p>o Deadline: By the end of 2025.</p> <p>o Example: "Foster international research collaborations to enhance student-driven projects and faculty-led research."</p>	<p>2. Develop Resilience Measures for Community Outreach Amidst Financial Constraints:</p> <p>o Actionable Plan: Create financial contingency plans to ensure the continuity of community outreach programs despite economic instability. This may involve collaboration with external donors and government agencies.</p> <p>o Responsible Stakeholders: Community Outreach Team, HR Department.</p> <p>o Deadline: By the end of 2025.</p> <p>o Example: "Develop financial resilience strategies to ensure community outreach programs remain active despite economic pressures."</p>
<p>6. Low International Ranking: Limited visibility on the global stage in comparison to other institutions.</p>		
<p>7. Lack of Student Research: Insufficient emphasis on student-driven research projects.</p>		
<p>8. No Promotion Policy for Staff: Limited career growth opportunities within the institution.</p>		
<p>9. Poor Attendance System for Students: Lack of an efficient system for tracking and ensuring student participation.</p>		

