



DIGITAL LEARNING CENTRE (DLC)

DOW UNIVERSITY OF HEALTH SCIENCES

STRATEGIC PLAN

(2024 – 2027)

Pioneering Excellence | Inspiring Innovation



To Heal | To Educate | To Discover

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DIRECTOR'S MESSAGE



As the world transforms in front of our eyes, we are looking forward to a bright future for our University in Digital Space. We aim to support our students with state-of-the-art digital learning experiences with additional material provided on our learning management system. At the same time, we have been training our faculty in helping them improve their familiarity with the digital teaching and learning tools to increase engagement in their classes. With the help of our digital learning platform, we can increase the number and variety of formative assessments for deepening the learning experience of our students.

It has been little more than a year since the formal inauguration of the Digital Learning Center, and when we look back at what we have achieved, we feel an immense sense of gratitude for our impact on the faculty and students in terms of student-centered education and engagement.

We look forward to a future, where students would be able to learn more effectively, and faculty would be able to deliver their content in a highly engaging manner with the help of the available digital tools to enhance teaching and learning, which would be a significant step towards University's mission of providing outstanding patient-centered education, training and clinical care informed by cutting-edge research and innovation generating and disseminating new knowledge.

In this era of rapid technological advancements, our university remains committed to embracing innovation in education. The Digital Learning Center and the related facilities stand as a testament to our dedication to providing a state-of-the-art learning environment. Looking ahead, we anticipate a seamless integration of technology, enabling us to expand our repertoire of formative assessments and foster a deeper understanding of the subjects at hand. As we navigate this digital frontier, we eagerly anticipate a future where learning knows no bounds and our faculty continues to inspire through innovative and engaging teaching methods. Together, we are shaping a future where knowledge flourishes and Dow University of Health Sciences remains at the forefront of educational excellence.

Prof. Dr. Muhammad Yahya Noori

EXECUTIVE SUMMARY

The Digital Learning Center, formally inaugurated on 25th May 2023, is the hub of digitalization of educational practices at Dow University of Health Sciences. Its scope of work includes the implementation and maintenance of the learning management system, training faculty in using the digital means, and empowering students by facilitating their access to the learning materials. During the academic year 2023, we updated our systems to the latest available stable versions and provided relevant training to faculty members from every institute so that they could start utilizing the digital platforms for improving their teaching.

We look forward to expanding our footprint by increasing the utilization of the Learning Management system by the faculty and students, making our systems stable, updated, and free from the risk of cyberattacks.

At the same time, we are also striving for standardization of all the processes and procedures, along with the development of policies, so that our workflow remains effective and efficient.

At the same time, we are looking to build strong partnerships with the departments that will launch their programs and certificates in the digital space.

ABOUT THE DEPARTMENT

The Digital Learning Center (DLC) at Dow University of Health Sciences (DUHS) was established to provide cutting-edge digital support for the university's educational practices. It was inaugurated on May 25th, 2023, the DLC aims to digitize educational delivery for both undergraduate and postgraduate programs. The department's responsibilities include the implementation and continuous maintenance of the Learning Management System (LMS), providing faculty training on digital tools, and offering students seamless access to learning materials. The DLC also facilitates the integration of digital assessments and content creation, enhancing both teaching and learning experiences.

The DLC's mission is to empower faculty and students with the necessary tools, resources, and expertise to fully leverage digital platforms for educational success. By focusing on improving the university's digital infrastructure and offering ongoing support, the department plays a key role in modernizing the educational landscape at DUHS.

INTRODUCTION & OVERVIEW

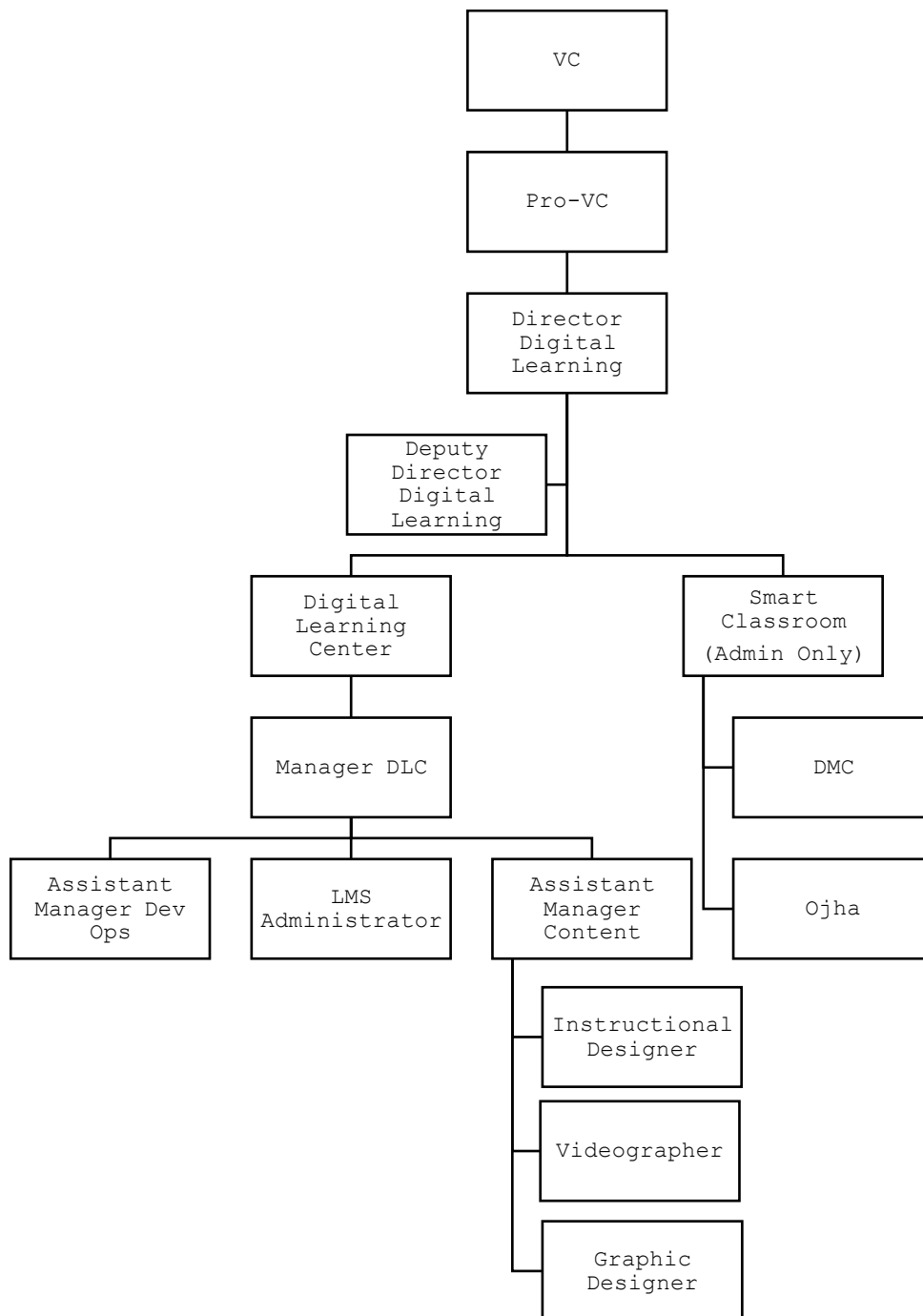
The Digital Learning Center of DUHS has been established to provide facilitation for the online teaching of courses both at the undergraduate and postgraduate levels. This center facilitates the digitalization of ongoing education programs and is ready to play its role in the expansion of these programs to complete online degrees.

The DLC was formally inaugurated on 25th May 2023.

SCOPE OF WORK

1. The Digital Learning Centre (DLC) is responsible for the implementation and maintenance of the Learning Management System (LMS).
2. Its responsibility is to assist online teaching by digitalizing content with the help of program directors, principals, or directors of institutes, colleges, and schools of the University.
3. To provide training to faculty for using digital means in their teaching.
4. To provide access to the learning material to the students through the creation of their IDs and facilitate them in case of issues.
5. To ensure the smooth running of the HEC Smart Classroom
6. To introduce and integrate digital assessments, encompassing both formative and summative assignments, to evaluate and enhance student learning effectiveness.

INSTITUTIONAL ORGANOGRAM



SECTION I: OVERVIEW OF THE STRATEGIC PLANNING PROCESS

The strategic planning process at the Digital Learning Center involves a comprehensive approach to enhancing the digital learning experience at DUHS. The process begins with a detailed assessment of the current digital infrastructure, educational needs, and faculty capabilities. Feedback is gathered from faculty, students, and administrative bodies to ensure that the center's goals align with the university's broader educational objectives.

Key milestones in the strategic planning process include:

1. **Needs Assessment:** Understanding the requirements of faculty and students for digital tools, resources, and training.
2. **Goal Setting:** Establishing clear and measurable objectives aligned with the overall vision of the university's digital transformation.
3. **Action Plans:** Developing actionable steps to meet the set goals, such as upgrading LMS platforms, expanding digital content, and improving faculty training programs.
4. **Continuous Evaluation and Feedback:** Regularly assessing the effectiveness of the implemented strategies through data-driven analysis and user feedback.

The strategic planning process is designed to ensure that the Digital Learning Center remains adaptive and responsive to the ever-evolving educational needs of the DUHS community.

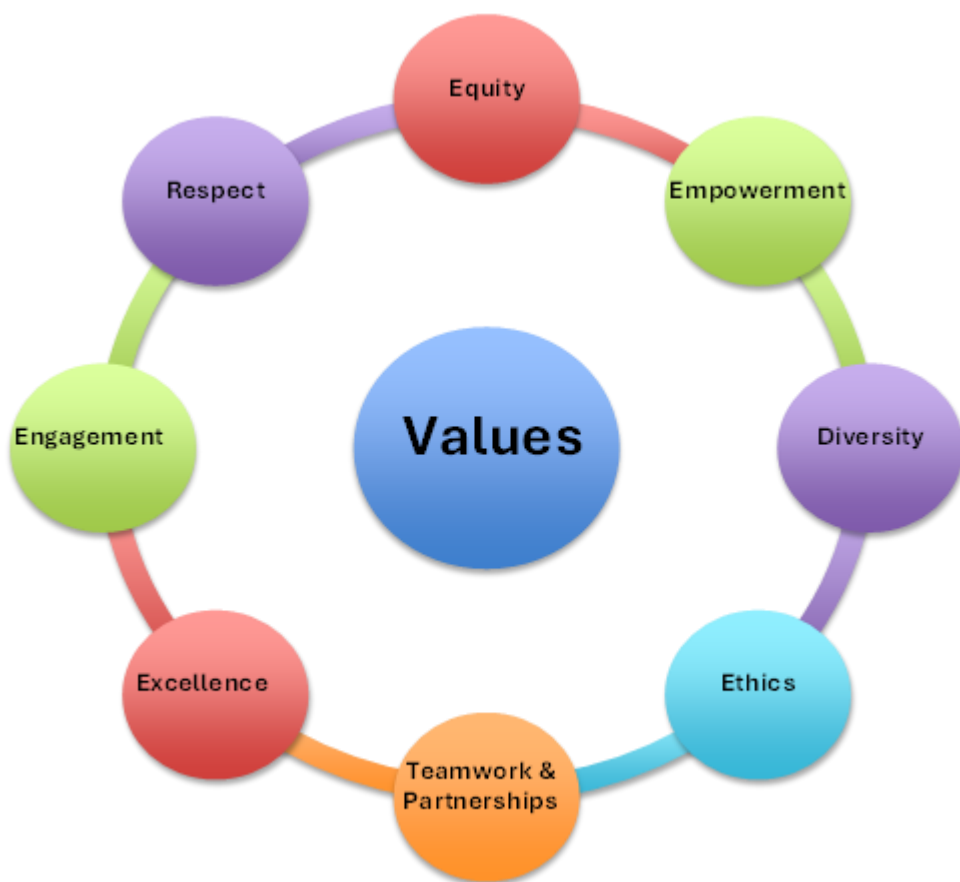
SECTION II: VISION, MISSION, & VALUES

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**
 - Put students first
- **Empathy & Compassion**
 - Understand before you judge
 - Be concerned for the sufferings and misfortunes of others

- **Excellence**

- Be the best and commit to exceptional quality and service

- **Innovation**

- Encourage curiosity, imagine, create, and share

- **Teamwork**

- Engage and collaborate

- **Integrity & Leadership**

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

- **Respect & Collegiality**

- Be kind
- Listen to understand
- Value different opinions

STATEMENT OF PURPOSE

The Digital Learning Centre (DLC) at Dow University of Health Sciences aims to enhance education by integrating innovative digital tools and empowering faculty and students to embrace lifelong learning. By improving teaching experiences, expanding formative and summative assessments, and preparing future healthcare professionals with essential digital skills, the DLC supports the University's mission of delivering exceptional, patient-centered education. It also fosters continuous learning through accessible online resources and collaborates with academic institutions to develop digital learning programs.

SECTION III: ASPIRATIONAL INSTITUTIONS

1. For recording facilities: Muhammad Ali Jinnah University (MAJU) and Sindh Madressa tul Islam University (SMIU).
2. Towards increasing digitalization of processes: Virtual University of Pakistan (VU).
3. Workplan aspirations: United Nation's Gateways to Public Digital Learning Initiative.
4. Commercialization aspiration: LUMSx and ilmX.
5. Open Courseware: MIT.
6. Podcasts: Yale University Podcasts for in-depth conversations with the faculty.

SECTION IV: STRATEGIC GOALS

Goal 01: Enhance Digital Learning Infrastructure

Objective 1: Maintain LMS performance, keeping up at least 95% uptime.

Objective 2: Development of at least one course for students, faculty and public every year.

Objective 3: Enhance Instructor Training and Support by holding at least one workshop every month.

Objective 4: Optimize the Effectiveness and Efficiency of the Learning Management System.

Objective 5: Ensure robust LMS server administration with a focus on cybersecurity, updates, patch management, and disaster recovery.

Objective 6: Leveraging AI in Teaching, Learning, and Administrative Processes

Goal 02: Increase Digital Adoption in Teaching and Learning

Objective 1: Achieve at least 80% LMS utilization by faculty and students within three years.

Objective 2: Integration of digital assessment tools in the taught courses

Goal 3: Establishment of a state-of-the-art recording facility for creation of digital content, recording podcasts for public and marketing purposes.

Objective 1: Establish a state-of-the-art recording facility for digital content, podcasts, which can also be used for marketing purpose.

Goal 04: Establish an environment of responsibility, accountability, and transparency.

Objective 1: Standardize functions through policies, job descriptions, rules, regulations, and Standard Operating Procedures.

Objective 2: Enhance process efficiency through automation to streamline repetitive tasks

OBJECTIVES, OKRs, & KPIs

Goal 01: Enhance Digital Learning Infrastructure							
Goal Statement: To strengthen and expand the digital learning infrastructure to support accessible, innovative, and effective educational experiences for all learners.							
Objectives & Key results (OKRs)							
Objective 1: Maintain LMS performance, keeping up at least 95% up time.							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Maintain LMS performance, keeping up at least 95% uptime.	KR 1.1: Keeping LMS uptime at 95%	LMS Uptime	System Reports	95% Uptime	Mr. Maaz and Mr. Ovais	Monitoring Software	Quarterly
	KR 1.2: Resolving 80% of LMS queries within 48 hours	Resolution of queries	Logs and Records	80% query resolution within 48 hours	Mr. Owais and Mr. Hassan	No additional Resource	Quarterly
Objective 2: Development of at least one course for students, faculty and public every year.							
Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Development of at least one course for students, faculty and public every year.	KR 2.1 Designing, Recording and Launching of the Course	Launching of the Course	Logs and Records	One Course per Year	Dr. Muhammad Yahya Noori and Dr. Jaffar Zaidi, Mr. Kamran and Mr. Afnan	Video Editors, Recording Equipment, Editing Software, PCs	Yearly
	KR 2.2 At least 50% enrollment by the faculty	Course Enrollments	System Reports	50% Enrollment	Dr. Muhammad Yahya Noori, Dr. Jaffar Zaidi and Mr. Hassan	No additional Resource	Yearly
	KR 2.3 At least 50% Course Completion by the students	Course Completion	System Reports	50% Completion	Dr. Muhammad Yahya Noori and Dr. Jaffar Zaidi	No additional Resource	Yearly

Objective 3: Enhance Instructor Training and Support by holding at least one workshop every month.

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Enhance Instructor Training and Support by holding at least one workshop every month.	KR 3.1: One Workshop per month for the faculty	Number of Workshops conducted	Logs and Records	One Workshop per month	Dr. Jaffer Zaidi and Mr. Maaz	Facilitator, Smart Classroom, Faculty	Once a month
	KR 3.2: One Workshop per month for the students	Number of Workshops conducted	Logs and Records	One Workshop per month	Dr. Jaffer Zaidi and Mr. Maaz	Facilitator, Lecture Hall, Student	Once a month

Objective 4: Optimize the Effectiveness and Efficiency of the Learning Management System.

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Optimize the Effectiveness and Efficiency of the Learning Management System.	KR 4.1: Continuous improvement of user experience and functionality of LMS	User satisfaction index	Quarterly comprehensive accessibility audits of the LMS using automated tools and manual testing	Every three months, March, June, September, December	Maaz Bin Ahmed, Muhammad Owais	Monitoring Software	Quarterly
		Turnaround time for support requests				Monitoring Software	Quarterly
		User engagement rates				Monitoring Software	Quarterly
		Mobile responsiveness				Monitoring Software	Quarterly

Objective 5: Ensure robust LMS server administration with a focus on cybersecurity, updates, patch management, and disaster recovery.

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Ensure robust LMS server administration with a focus on cybersecurity, updates, patch management, and disaster recovery.	KR 5.1: 95% or higher compliance with industry standards and best practices.	Frequency of security audits.	Quarterly comprehensive accessibility audits of the LMS using automated tools and manual testing	Every three months, March, June, September, December	Mr. Maaz and Mr. Muhammad Owais	Monitoring Software	Quarterly
	KR 5.2: Regular security audits	Record of relevant documentation				Monitoring Software	Quarterly

Objective 6: Leveraging AI in Teaching, Learning, and Administrative Processes

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Leveraging AI in Teaching, Learning, and Administrative Processes	KR 6.1: Implementation of the AI based plugins and systems by 2027.	System readiness for AI adaptation.	Regular system audits for usage analytics from LMS	Every three months, March, June, September, December	Mr. Maaz and Mr. Ovais	Software and Plugins	By 2027
	KR 6.2: Achieve faculty and student usage of 80%.	Number of AI driven tools implemented				Software and Plugins	By 2027
		Improvement of Student utilization matrix.				Software and Plugins	By 2027

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Goal 02: Increase Digital Adoption in Teaching and Learning

Goal Statement: To promote and facilitate the widespread adoption of digital tools and technologies in teaching and learning, enhancing engagement, efficiency, and educational outcomes.

Objectives & Key results (OKRs)

Objective 1: Achieve at least 80% LMS utilization by faculty and students within three years.

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Achieve at least 80% LMS utilization by faculty and students within three years.	KR 1.1: Development of training material for faculty about using LMS and classroom engagement using digital means.	Percentage of faculty completing digital tools utilization trainings.	Learning Analytics	Development and Updating of Training Material Completion of 80% of faculty members training, Enrollment of 100% of the students within the first 2 months of joining	Mr. Maaz Bin Ahmed/Prof. Muhammad Yahya Noori	Facilitators, Recording and Editing Equipment	Ongoing, yearly
	KR 1.2: Encourage at least 80% of faculty members to complete the digital tools utilization training within the first 18 months.	Student engagement in digital literacy resources.				Software and Plugins	Ongoing, yearly
	KR 1.3: Enrollment of 100% students within 2 months of joining the University.	Student enrollment				No additional Resources	Ongoing, Yearly

Objective 2: Integration of digital assessment tools in the taught courses

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Integration of digital assessment tools in the taught courses	KR 2.1: Implementation rates should reach 50% by the end of the three years.	Percentage increase in user engagement compared to the previous period.	Surveys and feedback forms from students and faculty. Analysis of student performance data before and after implementing digital assessments.	Implementation rate of 50%	Prof. Muhammad Yahya Noori/Dr. Jaffer Zaidi	-	Quarterly
	KR 2.2: 50% of courses use digital assessment tools.					-	Quarterly
	KR 2.3: Student performance improvement in these courses.		Tracking and reporting system integration to monitor the usage of digital assessments.			-	Quarterly
	KR 2.4: Positive feedback from students and faculty regarding the digital assessment process.					-	Quarterly

Goal 03: Establishment of a state-of-the-art recording facility for creation of digital content, recording podcasts for public and marketing purposes.

Goal Statement: To establish a state-of-the-art recording facility dedicated to the creation of high-quality digital content and podcasts for educational, public engagement, and marketing purposes.

Objectives & Key results (OKRs)

Objective 1: Establish a state-of-the-art recording facility for digital content, podcasts, which can also be used for marketing purpose.

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Establish a state-of-the-art recording facility for digital content, podcasts, which can also be used for marketing purpose.	KR 1.1: Approval+B53: B59	Review of the process for completion of each of the above identified step	Subject of approval of the plan, review of the process	Every three months, March, June, September, December	Prof Yahya Noori and Dr. Jaffar Abbas Zaidi	Place, Equipment, HR,	By 2027
	KR 1.2: Budgeting						
	KR 1.3: Identification of Space						
	KR 1.4: Completion of Planning						
	KR 1.5: Establishment of the facility						
	KR 1.6: Purchasing equipment.						
	KR 1.7: Hiring or placement of the management, recording and editing staff						
	KR 1.8: Provision of services						

Goal 04: Establish an environment of responsibility, accountability, and transparency.

Goal Statement: To foster a culture rooted in responsibility, accountability, and transparency, ensuring integrity and trust across all levels of the organization.

Objectives & Key results (OKRs)

Objective 1: Enhance process efficiency through automation to streamline repetitive tasks.

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Standardize functions through policies, job descriptions, rules, regulations, and Standard Operating Procedures.	KR 1.1: User satisfaction rates of a minimum of 70% with the automated process.	Percentage of satisfied users	Conduct regular surveys and feedback sessions with users.	Satisfaction Rates of up to 70%	Mr. Maaz and Mr. Hassan	No additional Resource	Quarterly

Objective 2: Standardize functions through policies, job descriptions, rules, regulations, and Standard Operating Procedures.

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
Enhance process efficiency through automation to streamline repetitive tasks.	KR 2.1: User satisfaction rates of a minimum of 70% with the automated process.	Percentage of satisfied users	Conduct regular surveys and feedback sessions with users.	Satisfaction Rates of up to 70%	Mr. Maaz and Mr. Owais	Software and Plugins	Quarterly

SECTION V: RESOURCE PLANNING FOR ACHIEVING STRATEGIC GOALS

To achieve the strategic goals of enhancing digital learning infrastructure and strengthening course development at DUHS, the Digital Learning Center will ensure that sufficient resources—both human and technological—are available. The following outlines the key resource planning strategies:

1. Human Resources:

- **Training and Development:** Continuous professional development for faculty members is essential. The DLC will allocate resources for regular training programs to enhance digital literacy, course design skills, and effective use of LMS tools.
- **Technical Support:** A dedicated technical team will be assigned to maintain and troubleshoot LMS systems and other digital platforms to ensure seamless operations.
- **Content Development Experts:** Specialists in instructional design and multimedia production will be engaged to create high-quality digital course materials that align with modern pedagogical practices.

2. Technological Resources:

- **Learning Management System (LMS):** Upgrading the LMS to ensure a stable, secure, and user-friendly environment is crucial. Investments will be made in technology infrastructure to enhance system performance, scalability, and cybersecurity.
- **Video Production Equipment:** High-quality video recording and editing tools will be procured to ensure that course materials are engaging and accessible to all students.
- **Digital Assessment Tools:** Resources will be allocated for implementing digital assessment platforms that support both formative and summative evaluations to measure and enhance student learning.

3. Financial Resources:

- A dedicated budget will be allocated for technology upgrades, faculty training, resource procurement, and any unforeseen expenses related to digital content development or platform maintenance.

By securing and allocating these resources, the DLC aims to achieve its goals and provide ongoing support for the university's digital transformation.

SECTION VI: IMPLEMENTATION AND MONITORING OF STRATEGIC PLAN

To ensure the successful implementation of the strategic plan, the Digital Learning Center will follow a structured approach, incorporating timelines, milestones, and performance metrics to track progress. Key components of the implementation and monitoring process include:

1. Implementation Plan:

- **Timeline:** Each goal and objective have an assigned timeline for completion, with specific milestones that will allow for ongoing progress assessment.
- **Task Allocation:** Responsibilities for each action item will be delegated to specific teams or individuals within the DLC to ensure accountability and effective execution.
- **Budgeting:** Financial resources will be allocated in phases to cover system upgrades, faculty training, content creation, and technology procurement.

2. Monitoring and Evaluation:

- **Performance Indicators:** Key performance indicators (KPIs) such as system uptime, faculty training completion rates, user engagement with the LMS, and student satisfaction will be tracked to measure success.
- **Regular Feedback Loops:** Feedback from faculty and students will be collected through surveys and user analytics to gauge the effectiveness of implemented initiatives.
- **Quarterly Reviews:** The strategic plan will be reviewed quarterly to assess progress, identify challenges, and make necessary adjustments. Any delays or issues will be addressed promptly to keep the plan on track.

3. Continuous Improvement:

- The Digital Learning Center will employ a continuous improvement model, where insights from ongoing monitoring will inform future planning cycles. This will ensure that the department remains responsive to the changing needs of the DUHS community.

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. Effective deployment of Learning Management System (LMS) across the whole University. 2. Continuous faculty training. 3. Recording room and Smart Classroom. 4. Backend technical support, in the form of DevOps specialist, LMS Manager and Graphics designer and an Instructional Designer. 5. Providing a platform for end-of-course assessments of DCOB and entrance exams of nursing college. 6. Providing student and course-related analytics of LMS. 	<ol style="list-style-type: none"> 1. Lack of availability of the required software for course authoring, 2. Difficulty in upgrading systems during working hours. 3. The interest of faculty in content creation slows down the targets of completing courses. 4. Technical Support Work Support. 5. Vacant position of Content Manager.
OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> 1. Increase the utilization of the LMS by the faculty and students. 2. Engaging the interested faculty members in the development of courses 3. Engaging the students in the development and contribution of learning material 4. Availability of digital space for the launch of online degree programs 5. Development of business models for interested outsiders to launch their courses for the university faculty, students, and outside customers. 6. The establishment of a new recording studio at the Ojha Campus 7. Can provide access to quality and relevant learning, especially for those who face geographic, economic, or social barriers 8. Increasing collaborations within and outside the university. 	<ol style="list-style-type: none"> 1. Slow workflow because of maintenance and availability issues with the hardware and software. 2. The multiple responsibilities of Director and Deputy Director, which divide attention and compromises availability. 3. Keeping pace with the changing technology 4. Cyberattacks that can compromise the security and privacy of online learners and educators

APPENDIX B: TOWS MATRIX

OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> 1. Increase the utilization of the LMS by the faculty and students. 2. Engaging the interested faculty members in the development of courses 3. Engaging the students in the development and contribution of learning material 4. Availability of digital space for the launch of online degree programs 5. Development of business models for interested outsiders to launch their courses for the university faculty, students, and outside customers. 6. The establishment of a new recording studio at the Ojha Campus 7. It can provide access to quality and relevant learning, especially for those who face geographic, economic, or social barriers 8. Increasing collaborations within and outside the university. 	<ol style="list-style-type: none"> 1. Slow workflow because of maintenance and availability issues with the hardware and software. 2. The multiple responsibilities of Director and Deputy Director, which divide attention and compromises availability. 3. Keeping pace with the changing technology 4. Cyberattacks that can compromise the security and privacy of online learners and educators

STRENGTHS	SO	ST
<ol style="list-style-type: none"> 1. Effective deployment of Learning Management System (LMS) across the whole University. 2. Continuous faculty training. 3. Recording room and Smart Classroom. 4. Backend technical support, in the form of DevOps specialist, LMS Manager and Graphics designer and Instructional Designer. 5. Providing a platform for end-of-course assessments of DCOB and entrance exams of nursing college. 6. Providing student and course-related analytics of LMS. 	<ol style="list-style-type: none"> 1. Increase LMS Utilization: Leverage effective LMS deployment to boost faculty and student engagement. 2. External Course Offerings: Utilize technical support and LMS to create business models for external course providers. 3. Online Degree Programs: Expand digital space for online degrees supported by continuous faculty training. 4. Student Content Development: Use recording rooms and Smart Classrooms to engage students in content creation. 	<ol style="list-style-type: none"> 1. Enhance Cybersecurity: Strengthen technical support to mitigate cybersecurity threats. 2. System Upgrades: Schedule system updates during off-peak hours to minimize disruption. 3. Delegate Responsibilities: Relieve Director/Deputy Director by delegating tasks to the Content Manager or team. 4. Stay Current with Technology: Use continuous faculty training to keep up with technological changes.

WEAKNESSES	WO	WT
<ol style="list-style-type: none"> 6. Lack of availability of the required software for course authoring, 7. Difficulty in upgrading systems during working hours. 8. The interest of faculty in content creation slows down the targets of completing courses. 9. Technical Support Work Support. 10. Vacant position of Content Manager. 	<ol style="list-style-type: none"> 1. Software for Content Creation: Provide required authoring software to faculty to accelerate course development. 2. Resolve Maintenance Issues: Invest in better technical infrastructure to improve workflow and support collaborations. 3. Dedicated Support for Faculty: Offer instructional support to increase faculty interest and speed up course creation. 4. Fill Content Manager Role: Address the vacant Content Manager position to streamline course development. 	<ol style="list-style-type: none"> 1. Expand Technical Support: Address overload by expanding the support team to prevent workflow and security risks. 2. Contingency Plan: Develop a backup plan for LMS downtime to avoid disruptions. 3. Fill Critical Positions: Hire a Content Manager to reduce leadership workload and avoid inefficiencies. 4. Encourage Faculty Engagement: Create support structures to boost faculty interest in content creation.