



كلية الصيدلة بالمنستير
Faculté de pharmacie de Monastir

Strategic Plan

2024-2027

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EDITORIAL

Toward a faculty of excellence, committed, and visionary

Our era requires higher education to reinvent itself. More than ever, faculties are called upon to adapt to the rapid changes in knowledge, to the needs of a changing society and to the increasing demands for quality and efficiency. It is in this stimulating context that our commitment to a modern, radiant and resolutely forward-looking faculty of pharmacy fits.

With its history, skills and scientific vocation, our faculty has always been a pillar of pharmaceutical training and biomedical research. Today, driven by renewed ambition, it is projecting into a new stage of its development. This educational establishment project, the result of a shared vision and a deep sense of responsibility, reflects our desire to build a faculty that combines academic excellence, innovation, fairness, transparency and openness to its environment.

Our goal is clear: to make the faculty an exemplary institution, aligned with international standards, notably ISO 21001 and ISO 9001 certifications, while preserving the human being at the heart of our actions. By focusing on the quality of training, the enhancement of research, the strengthening of partnerships, the integration of technologies, the recognition of skills and community involvement, we want to meet current and future challenges with boldness and responsibility.

This project is not only a roadmap: it is an invitation to build together, to unite our energies, and to make each member of our community an actor of change. Because it is in the strength of the collective that our greatest successes lie.

Together, make our faculty an inspiring model for present and future generations.

Together, let's dare to excel.

Dean of FPHM

Pr CHERIFA CHAOUCH



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INTRODUCTION

In a national context marked by an asserted desire for reform and modernization of the education sector, Tunisia is resolutely committed to updating its academic institutions. This orientation is accompanied by a growing demand for quality, transparency and efficiency, in accordance with international standards such as ISO 21001, dedicated to educational organizations, and ISO 9001, focused on quality management.

The Faculty of Pharmacy, with its five decades of existence, is part of this path of renewal. Our educational establishment project is based on this dual requirement: on the one hand, to meet the challenges of modernization and professionalization of higher education; on the other hand, consolidate a culture of quality, innovation and social responsibility.

Thus, the present project constitutes an ambitious roadmap, structured around ten strategic axes, aimed at positioning our faculty as a reference actor, nationally and internationally, in terms of training, scientific research, of partnership and societal commitment. It is also part of the continuity of efforts undertaken to obtain and maintain ISO certifications, guaranteeing our commitment to offer a transparent, equitable and continuous improvement-oriented educational service.

This project aims to be inclusive, participatory and scalable, and is a call for collective commitment in order to build together a modern, eco-friendly faculty, connected to its environment and fully aligned with the strategic orientations of Tunisian higher education.



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I. FPHM Presentation

The Faculty of Pharmacy of Monastir (FPHM) is the only faculty of pharmacy in the country. It was created in 1975 (law 75-72 of 11/14/1975) in Monastir. It is attached to the Ministry of Higher Education and Scientific Research (MESRS) via the University of Monastir (decree 2004-2102 of 2 September 2004 establishing the University of Monastir).

The University of Monastir is made up, in addition to other higher education institutions, of a network of health sciences which is composed of the faculty of pharmacy, the faculty of medicine, of the faculty of dental medicine and the higher school of health sciences and techniques, all located in the city of Monastir. Dual supervision (MESRS and ministry of Health) offers the advantage of a better integration by the faculty of the challenges and health needs of our country and the possibility of implementing training that meets international standards in terms of pedagogy and focusses on the patient and the needs of society.

The FPHM has a mission of basic training and continuing education in different pedagogical forms (face-to-face training, distance learning, professional training...). It also carries out scientific research, technological development and services in complementarity with all the production sectors of the country and within the framework of openness to the economic, social and cultural environment.

The FPHM participates in the sociosanitary environment by training professionals who work in all health structures and administrations of the country (pharmacies, hospital pharmacies, clinics, polyclinics of the National Social Security Fund (CNSS), medical biology analysis laboratories, pharmaceutical industries, Directorate of Pharmacy and Medicine (DPM), regional health directorates, pharmaceutical inspection, central and regional administrations,...).

A. Training

■ Doctor of pharmacy Degree :

It is obtained after six years of study governed by Decree No. 2004-1634 of 12 July 12, 2004, laying down the general framework for studies and the conditions for obtaining the national diploma of Doctor of Pharmacy, and its implementing decree of 30 April 30, 2018, setting out the regime for studies and exams. The courses are organized by discipline, or in multidisciplinary certificates, coordinated certificates and optional certificates. Pharmacy studies include a first cycle (PCE) and a second cycle (DCEP). MQ I.E: 02 15/04/2024 2 The PCE lasts two years. DCEP lasts four years



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in pharmacy for the obtention of a pharmacist specialist degree

The residency in pharmacy, lasting eight semesters, was established in 1980 for biology and then extended in 2000 to the Hospital and Industrial Pharmacy (PHI). The residency is governed by the decree of December 27, 2010. Access to the residency is through a competition. Training is provided in several ways: academic training and internships reinforced by self-training, active participation in seminars, congresses and scientific conferences. For residents, the faculty organizes mandatory Certificates of Specialized Studies (CES) (four for the biology option set up in 1981, and four for the PHI option).

Master Research Degree. Currently, the FPHM has two research masters with different backgrounds:

- Master's degree in medical biology and health technologies, with two courses: infectious disease and immunology immunotherapy
- Master's degree in drug development research, with four courses: analytical drug development, galenic drug development, pharmacological drug development and pharmaceutical chemistry.

Master degree

The FPHM currently has three professional master's degrees:

- Hemobiology, transfusion and cell therapy;
- Quality management in the field of health;
- Technological innovation, management and engineering applied to the pharmaceutical industry.

Doctoral thesis in pharmacy

The FPHM has been authorised, since 1993, for doctoral theses in pharmaceutical sciences and Habilitation to Supervise Research (HDR). The thesis and habilitation committee registers candidates taking into account the criteria specified in the text governing doctoral studies.

Other training

The FPHM organizes certifying training in various fields in the form of Supplementary Study Certificates (CEC): MQ I.E: 02 15/04/2024 3 Each commission piloting a CEC establishes selection criteria accessible on the FPHM website. The FPHM also provides seminars, workshops and scientific days.



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B. Research

Promoting scientific research in pharmaceutical, biological and environmental sciences is one of the objectives of the FPHM. This is why the FPHM hosts five research laboratories whose activities fall within the priority areas of research at regional, national and international levels.

C. Useful information :



Figure 1 : Useful information



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II. STRATEGIC ANALYSIS

The implementation of a strategic plan for the Faculty of Pharmacy of Monastir, covering the period 2024-2028, requires a rigorous and structured approach in order to identify priorities and guide strategic decisions. In this context, the SWOT and PESTEL analysis is of paramount importance because it allows for an overall view of the internal and external factors influencing the establishment.

The SWOT analysis, by highlighting strengths, weaknesses, opportunities and threats, provides an accurate assessment of the strengths and challenges of the faculty, while facilitating the identification of areas requiring improvement. In parallel, the PESTEL analysis allows for an understanding of macroenvironmental trends affecting the education and pharmacy sector, such as political, economic, social, technological, environmental and legal developments. By combining these two tools, the faculty will not only be able to define a coherent strategy adapted to current needs, but also anticipate future developments in the sector, while building on its strengths to maximize its impact and effectiveness. These analyses thus make it possible to make informed decisions, adapt the educational offer to market expectations and strengthen the competitiveness of the faculty in a constantly evolving environment.

A. SWOT ANALYSIS

■ Presentation of the SWOT tool

The **SWOT** (Strengths - Weaknesses - Opportunities - Threats) or **MOFF** for Francophones (Menaces - Opportunités - Faiblesses) is a very practical tool that was deployed during the **strategic diagnostic phase**.

The SWOT analysis makes it possible to synthesize the strengths and weaknesses of our establishment with regard to the opportunities and threats generated by our environment.



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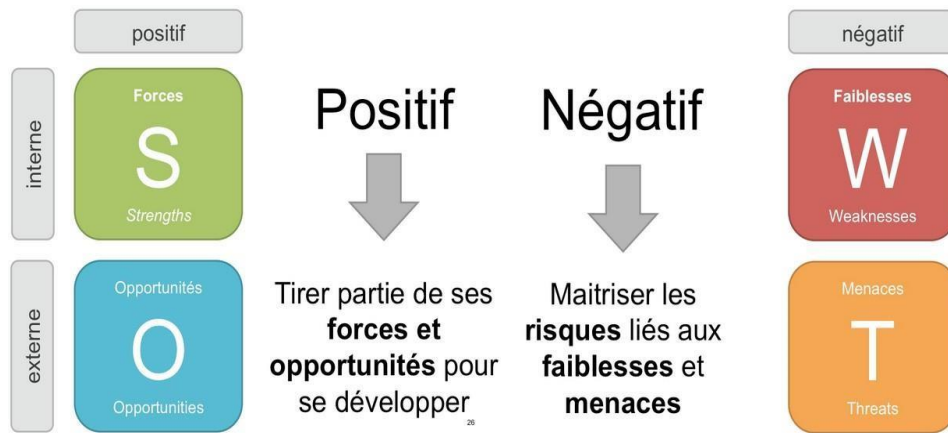


Figure 2 : SWOT TOOL

Achievement

The analysis was assigned to a group of multidisciplinary professionals and was developed according to a participatory and inclusive approach, involving all health professions (doctors, nurses, administrators, etc.) and all its clinical and managerial functional units of the establishment.

The approach we have carried out is based on **4 fundamental steps**.

- **First step :** La recherche The search for themes to be taken into consideration
Each project has its own situation and environment. To adapt the SWOT analysis to our project, it is important to start by defining which sectors, activities, themes or topics will have an impact on its achievement and success.
- **Second step :** Identification and ranking of data impacting the organization
The SWOT matrix is constructed on the basis of 2 elements:

1- Internal data collected through internal audits, evaluations, indicators, etc.... allowed us to highlight the strengths and weaknesses of the establishment:

- ✓ The Forces are elements that provide an advantage over rival projects;
- ✓ Weaknesses are, on the other hand, elements that provide a disadvantage or a lack for the development of the project.

2- External data collected through external audits, opinion polls, demographic change, the health card, etc.... are going to be used to identify the opportunities and threats having an impact on the project:



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- ✓ Opportunities are environmental characteristics that can bring benefits to the project and not necessarily to competing projects;
 - ✓ Threats include elements of the environment that will have a negative impact on the project (limitation of activity, decrease in profitability, weakening of the value proposition, strategic dependency ...). Thus, the data collected internally will be used to identify strengths and weaknesses. External data will be used to feed Threats and Opportunities.
- **Third step** : Sélection Selection and prioritization of Strengths, Weaknesses, Opportunities, and Threat

One of the pitfalls of SWOT analysis is to drown its users in too much data. To avoid this difficulty, a selection was made, each element has been integrated in order of importance or by nature into the corresponding SWOT analysis box. In the end, a general and organized view of the essential elements for strategic reflection was carried out.

- **Fourth step** : Strategy elaboration

The last step is to identify the strategic axes. To achieve this, one wonders how to achieve a goal or implement an approach (use one's strengths, compensate one's weaknesses, exploit opportunities ...).

Analysis results

The strategic analysis of the functioning of the pharmacy faculty of Monastir and its external environment, according to the SWOT approach (Strengths, Weaknesses, Opportunities and Threats), revealed the following characteristics:

Strengths

- ✓ Unique faculty of pharmacy in the country
- ✓ Double certification ISO 9001 and ISO 21001.
- ✓ Feedback/seniority: faculty created since 1975
- ✓ Qualified teachers
- ✓ Strategic geographical location
- ✓ Professionalizing training
- ✓ Enriching internship training
- ✓ Scientific research developed
- ✓ Diversified training
- ✓ CEC source of self-financing
- ✓ Partnership with the pharmaceutical industries/research structures/scientific society
- ✓ Renovated sports complex available to students and teachers



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- ✓ Optimized FPHM expenses (purchase commission).
- ✓ Validated teaching materials.
- ✓ Finalized syllabus and teaching program.
- ✓ Correction of exam papers on site at the faculty.
- ✓ The chronology of TD and TP sessions in relation to theoretical courses is respected.
- ✓ The weekly hourly load of equitable teachings during the semester.
- ✓ Availability of infrastructures adapted to the activity of student associations (student space).

Weaknesses

- ✓ Outdated infrastructure and equipment.
- ✓ Poorly mastered skills and training management.
- ✓ Very limited knowledge sharing and transfer of skills.
- ✓ Lack of staff.
- ✓ Slight delay in the distribution of educational materials.
- ✓ Absence of instant follow-up of the teachings provided.
- ✓ Scientific monitoring is not systematic and is not tracked.
- ✓ Site security faculty is not optimal (for the management of hazardous chemicals)
- ✓ Poorly effective communication.
- ✓ Poorly organized data backup.
- ✓ Lack of quote from the faculty by its researchers.

Opportunities

- ✓ Opportunity to benefit from a fund as part of a new PAQ project (PAQ- RESPIRE)
- ✓ Opportunity to benefit from the financing of prizes for learners and FPHM events
- ✓ Opportunity for double graduation (ISIS and ISET COM)
- ✓ Artificial intelligence.
- ✓ Opportunity for better visibility on the occasion of the 50th anniversary of the faculty (strong partnerships with the local and international pharmaceutical industry as well as with other academic institutions.
- ✓ Geographical position of the faculty.
- ✓ International visibility.



Threats

- ✓ Unprotected virtual space
- ✓ General situation of departure of highly qualified teachers abroad.
- ✓ Threat of privatization of medical education.
- ✓ Threat of degradation of FPHM services following the recruitment halt.
- ✓ Threat of cessation of TP and research activities.
- ✓ Threat of exceeding the taught programs for not including AI techniques.
- ✓ The diploma is not recognized internationally.
- ✓ Competition by other professions in the professional environment (Engineers/Biologists/doctors, ...)

B. PESTEL Analysis

■ PESTEL tool presentation

The PESTEL model is an external environmental analysis tool often mentioned with SWOT analysis. The use of the PESTEL tool is used to analyze environmental factors that can impact the company, and the SWOT analysis focuses on factors specific to the company internally (strengths and weaknesses) and externally (opportunities and threats).

The PESTEL analysis is a **strategic analysis tool** that allows the company to **identify** and **measure elements likely to impact its activity** and development. The PESTEL model revolves around these **6 components**.

- **P for Policy:** set of decisions taken by governments (fiscal policy, foreign trade...);
- **E for Economic:** set of factors that impact purchasing power and consumer behavior (disposable income, unemployment, interest rates...);
- **S for Sociological:** set of social characteristics influencing purchasing power (demography, level of education, income distribution, leisure and work attitude, social mobility...);
- **T for Technology:** set of technological innovations likely to disrupt the market (public expenditure on research and development, new patents, discoveries...);
- **E for Environmental:** set of factors related to the environment influencing the way of carrying out the activity (waste treatment, pollution emission...);
- **L for Legal:** set of laws and regulations impacting the legal framework in which the company operates.



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Figure 3 : PESTEL tool

PESTEL analysis is often used in the early stages of a strategic analysis. It allows a company to **facilitate its understanding of the functioning of its market**. By monitoring the opportunities and threats that weigh on its activity and its market, our faculty will be able to anticipate the evolution of its environment, which allows it to ensure the sustainability of its activity. Thus, the company is able to identify what can have an impact, positive or negative, on the development of its activity. Statistical analysis PESTEL is often used in the first steps of strategic analysis.



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PESTEL ANALYSIS RESULTS

Tableau 1 : PESTEL ANALYSIS Results

Components	Impacting factors
Policy	Russian-Ukraine War (-) Higher education upgrading project (PAQDGSE) (+) Very limited resources for research(-) Strategy of the MS to standardize the training of residents under the supervision of colleges (+) Encouragement of early retirement (-) Suspension of recruitment until 2026 (-) World Bank: suspension of funds (freezing of loans for new projects) Reduction in recruitment (IMF) International cooperation
Economy	Inflation 8.5%(-) Planned ministry budget Donations from socio-economic partners on behalf of the pharmaceutical industry (+) Unemployment rate 16% including 30% higher level Growth of the pharmaceutical industry between 8 and 10% Call for projects for UM faculties (+) Growth 1.9%
Social	Distribution of female and male gender for students and teachers Brain migration (-) Infringement of intellectual property: availability of educational materials on a platform not managed by the faculty (-)
Technologic/ scientific	Use of AI tools (communication subject 3DCEP) (+) Ban on animal experimentation Vaccine development by viral lipoparticles (at the origin of the COVID vaccine)
Environnemental	Water shortage (-) Renewable energy Polluted region
Legal	RGPD (règlement général sur la protection des données) Circulaire examen 4-23 قرار من وزير التعليم العالي والبحث العلمي مؤرخ في 10 أكتوبر 2023 يتعلق بضبط المعايير التي تسند على أساسها معادلة الشهادات والعناوين.
Competitive	Appropriation of FPHM research work by universities foreigners
Market	Privatization of medical establishments



C. Data exploitation

The objective being to relate the different boxes of the SWOT analysis and create strategic objectives. It is very useful initially to ask simple questions from the SWOT table: How to maximize forces? How to minimize weaknesses? How to maximize opportunities?

But the answer to these questions alone does not allow for the use of all the possibilities offered by SWOT analysis. It is advisable to also proceed with cross-questioning. Answering this set of questions is necessary to foster the development of an ambitious and coherent strategy. A first level of cross-questions links either internal factors (strengths and weaknesses) or external factors (opportunities and threats): How do strengths help to control weaknesses? How do opportunities minimize threats?

A second level of questioning links the factors in a more detailed way:

How to use strengths to leverage opportunities?

How to respond to weaknesses to avoid or overcome threats?

How to correct the weaknesses that do not allow taking advantage of opportunities?

How to use forces to reduce threats?

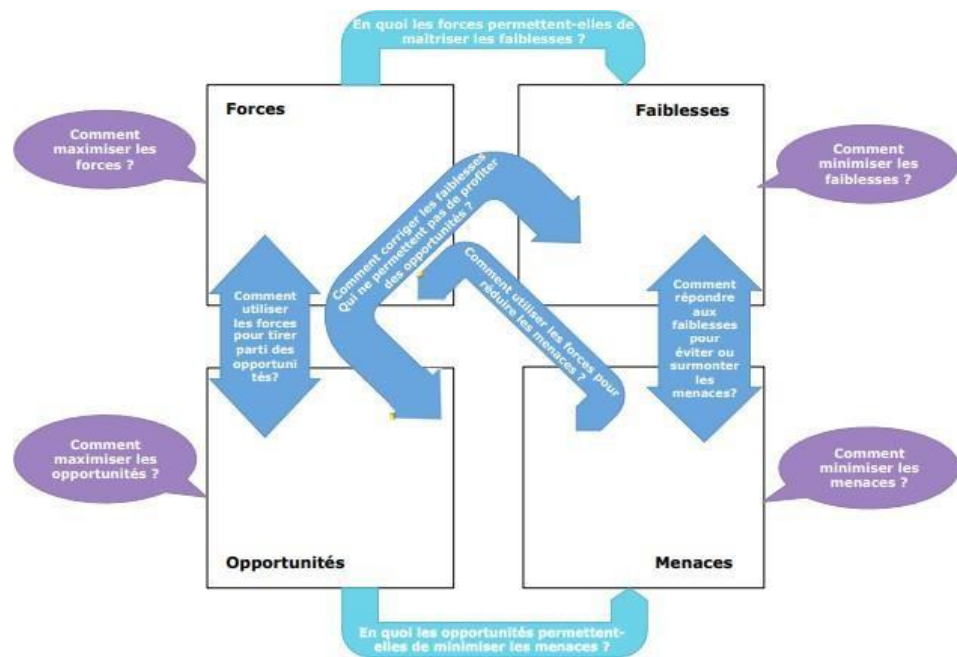


Figure 4: Outil d'exploitation des données



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In the end, the answers to these different questions allowed us to define real strategic objectives. Operationally designed objectives can be implemented and executed.

III. PILIERS DE NOTRE STRATEGIE

The development of our establishment's strategy is based on the mission vision values of the trilogy, elements essential for the success and development of the activity, which participate in the creation and development of the brand image. These elements constitute the pillars of our strategy, they will establish the framework for our project.

The Pharmacist ... A knowledge, professions dedicated to healthcare.

A. ▲ Vision

For an accredited faculty of pharmacy with a degree recognized internationally, competitive in teaching and research, with national influence and international visibility, putting its expertise at the service of society.

B. ▲ Mission

Train, through an interdisciplinary and innovative approach, experts and leaders in pharmaceutical and biological practices, training and research with a view to promoting patient-centered pharmaceutical care and well-being having as objectives:

- Train qualified pharmacists in pharmaceutical care (officinal, hospital, biologist, industrial, administrative, etc.) focused on the patient, by adopting a multidisciplinary and innovative pedagogical approach centered on the learner,
- Train specialists in medical biology and hospital and industrial pharmacy.
- Train qualified teachers in pedagogy, pharmaceutical, clinical or biological practice and research.
- Provide learners with the tools and methodology for lifelong self-learning and support them in their continuing professional development.
- Promote scientific research in pharmaceutical, biological and environmental sciences.
- Open up to its environment by putting its expertise at the service of citizens' health in collaboration with its partners.



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C. ▲ Values

Referring to its mission reflecting its professional, scientific and societal commitments, our faculty adopts fundamental values that will guide the behaviors of its human resources, for the realization of its vision of excellence.

▶ Collaboration and solidarity

By sharing the expertise acquired, pooling resources and optimizing the available and mobilisable means.

▶ Respect

Respect for the patient, his companions and family, and through interpersonal, professional, empathetic, mutual, ethical and transparent communication.

▶ Innovation

Our faculty encourages creativity, initiative and innovation in the pedagogical and scientific fields for more quality, performance and excellence.

▶ Social responsibility

Accountability to taxpayers, by reporting to their local, regional and national representatives, and directing education, research and training programmes towards the priority needs of the population served, in accordance with international standards of quality, safety and relevance.

▶ Valorization of the effort

Our faculty is committed to the moral, professional and logistical recognition of the contribution of all its human resources in achieving its leadership mission and vision of excellence, for more satisfaction and growth of the staff and performance of the establishment.



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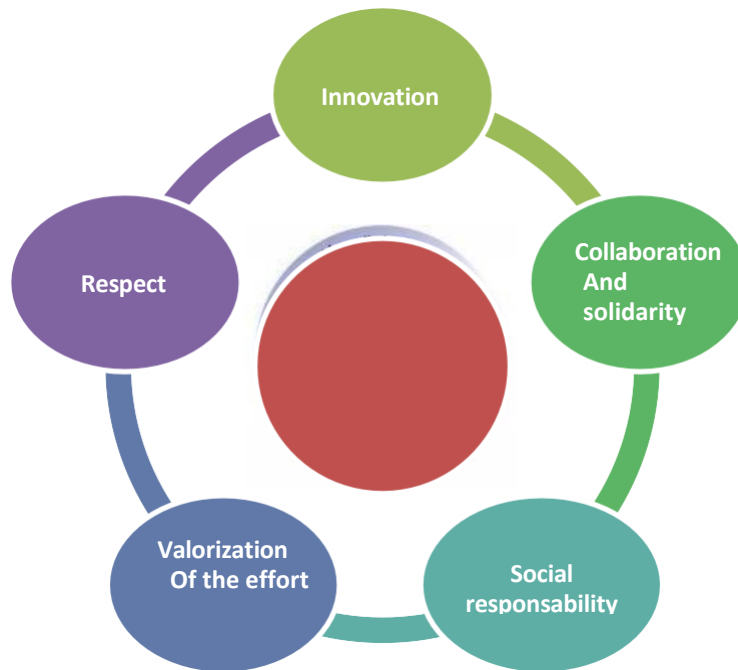


Figure 5: Fondamental values

IV. STRATEGIQUES AXIES

Based on a thorough strategic analysis and guided by an ambitious vision, we have carefully defined our strategic axes for the period 2024-2027 to promote transparency, foster collaboration, ensure fairness and continuity, stimulate innovation and aim for excellence in our faculty.

Transparency will be the fundamental pillar of our strategy. Open and honest communication with all stakeholders, favouring a sense of listening and respect for divergent opinions and regularly providing information on decisions taken, ongoing projects and challenges encountered. Every teacher will have the opportunity to express themselves, ask questions and actively contribute to shaping the future of our faculty.

Collaboration is the basis of our project. The strength of teamwork and in the value of partnerships both internal will be one of the main pillars of this project. By working together, sharing our knowledge and resources, we will be able to address the most complex challenges and seize the opportunities that present themselves. Promote cooperation between the different disciplines within the different departments and strengthen our links with supervisory authorities, academic and administrative institutions, the pharmaceutical industry, health organizations and civil society are a main focus of our strategy.



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Fairness is at the heart of our values. Continuously work to promote equity in all aspects of our faculty, whether in staff recruitment and promotion, student admission and support, or resource and opportunity allocation. Encourage the active participation of everyone in the various commissions and committees of our faculty. We are all invited to consider and nominate candidates to join or coordinate these commissions, where we could bring our ideas, expertise, and perspective to build new successes for our faculty.

Continuity will ensure the stability and growth of our faculty. We wish through the present project to continue the initiatives and programs that have proven successful, to ensure the follow-up of ongoing projects, while remaining open to the changes necessary to meet emerging needs. We will build on our past successes to build an even brighter future.

Innovation will drive our progress. We must constantly seek new ideas, new approaches and new technologies to stay at the forefront of our field. Through this project, we are required to encourage creativity and support basic and applied research that will generate new knowledge and address the health challenges facing our society.

With a clear and ambitious vision for the future of our institution. Our strategic plan 2024-2027 revolves around the following axes:

A. Axis 1 : Learning and training

Adapting our educational programs to scientific and technological developments and market needs is a strategic priority. This axis aims to reform training courses by integrating modern pedagogical approaches, digital tools, and an opening to interdisciplinarity. It also aims to better prepare graduates for their professional integration, while promoting the continuing education of teachers to raise the level of expertise within our faculty.

- Adapt the curriculum and review it according to market needs, integrating the latest scientific and technological advances in the pharmaceutical field.
- Diversify learning modes.
- Integrate new technologies into teaching.
- Strengthen the employability of graduates.
- Promote continuous training for teachers.
- Raise teachers to the rank of renowned experts at both national and international levels in their specific fields.



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B. Axis 2 : Research excellence and innovation

Scientific research constitutes the foundation for university development. Through this axis, our ambition is to stimulate an innovative research dynamic, by promoting interdisciplinary projects, quality publications and the valorization of results. It is also about providing our laboratories with modern means and promoting the emergence of innovative structures such as start-ups, spin-offs or incubators, thus contributing to the competitiveness of our faculty at national and international level.

- Encourage scientific research and interdisciplinary collaboration to stimulate innovation in pharmaceutical fields.
- Invest in research laboratories equipped with cutting-edge technologies.
- Support researchers in carrying out innovative projects.
- Develop scientific communication tools (set up data sharing platforms, researcher day of the faculty of pharmacy...)
- Encourage interlaboratory research agreements between our faculty and hospitals or other faculties.
- Encourage the creation of startups and pin-offs.

C. Axis 3: Industrial and academic partners and entrepreneurial commitment

The faculty cannot evolve in a vacuum. This pillar aims to forge structuring partnerships with other higher education institutions, hospitals, pharmaceutical companies and economic actors. These collaborations will make it possible to pool skills, offer co-constructed training courses, qualifying internships, and strengthen the link between academic research and industrial innovation. This network will also be a driver of the entrepreneurial spirit among our students and teachers.

- Establish strong partnerships with the local and international pharmaceutical industry as well as other academic institutions.
- Encourage public-private partnership.
- Develop curricula co-constructed with medical faculties, technology faculties, management and business faculties...
- Establish collaborations with the pharmaceutical industry to offer internship opportunities, research on relevant projects, and practical training for students (schedule visits, externship, etc.).



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D. Axis 4 : Quality and continuous improvement

Continuous improvement is a culture to be established and maintained in every action taken. Since the initial commitment of our faculty to the quality approach, significant progress has been made. This axis intends to consolidate these achievements, finalise the ISO9001 and ISO21001 certification process, and engage the institution in an academic accreditation process. It is about ensuring a high level of rigor, traceability, efficiency and satisfaction for all stakeholders.

Since 2004, our faculty has been resolutely committed to a policy of excellence and continuous improvement. Thanks to the efforts of our predecessors, teachers, technicians and administrators, our faculty is on the verge of certification. We are fully committed to:

- Inculcate quality culture in our faculty.
- Maintain dual ISO certification.
- Engaging in an accreditation process to consolidate our commitment to academic and professional excellence.

E. Axis 5 : Community Engagement/social and associative life :

The faculty of pharmacy is also a place to live, exchange and serve society. This pillar emphasizes the social responsibility of our institution by encouraging citizen, environmental and cultural actions. The objective is to strengthen the spirit of solidarity, promote the emergence of a green campus, support student initiatives and build lasting bridges with civil society, former graduates and associative structures.

- Plan a memorable event with an appropriate ceremony and increased media visibility on the occasion of the 50th anniversary of the faculty.
- Volunteer and community engagement activities such as health awareness campaigns, fundraising for humanitarian causes through teacher and student associations.
- Support student associations, the teachers' association and the administrative association.
- Encourage partnership with civil society and any kind of association whose objectives are in line with the interests of our faculty.
- Create a sociocultural association specific to our faculty.
- Involve former students more in the life of the Faculty.
- Create a friendly space for teachers, administrative staff, students.



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- Transform our faculty into an eco-friendly establishment.
- Promote waste recycling.
- Minimize the use of chemicals.
- Install solar panels.
- Promote the use of fertilizers produced from organic waste, such as leaf composts.
- Collaborate with local initiatives and companies committed to ecological practices...

F. Axis 6 : Communication and Information and Communication Technologies (ICT)

Fluid and effective communication is essential to establish transparency, value the actions taken and strengthen the visibility of our faculty. This axis aims to develop an integrated communication strategy, optimize internal and external exchanges, and develop modern digital tools. The objective is also to integrate ICT into all areas (teaching, research, management) to improve the quality and accessibility of services offered.

- Develop an internal and external communication strategy for our faculty to ensure transparency towards all teachers, students, and health professionals.
- Improve the visibility and awareness of our faculty nationally and internationally.
- Integrate ICT into teaching, research and administrative management to improve the efficiency and accessibility of the services offered by the faculty. (video, interactive tactile plan.....).

G. Axis 7 : Internationalisation

International cooperation is a lever of excellence and openness. This axis aims to position our faculty in global academic and scientific networks, encourage the mobility of teachers and students, and initiate joint research projects with foreign institutions. By multiplying international conventions and aligning with best practices, our faculty will consolidate its recognition at the regional and global levels.

- Promote the internationalization of the faculty by encouraging student and teacher exchanges, participation in international research programmes and collaboration with foreign institutions.
- Establish bridges with partners such as WHO, UNDP, World Bank, etc.
- Sign agreements with other faculties.
- Encourage teachers to be members of international learnt societies.



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H. Axis 8 : Continuing Education and Professional Development

Professional development does not stop at graduation. This axis aims to offer relevant and certifying continuing education, adapted to pharmacists, biologists and healthcare professionals in practice. It aims to make the faculty a reference center for updating skills and supporting careers, in connection with scientific, regulatory and technological advances. Provide continuing education and professional development programmes for practising pharmacists and biologists practising, in order to keep their skills up-to-date and meet the constant changes and changing needs of the profession.

I. Axe 9 : Relation with authorities

Institutional dialogue is a factor for success. This axis aims to consolidate relations with ministerial and university hospital tutors to advance the priority files of the faculty: revision of regulatory texts, redeployment of departments, representativeness in decision-making structures in the health sector, recognition of the hospital-university status, and support for the statutory evolution towards an EPST. This work will ensure that the faculty has a favorable framework for its development.

- Carry out the projects of the faculty's texts in progress (Curriculum, resident objective texts, assistantship text...)
- Strengthen the place of the HU pharmacist in hospital structures and health authorities (board of directors, medical committee...)
- Strengthen the representativeness and visibility of our faculty (creation of colleges or any other structures while keeping the faculty master of training and employability of its graduates and providing legitimacy to be part of several commissions or committees, e.g.: sterilization committee, ULB technical committee, commission nomenclature in biology, Technical Committee on Breast Cancer, Technical Committee on Nephrology and IRC....)
- Redeploy the current departments and create new ones (Medicinal plants, botanical garden and natural products).
- Draft transitional measures for the academic diplomas of HU Teachers (doctoral studies, habilitation)
- Relaunch the project to transition to EPST status
- Finalize the botanical garden project
- Fight for the allowances of the Exercise theses for academics, and the master's degrees and PHD theses for university hospitals.



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J. Axis 10 : Budget and resources

No project can succeed without an efficient management of resources. This axis aims to strengthen the budgetary capacities of the faculty by ensuring stable, transparent and well-allocated funding. The aim is to optimise investment in infrastructure, research, training and day-to-day operations while ensuring rigorous monitoring of expenditure.

The objective is also to better defend the specificities of our faculty to ensure funding adapted to its missions.

- Ensure adequate funding for faculty operating expenses.
- Allocate funds for the construction, renovation and maintenance of buildings, laboratories and research facilities.
- Invest in scientific and clinical research by allocating funds for research grants, the purchase of state-of-the-art laboratory equipment, and funding faculty- and student-led research projects.
- Plan a budget for the continuous training of academic and administrative staff.
- Establish monitoring and evaluation mechanisms to monitor the use of funds and ensure effective and efficient use of available financial resources.
- Increase the budget allocated to travel allowances for teachers without anticipating on our faculty's budget (particularity of our faculty)

V. STRATEGIC DEVELOPMENT PLAN

The strategic development plan resumes, organizing and prioritizing the different strategic objectives highlighted and defined during the self-evaluation phase, notably thanks to the SWOT analysis. It contains the information necessary for their implementation and monitoring. Thus, the dimensions that the development plan should contain are: formalization of objectives, achievement indicators, actions to be taken, means, responsibilities, priorities, and schedule.



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Overall, they should be grouped in a table to facilitate the reading and use of the development plan as an aid tool for monitoring the entity's development. Note that for each objective the contents of the different columns of the table are directly related, as specified in the example table below. During the process of filling and refining the table, it will be necessary to take into account the impact that changing the content of a column may have on one or more other columns.

Thématique	Objectifs	Indicateurs de réalisation	Actions	Moyens, ressources	Personne(s)/ entité(s) responsable(s)	Priorités	Calendrier
Quelle thématique abordons-nous ?	Quels objectifs avons-nous identifiés via les différents SWOT réalisés par thématique ? (il peut y avoir des objectifs principaux détaillés en objectifs spécifiques)	Comment pourrons-nous affirmer que l'objectif est atteint ? (indicateurs qualitatifs ou quantitatifs)	Qu'allons-nous mettre en œuvre afin d'atteindre l'objectif ? (il peut y avoir plusieurs objectifs par action)	Quelles ressources (humaines, matérielles et financières) devra-t-on mobiliser pour réaliser l'action identifiée ?	Quelle entité/ personne en interne du cursus / de la faculté sera responsable de la réalisation et du suivi de l'action ?	Quelle est la priorité (importance) de cette action ? Dans le cas d'un manque de ressources, sur quels objectifs allons-nous nous concentrer ?	À quelle échéance l'action sera-t-elle réalisée ?



Figure 6: Model of a strategic development plan

The development plan includes concrete proposals for the evolution and development of a curriculum or faculty. It also allows the consolidation of achievements and promotes the development of a medium-term development strategy.

The development plan also allows focusing the attention of all members of an entity on the means to be implemented to achieve the strategic vision defined by the entity at the end of the self-assessment.

Throughout the life of a development plan, it is possible that new objectives and actions may be added, modified or removed, for example due to a change in institutional policy, or events external to the entity, among others. Hence the implementation of a logic for monitoring the implementation of development plans, which allows entities to report to the Management on how development plans are implemented and their evolution.



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CONCLUSION

At a time when Tunisian higher education is undergoing profound changes, our faculty must play a leading role in the consolidation of a quality educational system, aligned with international standards and serving the scientific, economic and social development of the country.

This educational establishment project, based on a clear strategic vision and an integrated approach, outlines the lines of an ambitious future for our institution. By emphasizing quality, innovation, collaboration and social responsibility, it aims to strengthen our positioning as a center of academic and scientific excellence. The adoption of ISO 21001 and ISO 9001 standards is part of this approach to professionalization and continuous improvement, thus offering a structuring framework for effectively leading change.

But this project could not succeed without the involvement of all the actors of the faculty: teachers, students, administrative staff, partners and former graduates. It is in consultation, collective commitment and the mobilization of talents that we can achieve this vision and make our faculty shine, in Tunisia as well as internationally.

Together, let us make our faculty a model of excellence, a place of intellectual and professional fulfillment, and a driver of innovation in the service of health and progress.

Finally, excellence will be our ambition. I am convinced that together we can achieve the highest standards of excellence in all our academic, clinical and professional activities. I commit to providing the resources and support necessary to allow everyone to realize their full potential and contribute to the renown of our faculty. I am also open to all suggestions and proposals that could contribute to the influence of our Faculty.

Together, we will make our faculty a reference of excellence in training, research and innovation.

Together, we can build an even more efficient and radiant Faculty of Pharmacy.



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OPERATIONAL PLAN OF THE STRATEGIC PLAN 2024-2027