

ཐབས་བྱས། 2026-2030

STRATEGIC PLAN

2026-2030



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Faculty of Traditional Medicine
Khesar Gyalpo University of Medical
Sciences of Bhutan

FACULTY OF TRADITIONAL MEDICINE STRATEGIC PLAN (2026-2030)

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PREFACE

The Faculty of Traditional Medicine (FoTM) under the Khesar Gyalpo University of Medical Sciences of Bhutan presents its Strategic Plan for 2026-2030. This plan underscores the commitment to advancing education, research, and service in *Sowa-Rigpa*.

Rooted in the principles of Gross National Happiness and Bhutan's cultural heritage, it aims to enhance traditional medicine education, promote research and innovation, and contribute to the nation's well-being.

Building on the success of the 2021–2025 plan, which achieved significant milestones, this strategic plan focuses on further improving traditional medical education, strengthening research capabilities, and fostering self-reliance in traditional medicine services. It aligns with national objectives, ensuring that traditional medicine remains relevant while integrating with modern medicine for holistic community well-being.

Developed through extensive consultations, this plan serves as a framework for faculty development, academic excellence, and research innovation. It aims to inspire collective efforts to safeguard Bhutan's unique traditional healing heritage while contributing to societal health and well-being.

The Strategic Plan 2026–2030 is expected to serve as a guiding document for faculty members, students, and stakeholders, inspiring collective efforts toward excellence in traditional medicine education, research, and service. Through this shared vision, the goal is to contribute meaningfully to the health and well-being of society while safeguarding Bhutan's unique traditional healing heritage for future generations.

Gratitude is extended to all contributors for their dedication in shaping this vision, ensuring traditional medicine continues to thrive and benefit society.



Drungtsho Sangay Wangdi
Dean

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EXECUTIVE SUMMARY

The Faculty of Traditional Medicine develops human resources for traditional medicine services across all healthcare delivery systems. Since 1971, it has graduated approximately 390 traditional medicine practitioners.

Currently, the Faculty offers four postgraduate programs, a five-year Bachelor degree, a Diploma program, and short-term courses ranging from one to three months for national and international participants. The plan aims to increase student enrollment from 86 in 2025 to 130 by 2030, expanding opportunities for self-financed students and those from monastic communities.

The strategic direction is guided by six key themes: learner-centered, human resources, academics, research, infrastructure & resources, and good governance (*LHARIG*), aligned with the 13th Five-Year Plan (FYP) outcomes. Each of these themes are provided with goals, objectives, strategies, key performance indicators and targets. The targets are expected to facilitate the faculty in developing its annual work plan and performance agreement.

Enhancing learner-centered education involves improving student services, strengthening academic support, and fostering cultural preservation. Human resource development prioritizes building a qualified and competent workforce, emphasizing continuous professional development and faculty qualification enhancement.

Academic development focuses on curriculum improvement and the introduction of new programs such as the Doctor of Medicine in Acupuncture & Moxibustion and the Doctor of Medicine in Pharmacology. Research is promoted to enhance learning quality, critical thinking, and national policy contributions. The faculty also aspires to establish itself as a think tank for *Sowa-Rigpa* policies.

Infrastructure and resources include developing a green campus, modern laboratory facilities, and innovative resource mobilization for financial sustainability. Good governance ensures efficiency, transparency, and institutional adaptability.

The strategic plan aligns with university priorities and integrates innovative strategies to meet the growing demand for *Sowa-Rigpa*.

BACKGROUND

The Bhutanese traditional medicine system, *Sowa-Rigpa*, is one of the world's oldest surviving medical traditions. Influenced by Traditional Chinese and Indian Ayurvedic medicine, it has evolved uniquely within Bhutan, maintaining Buddhist philosophical foundations.

Traditional medicine became part of Bhutan's healthcare system in 1968 under the Royal Command of His Majesty The Third King. A three-year Diploma in Traditional Medicine program was initiated in 1971 as per the resolution of 32nd National Assembly, followed by the *Drungtsho* training program (Bachelor of Science in Traditional Medicine) in 1978 as per the command of The Fourth King. The institution was later upgraded to Institute of Traditional Medicine Services (ITMS) and relocated to Kawajangsa, Thimphu where it stands today.

The National Institute of Traditional Medicine (NITM) was one of the functional units under the ITMS, Department of Medical Services, Ministry of Health. The NITM was delinked from ITMS and transferred to the Royal University of Bhutan as one of its constituent colleges in July 2008. The NITM was later renamed as Faculty of Traditional Medicine and became one of the constituent faculties under the Khesar Gyalpo University of Medical Sciences of Bhutan in 2014.

Currently, the faculty offers 3-year specialization (MD) course in Traditional Medicine (specialization in *Jongjed Laynga* and *Tsubched*), 3-year MD course in Acupuncture & Moxibustion, 2-year Master of Science in Traditional Medicine, 5-year Bachelor of Traditional Medicine (*Drungtsho*) course, 3-year Diploma in *Sowa-Rigpa*, 3-year Diploma course in *Sorig* Pharmacy, three months short course in *Sorig* Spa and Wellness and other short-term courses in Traditional Medicine ranging from 1 to 3 months for national and international students.

Since its establishment, the faculty has produced 712 graduates both in regular and short-term courses as detailed in annexure 3.

FUTURE OPPORTUNITIES

Graduates primarily serve in the Department of Traditional Medicine Services under the Ministry of Health, with some employed in public and private sectors, including tourism sector.

The faculty plans to expand enrollment to cater to monastic communities. Currently, the faculty provides provision to enroll five students per year from the monastic community.

With the increasing demand for natural healing systems, the *Sowa-Rigpa* program will see demand among international students. It offers the opportunity for the faculty to develop a comprehensive Bachelor degree program and short courses in English medium for international students. This would attract foreign students, promoting the global recognition of *Sowa-Rigpa* and ensuring the long-term sustainability of the faculty.

Leveraging technological advancements, the faculty aims to offer online modules and develop digital resources for enhanced learning. Additionally, industry-targeted short courses, including wellness programs for national participants and Bhutanese Traditional Medicine for Holistic Wellness course for international students will be introduced.

VISION

A Centre of Excellence in Traditional Medicine (*Sowa-Rigpa*) Education and Research.

MISSION

- Provide *Sowa-Rigpa* education and research of international standards with GNH values.
- Offer Continuous Professional Development programs and consultancy services.
- Preserve and promote Bhutan's rich cultural heritage.

CORE VALUES

- Respect for Culture and Tradition
- Care for Health and Well-being
- Compassion and Equanimity in Service Delivery
- Mindfulness and Spiritual Healing
- Excellence with GNH Values
- Creativity and Innovation

Respect for Culture and Tradition

As the promoter of the Bhutanese culture and tradition related to *Sowa-Rigpa*, the Faculty will continue to uphold the integral values and essence of the traditional and ancient healing system. *Yuthok Nyingthik Wang*, *Sorig Gyud Zhi Lung* and use of *Gyud Zhi Paythri* that forms the heart essence of *Sowa-Rigpa* will be preserved and promoted.

Care for Health and Wellbeing

As the institution that promotes health and wellbeing of people, the faculty will continue to educate and impart behaviour that will ensure healthy living. Its core services and activities will focus on exploring ways to enhance societal wellbeing. Practices to avoid the three root poisons or vices, which are the underlying causes of illness and mental distress, will be taught.

Compassion and Equanimity in Service Delivery

Graduates of the faculty will be trained to pursue the four immeasurable values namely *Jamba*, *Nyingjay*, *Gawa* and *Tangnyom*. It is expected to be practiced in daily conduct of life and prepare graduates with the attributes as they enter the job market. Provision of health services with compassion and equanimity will ensure effective and high-quality care and treatment. It is inspired by the ultimate goal of traditional medical practitioners, which is to accumulate merit and attain enlightenment to be in the abode of Medicine Buddha.

Mindfulness and Spiritual Healing

Traditional healing system is primarily founded on spiritual healing practices. Spiritual wellbeing is crucial for the protection of one's health and recovery from various health issues. Medication is always preceded with chanting of mantra and contemplation of the benefits of medicines. The spiritual healing and practice will be promoted with sound mindfulness practices.

Mindfulness is also practiced in terms of ensuring harmonious relationships with the natural environment. All medicinal ingredients are believed to thrive in a clean and pristine environment. Therefore, mindfulness will be practiced in the way we interact with natural flora and fauna.

Excellence with GNH Values

Being integral to a society guided by the principles of Gross National Happi-

ness and rooted in academic institutions, both staff and students are continuously motivated to pursue excellence. Their efforts are deeply aligned with the unique principles and values that resonate with the GNH philosophy, fostering an environment of holistic growth and well-being.

Creativity and Innovation

Continuous improvement in the traditional healing system will be possible only through exploration, scholarship and research. Infrastructure and facilities to encourage creativity and innovation will be emphasized. Policies and support system for dissemination of research findings and creative works will be put in place and pursued. Creative thinking and love for new ideas will be encouraged in daily conduct of business including the operation of the faculty.

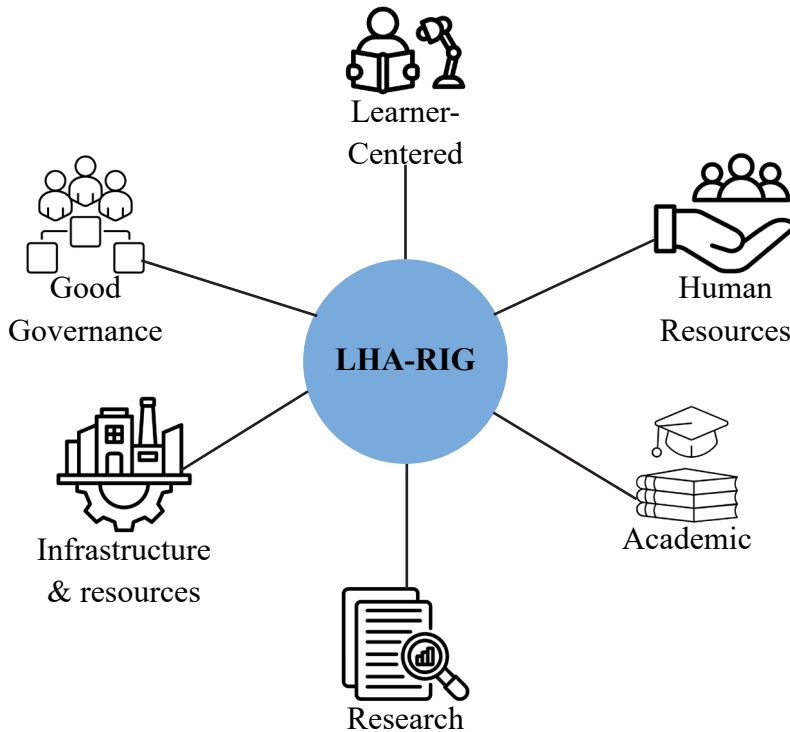
CORE STRATEGIC AREAS (LHA-RIG)

The strategic core area is an acronym “*LHA-RIG*” which stands for *LHA*-God and *RIG*-Wisdom; meaning the wisdom of Gods in Dzongkha. It is this wisdom that will provide direction for the development to reach the aspirations of the faculty.

- **Learner-centered** Ensuring high-quality traditional medicine education. Learner-centered will focus primarily on the provision of services and facilities to ensure a conducive environment for greater student success, holistic growth of students and promotion of values consistent with GNH philosophy. The initiative primarily aims to enhance student services, strengthen academic support, and facilitate various activities that foster cultural preservation, tradition, and core values among students.
- **Human resources:** Developing competent and motivated professionals. Human resources are one of the key priorities as the quality of teaching and learning is directly dependent on the expertise of the faculty. The performance of the faculty and student learning are also dependent on the quality of services provided by the administrative staff. The goal for human resources is primarily aimed at developing a pool of competent and qualified employees through long-term and short-term capacity development programs including continuous professional development and enhance qualifications of faculty members with Master and Doctorate of Medicine/PhD.

- **Academic:** Enhancing curricula and competency-based learning. As an academic institution, the faculty emphasizes academics as a crucial theme of development to take care of the quality and relevance of academic programs. Under this theme, development of new academic programs to meet the emerging needs of the health sector, and enhancement of quality and relevance of existing programs are taken into consideration. The faculty plans to offer two new programs in the next five years namely Doctor of Medicine in Acupuncture & Moxibustion and Doctor of Medicine in Pharmacology.
- **Research:** Contributes to evidence-based teaching-learning practices, strengthening critical inquiry and innovation. Research is highlighted as one of the six themes of development with the aim of enhancing the quality of student learning through research-informed teaching, improving critical skills such as critical thinking and analytical skills. Promotion of research is expected to contribute to wider national endeavors by way of promoting discovery and innovation. It will enable the faculty to be a Think Tank to contribute to policies related to *Sowa-Rigpa*. The theme focuses on strategies related to increasing the engagement of academicians in research, development of research capacity and expanding forums for dissemination of research outputs including publication.
- **Infrastructure and resources:** Creating an enabling learning environment. Infrastructure and resources are essential for ensuring high quality teaching, student learning, research and student support services. The faculty plans to develop a green campus with state-of-the-art facilities to support all its core services. It aims to put in place proper laboratory facilities and field training centres for students to conduct high quality practicum. The faculty also plans to incorporate innovative operational modality to minimize resource waste and diversify revenue sources to ensure long-term financial sustainability. The faculty will continue to explore creative ways to mobilize resources to support and sustain its core services.
- **Good Governance** Ensuring transparency, efficiency, and accountability. Good governance serves as the foundation to ensure efficient and effective implementation of plans and programs. The faculty aspires to promote efficiency, effectiveness, transparency and accountability. The organizational structure and staffing will be reviewed from time to time to ensure that the

organization remains relevant to the changing needs.



OUTCOMES

- Strengthened faculty with competent and motivated professionals.
- Enhanced inclusive, safe and technologically advanced learning environments.
- Dynamic curricula and assessment system aligned with evolving health-care needs.
- Strengthened governance and institutional transformation.
- Increased research outputs contributing to innovation and policy.
- Expanded lifelong learning opportunities and skills development for faculty, staff, and students.

IMPLEMENTATION AND MONITORING

- All activities and indicators outlined in the strategic plan are aligned with the University's strategic objectives to ensure coherence and impact.
- The implementation of the Faculty of Traditional Medicine's Five-Year

Plan will be guided by this strategic plan.

- The faculty annual work plan will be developed in alignment with this strategic plan, ensuring consistency with the broader University Strategy.
- The execution of this strategic plan will commence in 2026.
- The Planning Division of the University will provide support to the Faculty of Traditional Medicine in monitoring and evaluating the implementation of the Five-Year Plan.
- The Administrative Officer of the Faculty of Traditional Medicine will conduct monitoring every six months and submit reports to the Planning Division for documentation and review.
- The overall targets, including Key Performance Indicators, will be subject to a formal review every two years to assess progress, make necessary adjustments, and ensure alignment with evolving institutional priorities.
- An annual assessment will be carried out to evaluate the implementation status, identify challenges, and propose improvements where necessary.
- This structured approach will ensure continuous monitoring, timely interventions, and effective implementation of the Five-Year Plan.

STRATEGIC GOALS, OBJECTIVES AND ACTION PLAN

1. Learner-Centered

Goal: Create a learner-centered environment leading to student growth and success.

Objective 1: Enhance academic support services for students

Strategies:

- Institute a system to identify students requiring additional support and provide bridging and remedial classes.
- Establish continuous support for students in research and academic skills beyond regular programs.
- Introduce industrial attachment or exchange programs for students to incorporate technology use.

- Objective 2:** Facilitate student-led activities, including club activities for holistic growth and development.

- Strengthen co-curricular, literary and recreational activities to promote holistic education.
- Promote the alumni association by providing clear information for mutual benefit and networking.
- Enhance student involvement in policy making bodies in the faculty.
- Facilitate student engagement in community services and other student-led initiatives.
- Strengthen student services through the provision of accessible, relevant, and responsive services.
- Develop and provide specific skills-based programs to prepare students for employment and post-graduation life.
- Provide entrepreneurship development programs to equip students with the self-employment skills.

Strategies:

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- Infuse value education as part of the main programs by incorporating topics such as *kuenched namzha*, medical ethics, *lha chhoe gaywa chu*, and *michhoe tsangma chudru*.
- Organize and provide discourses and programs related to spiritual development.
- Encourage and support special courses related to meditation, *Sorig* yoga and mental health practices.
- Facilitate the conduct of prayers related to Medicinal Buddha (*Menlha Choga*) led by the students.
- Conduct *Bum Dagtshar* and *Kanjur* recitation led by faculty members and students.
- Provide leadership courses to student leaders.
- Offer counseling services, including career counseling and student support sessions.
- Conduct policy orientation to the final year graduates by the relevant officials from Traditional Medicine Division of the health ministry

Key Performance Indicators	Baseline year	Target Annually				
	2025	2026	2027	2028	2029	2030
Percentage of credited modules offered on-line (minimum 20% of the module)	20	25	30	35	40	45
Number of scholarships (full or partial) offered by the faculty	2	2	2	2	2	2
Number of online courses developed and made available	0	0	0	1	2	3
Number of Friday Insight Sessions conducted	20	20	20	20	20	20
Number of co-curricular activities conducted	5	5	5	5	5	5
Number of alumni members registered	10	20	30	50	80	100
Number of student-led activities including community services	2	2	2	3	4	5
Number of entrepreneurship course offered	1	1	1	1	1	1
Number of value education courses offered including <i>Driglam Namzha</i>	1	1	1	1	1	1

Number of spiritual development discourses organized	1	1	1	1	1	1
Number of leadership courses offered to student leaders	1	1	1	1	1	1

2. Human Resources

Goal: Ensure an adequate pool of qualified and competent human resources.

Objective: Attract, develop, and retain highly qualified, motivated, competent, dynamic and committed employees.

Strategies:

- Align with the University HR Master Plan to ensure a structured and strategic approach to human resource management.
- Foster a high level of staff satisfaction to create an environment conducive to optimal performance.
- Recruit staff based on identified needs in accordance with the HR Master Plan.
- Facilitate professional development programs to enhance qualifications, knowledge, and motivation among employees.
- Implement tailored learning and development programs, including leadership, technical, and soft skills training.
- Recruit adjunct and core faculty from industry and government agencies to bring diverse expertise.
- Strengthen administrative support staff to enhance teaching and learning efficiency.
- Ensure regular clinical teaching faculty complete at least 12 hours of clinical practice per month to maintain competency and stay updated on evolving knowledge.
- Outsource services that external providers can efficiently manage to optimize internal resources.
- Enhance training in soft and transferable skills to improve adaptability and professional growth.
- Develop and implement a transparent and effective recruitment policy.

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- Provide financial support for capacity-building programs.
- Establish a structured succession planning framework to ensure leadership continuity.
- Encourage staff participation in Continuous Professional Development workshops.
- Institutionalize a staff performance management system to track and improve efficiency.
- Recognize and reward outstanding performance to maintain motivation and excellence.

Key Performance Indicators	Baseline year	Target Annually				
	2025	2026	2027	2028	2029	2030
Percentage of HR recruited as per the HR master plan	90	97	100	100	100	100
Number of teaching staff sent for Doctorate of Medicine/Master Degree	0	1	0	1	0	0
Number of teaching staff sent for Ph.D	0	0	0	0	1	0
Number of non-teaching staff sent for Master Degree	1	0	0	1	0	1
Total monthly clinical practice hours completed by teaching staff to maintain competency	12hrs	12hrs	12hrs	12hrs	12hrs	12hrs
Number of employees recruited through a transparent recruitment process	6	1	0	0	1	0
Number of employees recognized and rewarded for contributions	7	2	2	2	2	2
Number of international faculty members recruited	NA	1	0	0	0	0
Percentage of academicians attended pedagogy course	80	90	100	100	100	100
Percentage of academicians attended research, authors & reviewers training	70	80	90	100	100	100
Percentage of relevant staff attended leadership course	40	50	60	70	80	100
Frequency of feedback collected from faculty and student	2	2	2	2	2	2

3. Academic Development

Goal: Achieve and sustain academic excellence based on learner-centered, discovery-driven and competency-based curricula.

Objective: Strengthen, diversify, and develop high-quality programs that caters to the national health needs and is at par with regional and global standards.

Strategies:

- Promote *Sowa-Rigpa* knowledge by diversifying academic programs for specialization or in-depth learning.
- Develop and offer postgraduate programs to specialize skills in the health sector.
- Continuously review existing programs to ensure responsiveness to evolving needs and 21st century competencies.
- Establish programs that are feasible for credit transfer with international students.
- Integrate flexible and innovative learning, teaching, and assessment methods using emerging technologies.
- Ensure availability of essential resources and enhance the quality of field trips.
- Conduct annual pedagogical training for mentors and supervisors of students' field practical works and explore possibilities of providing incentives.
- Review program structures to allow multiple entry and exit options.
- Establish a Sorig lab for herbal formulation research and development.
- Develop short-term courses, including *Sorig Luejong* and *Jukpa* as part of Continuous Professional Development.
- Develop fellowship programs for postgraduate and diploma upgradation courses for *Menpa*.
- Validate and accredit academic programs by relevant agencies.
- Preserve and continue the tradition of *Yuthok Nyingthik Wang* and *Sorig Gyud Zhi Lung*.
- Ensure integration of *Gyud Zhi Pathri* across core modules, including *tsa gyud*, *shed gyud*, *menga gyud*, and *chima gyud*.
- Engage traditional healers, practitioners, and local communities in curriculum development and research initiatives.

Key Performance Indicators	Baseline year	Target Annually				
	2025	2026	2027	2028	2029	2030
Number of new programs launched	11	1 (MD in Acupuncture & Moxibustion)	0	1 (MD in Pharmacology)	1 (Diploma upgradation)	1 (Fellowship)
Number of students enrolled	90	95	100	110	120	130
Number of courses jointly certified with international institutions	0	0	0	0	1	1
Percentage of graduates employed within one year of graduation	55	60	65	70	75	80
Status of curriculum and research projects incorporating input from traditional healers, practitioners, and local communities	Incorporated in curriculum and submitted for validation	Endorsement and implementation				

4. Research

Goal: Promote research that enhances the quality of teaching and learning, cultivates critical inquiry and analytical skills, and contributes to the advancement of discovery, innovation, and policy formulation in *Sowa-Rigpa*.

Objective: Ensure an enabling organizational capacity and mechanism to support research and innovation.

Strategies:

- Strengthen research capacity through workshops and training sessions on methodologies, publication processes, peer review practices, and effective

supervision.

- Organize national and international academic conferences and seminars to foster knowledge exchange.
- Allocate adequate budgetary support for research activities, including publications, conferences, capacity development, and project funding.
- Encourage faculty and students to seek external research grants by providing necessary training and guidance.
- Foster a research-oriented culture by ensuring active faculty engagement in research initiatives.
- Revise research guidelines to align with university research policies and contemporary best practices.
- Promote the publication of Sowa-Rigpa texts in English and/or Dzongkha for wider accessibility and dissemination.
- Strengthen the Bhutan Sorig Journal by achieving indexing in the Directory of Open Access Journals (DOAJ).
- Improve research components into undergraduate and postgraduate curricula to enhance scholarly engagement.
- Encourage and facilitate joint/collaborative research projects.
- Enhance research infrastructure by integrating advanced software, digital resources, online journal subscriptions, and laboratory facilities.
- Develop structured mentorship programs to pair experienced researchers with novice researchers and students, fostering research competencies.
- Leverage digital tools and platforms, including data analysis software, virtual collaboration tools, and online research management systems, to optimize research efficiency and productivity.

Key Performance Indicators	Baseline year	Target Annually				
	2025	2026	2027	2028	2029	2030
Percentage of academicians engaged in research	60	70	80	90	90	100
Number of publications (peer-reviewed journals, books, chapters) by academicians	10	15	20	25	30	35
Percentage of faculty involved in student research supervision	60	65	70	75	80	85
Number of faculty trained in research annually	8	10	10	10	10	10

Number of national and international conferences/seminars organized	1	1	1	1	1	1
Number of new research grants received from external agencies	0	1	2	2	2	2
Number of research paper, case report, and quality improvement project presented at the conferences	2	4	6	8	10	12
Number of joint research projects with national and international institutions	0	1	1	1	2	2
Percentage of annual budget dedicated to research	1	1.50	2	2	2.50	2.50
Percentage of faculty and students using digital tools and platforms for research	50	60	70	80	90	100

5. Infrastructure and Resources

Goal: Enhance the physical capacity and develop a sustainable, state-of-the-art campus to support growth, establish itself as a leading green institution, and provide high-quality teaching, learning, research, and student support.

Objective 1: Develop infrastructure and facilities as required.

Strategies:

- Maintain adequate budget for library development.
- Identify and develop new infrastructure and facilities, including the construction of girls' hostel, development of *Sorig Model*, construction of cooks' quarter, and hostel maintenance.
- Remodel and redevelop existing facilities to meet the changing needs.
- Increase internet bandwidth to improve the effectiveness of internet services.
- Equip all labs with necessary IT equipment and facilities.
- Upgrade existing practical labs with teaching materials, including dummy models and medicine manufacturing tools.
- Strengthen library and ICT facilities.
- Carry out annual maintenance of infrastructure and installations as required.
- Identify, propose, and establish field training centers for educational purposes.

- Achieve faculty accreditation by relevant agencies.

Objective 2: Strive for financial sustainability.

Strategies:

- Ensure optimal utilization of facilities to reduce waste through proper studies.
- Diversify income-generating sources.
- Invest savings and funds strategically.
- Implement the University Business Strategy to ensure financial sustainability.
- Monitor the business plan through structured execution and periodic evaluation.
- Outsource non-core activities.
- Maximize revenue through the hiring and rental of facilities.
- Offer short courses such as *Menjong Sorig Spa & Wellness* for national and Bhutanese Traditional Medicine for Holistic Wellness course for international students.

Key Performance Indicators	Baseline year	Target Annually				
	2025	2026	2027	2028	2029	2030
Annual fund dedicated to library	0.05	0.06	0.07	0.08	0.09	0.10
Percentage of annual budget allocated for facilitation of monitoring and evaluation	1	1	1	1	1	1
Number of field training centre established	1	1	0	1	0	0
Number of classrooms with standard smart classroom facilities	4	5	6	7	8	9
Number of income sources increased	10	11	12	12	12	12
Number of branding and promotional activities conducted/implemented.	7	8	8	9	9	9
Revenue generated from business initiatives increased (million)	3.00	3.20	3.50	3.70	4.00	4.50

6. Good Governance

Goal: Enhance governance systems to effectively support and facilitate the faculty's core activities, ensuring transparency, accountability, and efficiency.

Objective: Strengthen governance and oversight mechanisms to optimize resource utilization and drive excellence in academic programs, research, services, and innovation.

Strategies:

- Implement clear governance structures in the faculty that define clear roles and responsibilities (including financial powers) among different levels of units.
- Ensure that organizational development exercises are conducted at least once every five years.
- Include ethics and integrity training in leadership development initiatives.
- Establish and implement a real-time performance monitoring system for faculty, research, and student outcomes.
- Implement secure document management systems to maintain institutional records efficiently.
- Leverage digital technologies to enhance institutional governance, and data-driven decision-making.
- Promote wellness and spa in the tourism sector.
- Ensure timely compliance with accreditation requirements, with a dedicated team monitoring all key accreditation indicators.
- Strengthen student and faculty feedback systems for institutional improvements.
- Define clear key performance indicators for academic excellence, research productivity, and graduate employability.
- Strengthen internal quality assurance mechanisms to improve teaching and learning outcomes.
- Implement branding and promotional activities in the faculty.
- Expand linkages with international traditional medicine institutions for joint research, faculty and student exchange programs.
- Enhance promotion and awareness of Traditional Medicine.
- Ensure that Standard Operating Procedures and Turnaround Time are continuously reviewed and improved.
- Enhance grievance redressal system to address concerns raised by students, staff, and faculty.
- Ensure regular audits for compliance with national and international standards.
- Conduct faculty-wide consultations before policy or curriculum decisions to

ensure inclusivity.

- Ensure timely conduct of important meetings (e.g., AB, IQA, FHRC, General Staff meeting, etc.).
- Develop a system to track and follow up on key resolutions made during meetings to ensure accountability and implementation.

Key Performance Indicators	Baseline year	Target Annually				
	2025	2026	2027	2028	2029	2030
Timeline by which formal governance structure established in the faculty	NA	Instituted				
Percentage of ODE recommendations implemented	10	50	70	100		
Number of leadership personnel completing ethics and integrity training	0	2	3	4	5	6
Status of a real-time performance monitoring system for faculty, research, and student outcomes	NA	Developed				
Percentage of institutional records managed securely through digital platforms	40	50	60	75	85	100
Number of programs promoted to integrate traditional medicine into tourism (wellness and spa)	1	1	1	1	1	1
Percentage of internal quality assurance recommendations implemented	NA	100	100	100	100	100
Number of MoUs with national and international institutions	4	5	6	7	8	9
Percentage of leadership feedback score increased	75	80	85	87	90	95

Annexure 1: Description of KPIs of the strategic areas

SLNo	Key Performance Indicator	Definition	Means of verification	Responsibility	Data Collection Frequency
Outcome 1: Expanded lifelong learning opportunities and skills development for faculty, staff, and students					
Core Strategic Area: Learner Centered					
1	Percentage of credited modules offered online (minimum 20% of the module)	The indicator measures the percentage of the proportion of academic modules that provide at least 20% of their content online.	VLE record	Dy. Dean, Academic Affairs	Bi-annually
2	Number of scholarship (full or partial) offered by the faculty	The indicator measures the number of full or partial scholarships awarded by the faculty to the students, including top-performing student scholarships offered.	Student record	Dy. Dean, Student Affairs	Annually
3	Number of online courses developed and made available	The indicator measures the number of new or revised courses that are designed, developed, and made accessible through an online platform.	Faculty website	Dy. Dean, Academic Affairs	Bi-Annually
4	Number of Friday Insight Sessions Conducted	The indicator measures the number of special knowledge-sharing sessions conducted on Fridays, focusing on academic, professional, or personal development topics (presentation by students on important <i>Sorig</i> related themes every Friday).	Assessment record	Dy. Dean, Student Affairs	Bi-Annually

Sl.No	Key Performance Indicator	Definition	Means of verification	Responsibility	Data Collection Frequency
5	Number of co-curricular activities conducted	The indicator measures the total number of co-curricular activities conducted to enhance student experiences such as club, rover scout, skill building programs, essay writing competition, games and sport, debate, quiz and cultural programs etc.)	Record of activities	Dy. Dean, Student Affairs	Bi-Annually
6	Number of alumni members registered	The indicator measures the cumulative number of alumni registered with the alumni association or university database.	Alumni Association Data	Dy. Dean, Student Affairs	Annually
7	Number of student-led activities including community services	The indicator measures the number of activities initiated and organized by students, including social impact programs, community services, and leadership projects such as cleaning campaigns, blood donation and awareness campaigns.	Number of activities	Dy. Dean, Student Affairs	Bi-annually
8	Number of entrepreneurship course offered	The indicator measures the number of courses specifically designed to develop entrepreneurial skills, including business planning, creating links and collaboration with business hubs to encourage and motivate students.	Attendance Record	Dy. Dean, Academic Affairs	Annually

Sl.No	Key Performance Indicator	Definition	Means of verification	Responsibility	Data Collection Frequency
9	Number of value education courses offered including <i>Driglam Namzha</i>	The indicator reflects the number of programs/courses offered to the students focusing on moral values, ethics, cultural norms and human values.	Program records	Dy. Dean, Student Affairs	Annually
10	Number of spiritual development discourses organized	The indicator provides the number of sessions, workshops, or lectures conducted to promote spiritual well-being and mindfulness among students and faculty. (such as Meditation, yoga)	Program records	Dy. Dean, Student Affairs	Bi-Annually
11	Number of leadership courses offered to student leaders	The indicator reflects the number of leadership courses or training programs provided to student representatives.	Attendance Record	Dy. Dean, Academic Affairs	Bi-Annually
Outcome 2: Strengthened faculty with competent and motivated professionals					
Core Strategic Area: Human Resources					
12	Percentage of HR recruited as per the HR master plan	The number of employees recruited as per the approved HR Master plan through a proper and transparent recruitment process.	HR record/ Staff strength	Management	Annually
13	Number of teaching staff sent for Doctorate of Medicine/Master Degree	The indicator measures the number of teaching faculty sent to pursue Doctor of Medicine/Master Degree	HR record	Management	Annually
14	Number of teaching staff sent for Ph.D	The indicator measures the number of academicians sent to pursue Ph.D. This qualification includes professional doctorate.	HR record	Management	Annually

Sl.No	Key Performance Indicator	Definition	Means of verification	Responsibility	Data Collection Frequency
15	Number of non-teaching staff sent for Master Degree	The indicator measures the number of staff sent for master degree either fully or partially funded.	HR record	Management	Annually
16	Total monthly clinical practice hours completed by teaching staff to maintain competency	The indicator monitors the number of clinical practice hours completed per month by faculty members to ensure continuous professional competency in their respective medical or health-related fields. (12 hrs./Month)	e-PIS record and Teaching staff's time table	Dy. Dean, Academic Affairs	Annually
17	Number of employees recruited through a transparent recruitment process	The indicator measures the number of employees recruited through a transparent recruitment process, which includes open advertisement, merit-based selection, and a documented hiring procedure.	Files and HR record	Management	Annually
18	Number of employees recognized and rewarded for contributions	The number of employees recognized and awarded by the faculty for programs such as the 'Employee of the year', 'President's Award', etc.	HR record	Management	Annually
19	Number of international faculty members recruited	The indicator measures the number of international faculty recruited under the faculty.	HR record	Dy. Dean, Academic/Mtg	Annually
20	Percentage of academicians attended pedagogy course	The indicator measures the percentage of teaching faculty attending pedagogy training conducted by the University and the faculty.	KGUIS	Dy. Dean, Academic Affairs	Annually

Sl.No	Key Performance Indicator	Definition	Means of verification	Responsibility	Data Collection Frequency
21	Percentage of academicians attended research, authors & reviewers training	The indicator measures the percentage of regular teaching faculty, core and adjunct faculty attending research, authors and reviewers training conducted by the University and faculty.	KGUIS	Dy. Dean, Academic/Mtg	Annually
22	Percentage of relevant staff attended leadership course	The indicator measures the percentage of staff who have attended leadership development programs to enhance managerial and decision-making capabilities.	KGUIS	Management	Annually
23	Frequency of feedback collected from faculty and student	The indicator measures the frequency of feedback collected from the faculty and students through free and confidential means	VLE	ICT	Bi-annually
Outcome 3: Dynamic curricula and assessment system aligned with evolving healthcare needs					
Core Strategic Area: Academic Development					
24	Number of new programs launched	The indicator measures the total number of new programs introduced under the faculty.	Curriculum	Dy. Dean, Academic Affairs	Annually
25	Number of students enrolled	The indicator measures the total number of government scholarships and self-financed trainees enrolled annually for various programs.	Enrollment record	Dy. Dean, Student Affairs	Annually
26	Number of courses jointly certified with international institutions	The indicator measures the number of courses jointly certified by the faculty and international institution in offering <i>Sowa-Rigpa</i> courses.	MoU	Dy. Dean, Academic Affairs	Annually

Sl.No	Key Performance Indicator	Definition	Means of verification	Responsibility	Data Collection Frequency
27	Percentage of graduates employed within one year of graduation	The indicator measures the total number of graduates receiving employment in government, autonomous and private institutions.	Survey record	Dy. Dean, Student Affairs	Annually
Outcome 4: Increased research outputs contributing to innovation and policy					
Core Strategic Area: Research					
28	Percentage of academicians engaged in research	The indicator measures the percentage of academicians engaged in research activities.	ORCID record	Dy. Dean, Academic Affairs	Annually
29	Number of publications (peer-reviewed journals, books, chapters) by academicians	The indicator measures the number of publications published by regular, core and adjunct faculty members in a year.	ORCID record	Dy. Dean, Academic Affairs	Annually
30	Percentage of faculty involved in student research supervision	The indicator measures the percentage of faculty members involved in supervision of trainees in conducting research works.	Supervision record	Dy. Dean, Academic Affairs	Annually
31	Number of faculty trained in research annually	The indicator measures the number of faculty members trained in research methodology.	KGUIS	Dy. Dean, Academic Affairs	Annually
32	Number of national and international conferences/seminars organized	The indicator measures the number of national and international research conferences conducted by the faculty annually.	Official record	Management	Annually
33	Number of new research grants received from external agencies	The indicator measures the number of research grants received by the faculty or faculty members for executing research activities.	Financial statement	Accounts	Annually

Sl.No	Key Performance Indicator	Definition	Means of verification	Responsibility	Data Collection Frequency
34	Number of re-search paper, case report, and quality improvement project presented at the conferences	The indicator measures the number of research papers, case reports and projects presented by the faculty and trainees in the conferences.	Participation records	Dy. Dean, Academic affairs	Annually
35	Number of joint research projects with national and international institutions	The indicator measures the number of collaborative research initiatives undertaken by the faculty in partnership with other institutions at the national or international level.	Official record	Dy. Dean, Academic affairs	Annually
36	Percentage of annual budget dedicated to research	The indicator measures the percentage of annual budget allocated and disbursed to the faculty and trainees for undertaking relevant and quality research activities related to Traditional Medicine.	Financial statement	Accounts	Annually
37	Percentage of faculty and students using digital tools and platforms for research	The indicator measures the percentage of faculty and trainees involved in using digital tools and platforms for research activities such as data collection methods and data analysis.	Survey record	Dy. Dean, student affairs	Annually
Outcome 5: Enhanced inclusive, safe and technologically advanced learning environments					
Core Strategic Area: Infrastructure and Resources					
38	Annual fund dedicated to library	The indicator measures the annual budget allocated for procuring reference books in the library.	Financial statement	Accounts	Annually

Sl.No	Key Performance Indicator	Definition	Means of verification	Responsibility	Data Collection Frequency
39	Percentage of annual budget allocated for monitoring and evaluation	The indicator measures the percentage of budget allocated for preparation towards monitoring and evaluation of activities under the faculty.	Financial statement	Accounts	Annually
40	Number of field training centres established	The indicator measures the number of field training centers established for education purposes (e.g. Haa, and Lingzhi).	Official record	Management	Annually
41	Number of classrooms with standard smart classroom facilities	The indicator measures the number of smart boards procured and installed in the classrooms for enhancing teaching-learning facilities.	Asset record	Procurement	Annually
42	Number of income sources increased	The indicator measures the number of income sources under the faculty such as the outsourcing cafeteria, meeting hall, printing, photocopy, binding, wellness house, etc.	Financial statement	Accounts	Annually
43	Number of branding and promotional activities conducted/implemented.	The indicator measures the number of branding and promotional activities carried out under the faculty in promoting educational and other services provided by the faculty.	Official record	Management	Annually
44	Percentage of revenue generated from business initiatives	The indicator measures the percentage of revenue generated from business activities under the faculty.	Financial statement	Accounts	Annually

Sl.No	Key Performance Indicator	Definition	Means of verification	Responsibility	Data Collection Frequency
Outcome 6: Strengthened governance and institutional transformation					
Core Strategic Area: Good Governance					
45	Timeline by which formal governance structure is established in the faculty	The indicator measures the extent to which governance structures are formalized and operational.	Governance document, website upload	Management	Annually
46	Percentage of ODE recommendations implemented	The indicator measures implementation of ODE recommendations in improving faculty.	ODE report	Management	Annually
47	Number of leadership personnel completing ethics and integrity training	The indicator measures the number of leadership personnel such as Dean, Dy. Deans and HoDs completing ethics and integrity training.	KGUIS, certificates	Management	Annually
48	Status of a real-time performance monitoring system for faculty, research, and student outcomes	The indicator measures the status of a real-time performance monitoring system for faculty, research, and student outcomes to evaluate the implementation of the strategic plan.	Annual report	Management	Annually
49	Percentage of institutional records managed securely through digital platforms	The indicator measures the percentage of records such as academic record, library, procurement and HR managed through digital platforms (such as KGUIS, EGP, EPMS, OpenKGUMSB etc.)	User record	Management	Annually

Sl.No	Key Performance Indicator	Definition	Means of verification	Responsibility	Data Collection Frequency
50	Number of programs promoted to integrate traditional medicine into tourism (wellness and spa)	The indicator measures the number of programs promoted to integrate traditional medicine into the tourism sector such as promotion of <i>Sorig</i> Wellness and Spa.	Program record	Dy. Dean, Academic/Management	Annually
51	Percentage of internal quality assurance recommendations implemented	The indicator measures the percentage of implementation status of the recommendations issued for internal quality assurance.	IQA report	Dy. Dean, Academic/Mtg	Annually
52	Number of MoU with national and international institutions	The indicator measures the number of formal agreements being drawn with national and international institutions for exchange programs.	MoU	Management	Annually
53	Percentage of leadership feedback increased	The indicator measures the increase in feedback score of the staff falling under the management team.	KGUIS, HR record	ICT/Mtg	Annually

Annexure 2: Projection of Student Enrollment

Programs	2026	2027	2028	2029	2030	Total	Remarks
Doctor of Medicine (MD) with specialization in <i>Lay-Nga</i>	00	00	02	00	00	02	In-service with scholarship of MoH
Doctor of Medicine (MD) with specialization in <i>Tshubched</i>	00	02	00	00	00	02	In-service with scholarship of MoH
Doctor of Medicine (MD) with specialization in Pharmacology (<i>Menjor</i>)	00	00	02	00	00	02	In-service with scholarship of MoH

Doctor of Medicine (MD) with specialization in Acupuncture & Moxibustion	04	00	00	04	00	08	In-service with scholarship of MoH
Bachelor of Science in Traditional Medicine	12	12	12	12	12	60	Govt. scholarship (<i>Rigzhung</i>)-4 Govt. scholarship (science)-4 Monastic community-3 Self-finance-1
Diploma in <i>Sowa-Rigpa</i>	16	16	16	16	16	80	Govt. scholarship (<i>Rigzhung</i>)-6 Govt. scholarship (science)-6 Monastic community-2 Self-finance-2
Total	32	30	32	32	28	154	

Annexure 3: Total Number of Graduates (1971-2024)

Sl #	Programs	Total Graduates
1	Master Degree in Traditional Medicine	04
2	Bachelor Degree in Traditional Medicine	130
3	Diploma in Traditional Medicine	216
4	Diploma/Certificate in Traditional Medicine Pharmacy	40
6	3-months Certificate course in <i>Menjong Sorig</i> Spa and Wellness	316
7	Short course for International Students	06
Total		712

