



Center for Learning Innovations &
Customized Knowledge Solutions

PORTFOLIO OF CAPACITY BUILDING PROGRAMS

**LEADERSHIP DEVELOPMENT
AND GOVERNANCE**

STRATEGY DEVELOPMENT

**QUALITY ASSURANCE
AND ACCREDITATION**

**INNOVATION IN TEACHING
AND LEARNING**

**RESEARCH IN HIGHER
EDUCATION**

Academic Year 2018-19



LEADERSHIP DEVELOPMENT AND GOVERNANCE

Governing Board Development Program

Leadership in Higher Education

Advanced Leadership Development Program

Governance in Higher Education

Risk Management in Higher Education

Women Leadership in Higher Education

Creating and Sustaining a Culture of Innovation in Higher Education

Nurturing Community Engagement in Higher Education

Change Management in Higher Education

Higher Education Policy Development

Governing Board Development Program

Program Overview:

The program is designed to enable members of different Governing Boards (Board of Governors/ Trustees, Board of Directors, etc.) from both private and public universities to increase their knowledge and understanding of their roles and responsibilities and how they can guide, support and assess the institution effectively and efficiently. The program starts by providing participants with a generic overview of the context of governance in higher education, the different governance models and frameworks, the principles of good governance and the most common challenges and issues encountering good and participatory governance. Roles, responsibilities and obligations of the Governing Board will be discussed in details and how these support the key functions related to strategy formation, budget reviews and approval, institutional effectiveness, managing risks, etc. The program concludes by addressing the key criteria for successful Boards, and presents a framework on how to assess the efficiency of the overall board and the individual board members.

The program structure is designed to provide plenty of opportunities for participants to learn from one another and share experiences through group activities.

Target Audience:

This program is intended at Governing Board members of both public and private higher education institutions as well as members of the executive management of Higher Education.



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Leadership in Higher Education

Program Overview:

This program addresses new and emerging challenges of leadership in Higher Education management context and proposes ways that will help academic leaders steer the strategic direction of their respective institutions of learning with confidence and for achieving the desired goals and objectives. It will also encompass the distinctive macro and micro aspects that institutions of higher education in the 21st century have to deal with, along with a major emphasis on the numerous essential dynamics that govern modern universities; this will include the examination of universities in the future operating as open system, the level of stakeholder influence, talent management, exploiting core capabilities and many more. This program is designed to address a wide range of features instrumental in building innovative and quality institution and taking academic leadership to a new level. The program will also present the role of academic leadership in a Higher education context in a novel approach to reflect the unprecedented changes that universities are and will be facing in the future

Target Audience:

This program is intended at newly appointed leaders of higher education working in different academic, academic support or administrative units.

Advanced Leadership Development Program

Program Overview:

The pace of change in higher education continues to accelerate, and challenges are becoming increasingly complex. Current and future leaders have to deal with a number of internal and external challenges including among many:

- Increasing accountability and the need to meet accreditation requirements
- Changing demands of multiple stakeholders
- Stiffening competition and globalization
- The war for talent attraction
- New technologies and methods for delivering education
- Limited funding

This program will develop leadership skill set to manage these and other, unknowable challenges and opportunities.

Target Audience:

This program is intended at: Senior and middle Academic and Administrative leaders of Higher Education with previous experience including Provosts, Vice Chancellors, Deans and Heads of Departments as well as Senior Representatives working in Higher Education Authorities and Institutions.

Governance in Higher Education

Program Overview:

Governance in Higher Education refers to the means by which Higher Education Institutions (HEIs) are formally organized and managed; this program aims at exposing participants to the principles of good governance in higher education. The program starts by defining the meaning of governance, key concepts, methodologies, approaches, trends and factors influencing governance. It tackles the issue of shared and participatory governance and the role of multiple stakeholders. The program also tackles the relationship between quality, leadership, and governance and will place particular emphasis on strategies and best practices for assessing governance efficiency.

The program concludes by considering various means and methods to measure the effectiveness of governance systems in higher education. Throughout the program participants will be invited to share their experiences and learn from one another.

Target Audience:

This program is intended at the Executive Management of universities and colleges including Presidents, Chancellors, Vice Chancellors, Deans of Colleges, Chief Academic Officers and leaders of students' affairs and administrative affairs as well and members serving on various councils and committees. In addition, the program may be of interest to managers and staff working within planning and effectiveness offices.



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Risk Management in Higher Education

Program Overview:

Enterprise Risk Management (ERM) is the comprehensive program adopted by institutions to identify and manage – proactively and continuously – real and potential threats as well as opportunities that may affect their operation, both locally and globally. Adopting an ERM approach assists institutions to:

- Increase productivity, responsiveness, and accountability while reducing costs
- Sustain its competitive advantage
- Address the rapidly changing risks affecting higher education
- Respond to increased regulation in higher education
- Achieve 'good stand' with accreditors and regulators
- Respond effectively when a significant event occurs
- Establish trust and integrity among various internal and external stakeholders

Unfortunately, very frequently Higher Education Institutions manage risks with a siloed, transactional approach. While this approach may mitigate an individual matter at hand, it does little to identify strategic and reputational risks that can impact an institution's ability to meet its mission and goals. Enterprise Risk Management (ERM) offers institutions a method for integrating risk into the strategic decisions of senior leaders and board members to better position the institution to accomplish its objectives.

This 'hands-on' program will introduce participants to the concepts, principles, processes and applications of enterprise risk management in higher education.

Target Audience:

- Directors and Managers leading institutional risk management, strategic planning and institutional effectiveness
- Directors of QA
- Compliance and Risk Management officers
- Internal Auditors
- Directors of Student Affairs, Branding and Communication
- Directors and Managers of Finance, IT and Legal Affairs Departments

Women Leadership in Higher Education

Program Overview:

The Women Leadership in Higher Education program is launched with the aim of strengthening and leveraging participants' leadership skills within the context of higher education to enable them to respond to the increasing challenges they face in their workplace and to strategically address issues specific to women and gender equity. Throughout the program they will have the chance to reflect on their own leadership strengths and weaknesses in an active learning environment that gathers peers from across different institutions and countries. They will be able to discuss the changing role of leadership for women academics in the region, explore opportunities and challenges, comprehend the set of required skills from the 21st Century Leader of HE and gain insights into the multiple responsibilities and constituencies of their role. Aspects specific to gender issues and policies will also be tackled in details.

The program which will be highly interactive will involve a range of lectures, case studies discussion, reflective exercises and group activities.

Target Audience:

This Program is addressed at current and emerging senior level women leaders and advocates and decision makers in Higher Education – in academic, senior management and governance positions including: University Presidents, VPs, Deans, Senior officers, HR Leaders.

Creating and Sustaining a Culture of Innovation in Higher Education

Program Overview:

This program is about closely examining the drivers of innovation in HE and why innovation has become essential to the survival of universities? What opportunities and challenges exist for HEIs ? What types of innovations are most impacting universities and colleges today? How can we create and sustain an institutional wide culture for innovation? What frameworks and system should be in place? And what type of policies and support shall be in place?

Participants in this program will examine a range of topics that include:

- Understanding Innovation in Higher Education
- Comprehending the Link Between Innovation, Research and Teaching
- Drivers and Barriers to Innovation in HE
- Innovation Trends in HE and How they are Impacting the Future of Universities
- Creating and Sustaining an Innovation Culture
- Understanding the Innovation Process
- Policies and Systems for Nurturing Innovation
- The Leadership Role
- Case Studies

Target Audience:

The program is addressed at university leaders including vice presidents, deans and directors as well as policymakers and other stakeholders interested in embracing innovation within their respective institutions.



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Nurturing Community Engagement in Higher Education

Program Overview:

This particular program is designed to support universities and colleges with establishing and cultivating effective community engagement activities; participants will be presented with various community engagement models and systems and will explore ways in which community engagement is planned and integrated in the various activities of the institution to create the right impact. They will also have the opportunity to reflect on and assess their own institutional community engagement activities and define in accordance improvement plans. In addition, participants will discuss different strategies to develop partnerships with different members of the community and will look at how to get different stakeholders 'buy-in'.

Target Audience:

This program is addressed at senior management and those in charge for initiating, leading and managing community engagement within their respective institution, school or department including but not limited to Vice Presidents for Community Outreach, Deans of Schools and Colleges, Deans and Director of Continuing Education and staff within career advising and placement units among others.

Change Management in Higher Education

Program Overview:

This program is about understanding how to initiate, lead and manage change in higher education and how to deal with resistance from various stakeholders and assess the impact of change.

Participants will obtain an overall picture on how universities operate and where change may occur; they will be familiarized with the various concepts, processes and models for effective change management and reflect how these can be used in their area of work. They will also reflect on various challenges they may encounter and discuss different methods and instruments for dealing with resistance in change. Aspects related to leadership, engaging stakeholders, empowering others and working with teams will also be tackled.

Target Audience:

Academic Administrative Leaders and staff members in charge of leading institutional changes or concerned with the Management of Higher Education institutions

Higher Education Policy Development

Program Overview:

Policies are essential to Higher Education Institutions (HEIs) as they clarify the expectations from various members of the community, provide a framework for institutional integrity, promote consistency, efficiency and effectiveness, help mitigate and manage institutional risks and supports compliance and adherence with accreditation requirements. However and despite the 'well-known' benefits of having well designed, consistent and 'fit for purpose' institutional policies and procedures; developing these can be a daunting activity for Universities and Colleges; in particular given the very complex nature of Higher Education and the various internal and external influencing factors. The aim of this two day program is to provide higher education leaders and staff who have policy drafting, management and/or review responsibilities with an opportunity to explore how good policies can be formulated, implemented, regularly assessed and reviewed. The program will expose participants to a six phase policy development life cycle process which can be easily adapted to different institutions. The relation between institutional mission, values, strategic goals, internal and external quality assurance and policies will be addressed throughout the program. Various strategies and approaches to improve compliance will be discussed as well as the link between policy compliance and risk management. The program will include a range of individual & group activities and present participants with good practices from across HEIs.

Target Audience:

This program is intended at Higher Education academic and administrative leaders and staff members responsible for institutional strategies and policy development within academic, academic support and/or administrative functions. This includes Deans of schools and colleges, heads of departments, registrars & directors of student services and other administrative function. It may also be useful to staff working in effectiveness, quality assurance compliance and institutional research offices.

STRATEGY DEVELOPMENT

Planning & Successfully Leading the Implementation of a Strategic Vision (In Partnership with New Zealand Curriculum Institute).

Strategic Planning in Higher Education.

Benchmarking for Best Practices in Higher Education.

Performance Management in Higher Education.

Building Learner Centric & Market Focused & Create the Right Academic Environment.

Planning and Designing Student Centric Student Services.

Building Agile and Responsive Student Services: Implementing Good Practices that Enhance Student Experience.

Internationalization in Higher Education

Building an Effective Academic Advising System in Support of Student Success



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Planning & Successfully Leading the Implementation of a Strategic Vision*

Program Overview:

The challenge for any leader lies in understanding the critical success drivers for their institution and applying them effectively. Unfortunately, the majority of leaders are never given the chance to really examine these factors to discover any success inhibitors and their opportunities for accelerating future achievements. The result is that the success journey is much slower, more stressful and more difficult than it needs to be. Leading an education institution is challenging, it is different from a 'normal business' and there are some unique requirements that go with operating in your national and on the global stage. This exclusive program is designed for ambitious educational, research and academic leaders committed to: educational and research excellence, building sustainability and contributing overall to their nation.

During this intensive program, participants will have the opportunity to step back from their institution to evaluate what is working, what could be done better, and the various options for being more successful.

Target Audience:

This program is designed for higher education institutional, research and academic leaders, deans and directors who have decision making capacity and responsibility for higher education institutions outcomes, quality and growth.

***This program is jointly certified with the New Zealand Curriculum Institute.**



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Strategic Planning in Higher Education

Program Overview:

Higher Education institutions are now more than ever facing an increasingly complex, challenging and uncertain operating environment. These include among others: increasing demand for higher education concurrent with a budgetary constraints, dwindling resources, increasing demand for leadership and accountability, changing student demographics and learning preferences, the emergence of new and cost effective delivery models and the proliferation of technology and eLearning. In view of these challenges and the emerging paradigm affecting higher education landscape, universities are indeed compelled to re-evaluate their priorities and appropriately formulate strategies for sustainable performance. In view of the need to address these challenges, strategic planning has emerged as one of the most widely used and valuable management tools for assessing an institution's internal strength and weakness and external opportunities and threats, articulating its vision and mission, facilitating the formulation of new strategies, identifying risks and priorities, allocating resources and setting critical measures for success.

This program will provide an interactive environment for executives to learn, apply and collectively share their experience while applying the tools and techniques of strategic planning through case studies and hands-on examples from similar institutions internationally. In addition to providing tools and techniques, the program will also engage the participants to think strategically taking into account the challenges affecting higher education institutions and work in teams to chart strategic scenarios for the future.

Target Audience:

Effectiveness and strategic planning Directors and Managers working in Higher Education as well as deans of schools and colleges, heads of academic support and administrative units and all those involved with strategic and/ or departmental planning.

Benchmarking for Best Practices in Higher Education

Program Overview:

In today's uncertain global economy, Higher Education institutions in the region are facing major challenges including declining funding, increasing operational costs, shifting students demand to quality learner-centered experiences supported by more efficient and effective services as well as access to the latest technologies and increasing requirements for governance and accountability. In an increasingly crowded and globalized market, higher education institutions in the MENA region are also struggling to craft a niche for their offerings and find ways to gain a competitive advantage by differentiating themselves in an effort to attract high caliber students as well as research funding and top faculty. While responses will vary from one institution to another, it has become clear that drastic measures must be taken to address these challenges in a proactive and tangible way. One of the widely used management tools to enable universities deal with these competitive pressures, build capacity for change and improve their standing is benchmarking. Benchmarking provides universities with a systematic process of assessing, identifying and innovatively adapting good practices within the same organization or from other businesses to improve performance. It is not about cloning the success of other organizations, or indulging in industrial spying. Nor is it about creating league tables or seeking short-term hard data.

This program will provide the participants with a detailed understanding of benchmarking in higher education and its implementation supported by hands-on tools, techniques and case studies. The program will also expose the participants to benchmarking as a tool for out-of-the-box thinking, innovation and creativity through games and real-life examples.

Target Audience:

Directors and managers of planning, effectiveness and quality officers working in Higher Education as well as Deans of colleges & schools, head of departments involved with planning and staffs working in institutional research units. The program is also of relevance to academic and administrative leaders.



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Performance Management in Higher Education

Program Overview:

Shrinking budgets, push for accountability, changing student demographics, emphasis on online education, and other external factors are some of the challenges facing leaders of higher education today. To address these challenges, many higher education institutions have strategically reviewed and adjusted their performance management and accountability system to better meet the needs of the market place.

This interactive program is designed for the participants to understand the concepts, processes, and best practices for developing meaningful and sustainable performance measures at both the strategic and operational level. For higher institutions that have already implemented performance measures, this program will help them to evaluate and refine their measures.

Target Audience:

Senior administrators (vice presidents, deans, department heads) and other leaders in higher education who are responsible for setting strategic goals; and for designing and implementing appropriate measures for achieving and monitoring these goals. In addition to Directors and Managers of Effectiveness offices.

Building Learner Centric & Market Focused Academic Environment

Program Overview:

This program is concerned with the core aspects of learning in an academic environment. The program is built on the premise that learning in the twenty first century has to take a lifecycle perspective through the provision of value, unique experiences, raising standards and the production of talented individuals who are marketable and who will impact on economic activity and nation building contributions. The debate on how best to teach, how best to raise standards of education and how best to design meaningful academic programs etc. will continue to rage on. What is however important is that the whole experience of providing high quality learning exposures requires a holistic perspective and a fresh approach that can help universities aspire to be World Class. A wide range of issues in a practical, best practice-oriented approach will be discussed

Target Audience:

- Senior Academic Staff
- Senior Administrative Staff
- Senior Support Staff including staff working in students' services



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Building Agile & Responsive Student Services: Implementing Good Practices that Enhance Student Experience

Program Overview:

Today's context for higher education presents student services leaders and professionals with several challenges. Externally, they have to cope with changing student demographics, emergence of new technologies, demand for greater accountability, and concerns about increasing cost of higher education. Internally, they are often challenged with the mission to contribute to students' learning and personal growth, and ensure their preparedness for work and life as well as establish seamless integration and synergy with the academic and other administrative units within the institution.

A student services division is an integral part of a student journey and hence, plays a major role in student enrolment, retention, progression, success and completion. To successfully fulfill this role, a student services division must adopt and adapt to the changes affecting higher education landscape. In light of these imperatives, the program is designed to facilitate and elicit answers to the following questions: How can an institution establish a student services division that is adept and responsive to change? How can student services plan and successfully apply operational excellence and innovation tools to deliver sustainable outcomes? How can student services adapt technology to facilitate access and increase its efficiency and effectiveness? How can a student services division develop student-centric culture, and synergize its efforts with other academic and administrative units to achieve common goals? What are the core competencies required for student services leaders and professionals to drive a successful and nimble student services division?

Target Audience:

This program is designed for leaders and professionals responsible for planning, operating and measuring the impact of student services on students' learning and personal development experience as well as the institution's mission and strategic goals. It involves Deans, Directors and staff of student services, academic support services (i.e. library, tutoring, etc.), Admissions and registration, counseling among others.



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Internationalization in Higher Education

Program Overview:

Universities more than ever are looking at strengthening their internationalization agenda through strategic partnerships aiming at supporting a large range of activities including faculty and student exchange programs, research collaborations and joint programs development and delivery among other matters. Such activities require a clear strategy which must be anchored within the overall vision and mission of the institution to ensure it can effectively support its strategic priorities and ambitions, help seize opportunities and support addressing different challenges that may be encountered including those related to financial, safety and legal matters.

This program will explore the multiple facets of internationalization, including examining various national, regional and international trends and examine how internationalization is impacting higher education and integrated within universities' strategic goals and plans. It also will expose participants to various approaches and models for internationalization adopted by active institutions in internationalization and engage participants in activities which will help them plan future internationalization activities within the respective institutions.

Target Audience:

This program may be of relevance to all those in charge of leading internationalization agendas within their respective institutions, school or department including but not limited to Vice Presidents for Internationalization, Deans of Schools and Colleges and Deans of Research and Community Engagement among others.



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Building an Effective Academic Advising System in Support of Student Success

Program Overview:

Academic advising play a pivotal role in helping new university students adjust to a new environment, clarifying expectations, strengthening the affiliation with the university, interpreting the higher education experience to students and making the overall learning experience both enjoyable and successful. As students' progress in their programs of study, advising continues to play an important role in helping them make sound decisions about courses' selection, internship, project selection, career goals and paths, etc. Effective advising is also a key to student retention and success. This implies the need for an effective institutional-wide advising system that not only involves academic advising but instead considers how all different forms of advising and support services (career, personal, academic, etc) work in a seamlessly manner to support student success.

Accordingly, and as in the case of any profession, academic advising requires professional development opportunities which support academic advisors to continuously develop and grow their advising knowledge and skills to enable them to promptly respond to the dynamic environment of Higher Education and to the changing nature and needs of 21st century students.

This two day 'hands-on' program aims to identify the broad range of understanding, knowledge, and skills that support academic advising. It will acquaint participants with different strategies, tools and techniques to enhance their advising practices and consider how technology be may exploited to offer a better advising experience.

The workshop will reflect academic advising as a sub-set of a broader support system that is to be set by universities and which requires interdepartmental coordination in order to support student success.

Target Audience:

- Academic Advisors
- Directors and Staff working in Student Services Units including Career Advising, Counseling, Tutoring Centers, etc.
- Heads of Academic Departments and Program Directors responsible for overseeing academic advising

QUALITY ASSURANCE AND ACCREDITATION

Quality Culture: A Strategic Approach to Quality Assurance & Enhancement.

Building a Sustainable Quality Culture: From Internal Quality Assurance to External Accreditation.

Building an Effective Internal Quality Assurance System.

Assuring Quality throughout Program Life Cycle.

Accreditation & Quality Improvement in Higher Education: Perspectives & Experiences.

Total Educational Excellence in Higher Education.

Program Assessment in Higher Education.

Building Capacity for Institutional Research.

What Universities can Learn from Analytics?.



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Quality Culture: A Strategic Approach to Quality Assurance & Enhancement

Program Overview:

How can Higher Education Institutions go beyond the momentary, sometimes reactive accreditation process to develop a proactive, sustainable, stakeholder-driven internal quality system and culture? This program will provide hands-on tools, techniques and case studies for effectively planning, continually assessing (auditing) and improving academic, academic support and administrative processes and activities. In addition, the program, will examine the question of how to sustain the journey of quality once accreditation has been achieved; participants will explore how to go about building an institution-wide culture which facilitates evidence-based assessment and improvement, while being responsive to the needs of stakeholders and working towards future requirements for external assessment and accreditation.

Target Audience:

The program is aimed at Directors, Managers and staff working within Effectiveness, Institutional Research, Quality Assurance and Accreditation Offices in Higher Education Institutions. It may also be appropriate to Deans of Schools and Colleges, Directors of student support services, heads of administrative divisions and other departments involved with quality monitoring.



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Building a Sustainable Quality Culture: From Internal Quality Assurance to External Accreditation

Program Overview:

Crucial to the development of a quality culture is the need to develop an integrated internal quality assurance system that promotes quality improvement and which takes into consideration the particularities and context of individual institutions and that help respond to the needs of external quality assurance agencies. The aim of this two day 'hands-on' workshop is to raise awareness on how to develop and sustain an internal quality culture and to build capacity among universities and colleges to enable them to develop internal quality assurance systems that are embedded in the strategies and culture of their institutions and aligned with external national and international accreditation agencies requirements.

The second day of the program will look at how institutions can create and sustain a quality culture and how they may move from internal QA to accreditation. Special emphasis on the QAA accreditation standards and processes will take place.

Target Audience:

- University Presidents, Vice Presidents and Provosts
- Deans and Directors of Quality Assurance and Accreditation Offices
- Managers and staff working within Effectiveness and Institutional Research
- Deans, Academic Administrators and academic support staff in charge of overseeing the quality of programs and services



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Building an Effective Internal Quality Assurance System

Program Overview:

Crucial to the development of a quality culture is the need to develop an integrated internal quality assurance system that goes beyond just ensuring compliance to standards but rather promotes an institutional culture of improvement that takes into consideration the particularities and context of individual institutions and that help respond to the needs of external quality assurance agencies. The aim of this two day 'hands-on' workshop is to raise awareness on how to develop effective internal quality systems and how to establish a quality culture across the institution. Special focus is given on assuring the quality of academic programs being at the core of any Higher Education IQA system.

Target Audience:

- Deans and Directors of Quality Assurance and Accreditation Offices
- Managers and staff working within Effectiveness and Institutional Research Offices
- Deans of Colleges, Heads of Academic Departments and Program Directors responsible for program design, development, assessment and revision
- Directors and Managers of Administrative and Academic Support Units in charge of overseeing the quality of programs and services



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Assuring Quality throughout Program Life Cycle

Program Overview:

This program will examine what we mean by quality in the context of the individual academic program; how quality can be assured during every stage of the program life-cycle, from initial design to delivery, assessment of student achievement and program review; how feedback from staff and students can be used in assuring and enhancing quality; and how program-level systems and processes can be linked to institutional strategies and targets.

Target Audience:

This program is aimed at program leaders, Deans and Heads of Department. Senior managers with responsibility for quality at institutional level may also find the program useful.



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Accreditation and Quality Improvement in Higher Education: Perspectives & Experiences

Program Overview:

The development and utilization of effective mechanisms for quality assurance and improvement are critical to the success of higher education everywhere, and is strongly linked to the ability of institutions to achieve national and international accreditation. Accreditation is perceived as one of the most critical and challenging aspects of higher education because it touches almost every aspect of the institutional system. Accreditation is much more than meeting some minimal standard measures of inputs; it is instead a comprehensive, planned and systematic review process of an institution, its programs, services and resources to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced on a continuous basis. It is an ongoing process which must be built into the day to day practices of institutions of higher education.

With the emergence of quality assurance agencies and quality frameworks in the region, higher education institutions are placing more and more emphasis on implementing quality at all levels and ensuring continuous improvement. The program aims to introduce participants to the principles of quality and continuous improvement as an institutional concern that links to the process of accreditation; it also addresses the role of executive leadership in creating a culture of excellence. The program will expose participants to the various accreditation methodologies and processes, and how to conduct self-assessment and interpreted these standards in practice. It will familiarize participants with the processes of writing 'self –study', prepare for the external review team visit and how to close the gaps and make the most out of the process.

Target Audience:

This program is intended at Deans of Schools and Colleges, Heads of Departments, Program Leaders, and faculty members involved with accreditation. The program is also appropriate for Directors, Managers and Staff of Effectiveness, Institutional Research, Quality and Accreditation Offices working in higher education institutions in the region.



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Total Educational Excellence in Higher Education

Program Overview:

This program is geared to help higher education institutions move towards the path of total educational excellence; regardless of whether an institution has implemented total quality management, lean or six-sigma; this program will be extremely beneficial as it integrates the philosophies and tools of these powerful techniques, tools, and systems into one integrated system.

The Total Educational Excellence program is divided into two main sections. In the Process Mapping and Improvement portion of this program, participants will develop a high level value map of the student life cycle for their institution. The student life cycle mapping covers processes such as, marketing, recruitment, applications, admissions, orientation, student life (education, activities, and housing), schedule planning (faculty, staff, degree and class schedules), completion, graduation, placement and alumni support. A macro map is developed during the program, and used to identify Key Performance Indicator (KPI) metrics and significant opportunities for improvement. Effectiveness, efficiencies, and impact to the bottom-line are examined for each major process or area. The Achieving and Sustaining Excellence portion of this program covers methods, tools, and techniques to drive continuous improvements in educational institutions. Communication and display methods used to align goals and objectives, monitor performance indicators, and identify clear and common priorities for improvement are examined.

Target Audience:

Higher Education Senior administrators including Deans, Heads of Departments, Registrars and Directors of Students' Services and Effectiveness Offices managers. In addition, to leaders in higher education who are responsible for setting strategic goals; and for designing and implementing appropriate measures for achieving and monitoring these goals.



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Program Assessment in Higher Education

Program Overview:

This program aims at broadening participants' understanding and skills in relation to designing assessment processes, articulation of measurable learning outcomes, and application of data collection and data reporting methods. It stresses on the importance of considering evidences and results for program continuous improvement.

The program starts by exposing participants to the fundamentals of program assessment, its purpose, the benefits it offers and how to successfully develop program goals and learning outcomes; identify program assessment methods and establish criteria for success. The second part of the program stresses on the actual process of conducting assessment activities; during the last day participants will focus on understanding how to interpret data and use results for continuous improvement. The program will involve interactive 'hands-on' individual and group activities which will help put the theory into practice.

Target Audience:

This program is intended at Deans of Schools and Colleges as well as Heads of Departments and faculty members participating in the design, development, implementation, assessment and regular review of academic programs. In addition the program is directly linked to the work of managers and staff members working within institutional effectiveness and research, quality assurance and accreditation and other similar functions.



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Building Capacity for Institutional Research

Program Overview:

This unique program aims at building and enhancing the knowledge and skills of those involved with institutional research related activities in order to support institutional planning, assessment, policy formation, program assessment and review based on international standards and good practices. The focus of the program is on providing participants with a deep understanding about how to select and design data collection instruments (quantitative and qualitative research design including sampling and basic measurement issues, research methods, survey research, interviews, focus groups, and selecting appropriate statistical tools) in HE, How to analyze these data and translate them into various formats to support decision making and how to communicate them in an effective and timely manner to various stakeholders.

Target Audience:

Directors, Managers and staff working in Institutional Research Units, Quality Assurance and Institutional Effectiveness Offices; in addition to those involved in overseeing strategic planning activities within Higher Education.



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What Universities can Learn from Analytics?

Program Overview:

The use of analytics in higher education is growing rapidly and getting much attention as universities and colleges are realizing the tremendous benefits they can bring to improve institutional effectiveness, support institutional advancement and help address common current issues including those related to improving student performance and retention, enhancing teaching effectiveness, ensuring availability of data for decision making, and reducing the administrative workload for collecting and analyzing data. In response to such a growing interest the Center has designed this particular program with the aim of presenting participants with a deep understanding of what analytics are and how they differ from other traditional forms of institutional analysis and reporting, their uses in higher education and the potential benefits they can bring. Participants will review several noteworthy examples of successful analytics across a range of HEIs and will learn how to design learning analytics strategies including looking at how to identify and prioritize data sources and systems.

Target Audience:

Academic leaders and faculty, Directors, Managers and staff working in Institutional Research Units, Quality Assurance and Institutional Effectiveness Offices.



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INNOVATION IN TEACHING AND LEARNING

Innovative Methods for Student-Centered Teaching* (in Partnership with the University of Texas at Austin).

Building Capacity to Promote Excellence in University Learning and Teaching

Using Educational Technologies to Improve Teaching and Learning

Developing Student Assessment

Digital Gaming and Simulations in Higher Education

Mobile Learning

Course Design Principles

Flipping the Classroom: Putting the Principles into Practice

Using Open Educational Resources and MOOCs

Instructional Design for Online Learning

Project Based Learning*

Enhancing Student Learning through the Use of Reflective e-Portfolios

Competency Based Learning

Designing & Delivering an Engaging Student-Centric Learning Experience



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Innovative Methods for Student-Centered Teaching*

Program Overview:

This "hands-on" program will cover many aspects related to teaching and learning in higher education for the 21st century. It is designed to improve teachers' theoretical and practical understanding of pedagogical principles and to give participants practice in designing innovative curriculum. Specific topics presented include curriculum development, backward design, developing assessment strategies and providing quality feedback to students.

Target Audience:

Experienced and new faculty members and teaching staff working in Higher Education Institution, as well as administrators responsible for overseeing teaching and learning within Universities and Colleges (i.e. Deans, Heads of Departments, Directors of Centers of Excellence in Teaching and Learning, Instructional Designers, etc.). The program may also be of relevance to staff working in Quality Assurance who oversee the teaching and learning at their institutions.

***In Partnership with the University of Texas at Austin**



Center for Learning Innovations &
Customized Knowledge Solutions

Building Capacity to Promote Excellence in University Learning and Teaching

Program Overview:

This program explores a 360° strategy to managing excellence and innovation in university learning and teaching with special reference to the implementation and development of technology enhanced learning. It expands on ten elements that must be appropriately managed in order to provide adequate staff and student support.

Discussion and planning exercises will make the content of the program relevant to the specific contexts in which participants work. Participants will be asked to examine what they are already doing to promote teaching in their universities, what they would like to do and what they need to do to achieve their goals. Core questions include:

- How easy is it to effect lasting change to promote university learning and teaching at your university?
- What have been your successes?
- Why have the identified actions been a success?
- What have been the barriers to change?
- What needs to happen to address the barriers?
- Do you achieve sustainable outcomes? If you and your colleagues were all to leave your university at the same time, what would happen to the outcomes of your initiatives to promote university learning and teaching?

A key argument refers to the importance of establishing clear systems, policies and processes that give rise to quality learning and teaching outcomes. The program also addresses process issues showing that "It's not just what you do but the way that you do it" that counts in effective change leadership.

With the sharp focus always on excellence in student learning outcomes, the program will be evidence-based, drawing on research literature and international reports. The aim is to secure sustainable outcomes from initiatives to promote learning and teaching.

Target Audience:

This program is intended at: Provosts, Deans of Schools and Colleges, Heads of Departments, Directors and Staff of Teaching and Learning and Curriculum Centers from Higher Education Institutions.



Center for Learning Innovations &
Customized Knowledge Solutions

Using Educational Technologies to Improve Teaching and Learning

Program Overview:

This program is designed to provide participants with theoretical and practical skills of using emerging technologies either in Higher Education or in Vocational Learning. Participants will learn about internet search tools, social media tools, mobile learning, learning management systems, use of audio and video, open educational resources, gaming technologies among others. The focus will be on providing a comprehensive overview of what constitutes such technologies and how they can best be pedagogically integrated to enrich students' learning experience both in the class as well as outside of the classroom.

Participants will have an opportunity to discuss trends, limitations, and challenges of using these technologies, as well as engage in hands-on activities. Concepts related to learning design, building learning communities, assessment, etc. in light of recent technological and development will be addressed.

Target Audience:

This program is addressed at Deans of Schools/ Colleges, Heads of Departments, Faculty members and Teaching Staff interested in expanding their portfolio of pedagogical strategies through the adoption of emerging technologies for teaching and learning, in order to improve students' learning experience by enabling richer engagement with content and interaction with faculty and peers. The program may also be of interest to directors and staff working in Teaching and Learning Centers or those involved in planning, selecting and acquiring educational technology solutions.



Center for Learning Innovations &
Customized Knowledge Solutions

Developing Student Assessment

Program Overview:

How do you know if your students are achieving their course specific learning outcomes? How to assess different skills and competencies? When and how to assess students? How to improve both teaching and learning practices using different evidences? And what opportunities does technology offer for student assessment? Are the key questions this program will be addressing; throughout this program, participants will explore the principles and practice of integrating students' assessment as part of the learning process. They will be involved in crafting learning outcomes and closely examine how these links to learning activities, content and most importantly assessment assessment. They will discuss pillars of good assessment and investigate strategies to assess student performance using formative and summative assessments. Different tools and techniques for conducting student assessment will be covered including the use of effective multiple choice, short answers, essay, matching, portfolios of learning, projects, etc. Special emphasis would be given to the design of test questions based on Bloom's taxonomy.

The program will also address various strategies to provide constructive feedback aiming at improving learning, dealing with plagiarism and re-thinking assessment to improve student learning, teaching effectiveness and overall program quality.

Target Audience:

This program is geared towards new and experienced faculty members wanting to enhance their assessment and teaching practices through evidences and looking at exploring latest trends including looking at potentials technology can offer in regards to student assessment.



Center for Learning Innovations &
Customized Knowledge Solutions

Digital Gaming and Simulations in Higher Education

Program Overview:

Games and simulations are among the fastest trending topics revolutionizing learning nowadays. Research in the field suggests that games, simulations and other similar technologies can have a purpose beyond just having fun. Throughout this 'hands-on' program, participants will investigate how higher education students learn from interactive computer environments, and will delve into the process of designing and understanding games and simulations for educational purposes. The first session of day one will help ensure a common understanding among all participants on key concepts related to gaming and simulations. Participants will be exposed to various definitions, latest trends and research outcomes in the field and will further investigate how people learn from gaming and simulations and how such tools can be implemented in educational settings. It will also discuss technical, practical, social and pedagogical advantages and limitations. The second session is more focused on looking at theories and practices to motivate and engage students. The consecutive sessions will explore in details how to use and integrate gaming within teaching and learning whether using Commercial Off the Shelf (COTS) games and simulations or by developing one's own education game/simulations. The program will conclude by considering how to assess the efficiency of such technologies within teaching and learning. This program will use a hands-on approach to explore the theories of educational gaming, and the practical aspects of evaluating and implementing games and simulations for teaching and learning. Challenges, tasks, rewards and other aspects of game-based learning, will be used. We will examine how educators can leverage students' interests in digital culture to extend their learning and keep them engaged. Participants will explore the foundational, social and cultural implications of these new media.

Target Audience:

This program is addressed Faculty members and Teaching Staff interested in expanding their portfolio of pedagogical strategies for teaching through the adoption of gaming and simulations, in order to improve students' learning experience by enabling richer engagement with content and interaction with faculty and peers. The program may also be of interest to heads of academic departments, instructional designers, educational technologies and staff working in Teaching and Learning Centers.



Center for Learning Innovations &
Customized Knowledge Solutions

Mobile Learning

Program Overview:

This 'hands-on' program will explore various mobile technologies and how these are impacting teaching and learning; it will explore how different formats of mobile devices can be successfully integrated into L&T strategies to better engage students. The workshop will consider the 7Cs of Learning Design and e-pedagogies to mobile learning, resulting in the notion of m-pedagogies.

Target Audience:

This program is addressed towards faculty and teaching staff wanting to advance their pedagogical skills through integrating mobile technologies in their teaching process. The program may also be of interest to heads of academic departments, instructional designers, educational technologies and staff working in Teaching and Learning Centers.



Center for Learning Innovations &
Customized Knowledge Solutions

Course Design Principles

Program Overview:

Effective curriculum design is the key to successful student learning and comprises various elements including well-crafted learning goals and outcomes, learning activities, learning communities' dynamics, content and evaluation methods. This intensive program (typically 21-25 learning hour) is aimed at new faculty members wanting to upgrade their pedagogical skills in regards to course design, it will focus on principles of good course design, writing learning outcomes, designing learning activities and content, assessment and feedback, active learning and engagement strategies. Participants will closely look at how to align and integrate learning outcomes with teaching and assessment activities.

Target Audience:

This program may of relevance to program directors and coordinators overseeing course design, faculty members and teaching staff , instructional designer and managers and staff working within teaching and learning centers in universities and colleges.



Center for Learning Innovations &
Customized Knowledge Solutions

Flipping the Classroom: Putting the Principles into Practice

Program Overview:

Flipping teaching and learning by creating and leveraging quality digital learning content, delivered outside of the classroom, frees up time in class and opens the doors wide on how you can use that valuable face to face time with your students. This Program will help faculty and teaching staff develop a plan to flip the class in one of their courses. They will explore various strategies and ways to make the material available outside the class taking into consideration aspects related to student access, context, diversity and learning styles; think of the most suitable learning activities to undertake during the class time and learn how to design the mechanisms to link the in and out class activities.

Target Audience:

Faculty members and teaching staff wanting to explore new pedagogies to engaged their students, instructional designers and staff working in teaching and learning centers and educational technologies units.



Center for Learning Innovations &
Customized Knowledge Solutions

Using Open Educational Resources and MOOCs

Program Overview:

Open Educational Resources (OER) is a term that was first adopted by UNESCO to describe “digitized materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research”. This program will expose participants to the history, definition, concepts and principles of OER and its relation to Massive Online Open Courses (MOOCs). It will also examine the opportunities OER and MOOCs bring to higher education and some of the good practices for using them in HE; in addition key challenges and issues related to their use them will be covered.

Participants will also learn about different strategies for locating high-quality, free content that can be effectively integrated in teaching and learning. They will explore repositories such as OERCommons and/ or Merlot which are designed to target searches and organize resources and to offer a great place for faculty to share the learning objects and course materials they have created.

Issues related to OER including quality assurance, licensing, and use, creative commons among other topics will be discussed in details.

Target Audience:

This program may of relevance to faculty members and teaching staff wanting to integrate open educations resources within their respective courses as well as librarians, administrators, education technology specialists and managers and staff working within teaching and learning centers in universities and colleges.



Center for Learning Innovations &
Customized Knowledge Solutions

Instructional Design for Online Learning

Program Overview:

The focus of this advanced program is on using instructional design principles and processes for designing and developing online courses. It will highlight the pedagogical building blocks of online course design and management including looking at learning objectives and assessment, content and learning activities in online environments, facilitating online learning, engaging students and building online communities. In addition participants will explore how usability and accessibility can set students up for success and will discuss various dimensions for assessing the quality of online courses.

The program is typically delivered over 35-40 learning hours and is considered to be at an advanced level where participants already will need to possess prior knowledge on course design and educational technologies.

Target Audience:

This program may be of relevance to heads of departments, program directors, faculty members and teaching staff wanting to design and develop online courses as well as instructional designers and staff working in , education technology and teaching and learning centers.



Center for Learning Innovations &
Customized Knowledge Solutions

Project Based Learning*

Program Overview:

The Buck Institute for Education describes Project Based Learning as, "a teaching method in which students gains knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge." This two day program focuses on the principles and practices for PBL and how this can be brought to the classroom.

Target Audience:

This program may of relevance to heads of departments, program directors, faculty members and teaching staff wanting to explore the use of PBL.

***This program is dually certified with the University of Texas at Austin**



Center for Learning Innovations &
Customized Knowledge Solutions

Enhancing Student Learning through the Use of Reflective e-Portfolios

Program Overview:

This program will provide 'hands-on' practice on the use of e-portfolios in higher education to improve student learning, teaching and assessment practices. Participants will be presented with the history of portfolios and e-portfolios and their uses in the context of higher education. They will discuss the benefits and challenges associated with the use of e-portfolios, examine the process of e-portfolio development, consider different tools for digital portfolios and investigate various strategies to effectively engage and motivate students. Participants will be involved in actual development of a digital portfolio.

Target Audience:

The program is designed for all faculty members and staff wishing to integrate the use of ePortfolios as well as those working in Teaching and Learning and Educational Technology Centers and Units.



Center for Learning Innovations &
Customized Knowledge Solutions

Competency Based Learning

Program Overview:

Competency-based learning is seen today as one of the innovative approaches that will drive the future of education; it allows students to progress at their own pace, while insuring students master the required skills and content leading to a reduction in both time to completion and the overall cost of a degree. This particular program will provide its participants with the required knowledge and skills to successfully develop and manage competency-based education (CBE) in their institutions. It will closely examine latest trends in CBE and discuss different opportunities and challenges it brings for institutions of higher learning in the region; in addition the program will focus on the critical principles for designing CBE including considering prior learning assessment, using competencies versus learning outcomes, rethinking how to measure learning, conduct assessment and undertake grading, re-defining faculty role and implementing competency coaching model, and approaches. The program will also discuss other matters related to supporting students and accreditors' views and approaches on CBE model regionally and internationally.

Target Audience:

Faculty members, teaching staff, instructional designers and leaders of teaching and learning centers interested in learning about Competency Based Education programs and course design. The program may also be of relevance to those leading and managing continuing education within universities and colleges.



Center for Learning Innovations &
Customized Knowledge Solutions

Designing & Delivering an Engaging Student-Centric Learning Experience

Program Overview:

Student engagement has been one of the 'buzz words' in Higher Education around which much research has been undertaken over the recent years. Research clearly indicates that engaging students in their learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences.

Faculty members who adopt a student-centered approach to instruction increase opportunities for student engagement and motivation, which in its turn helps successfully achieve both courses and the overall program learning outcomes. However, student-centricity and engagement may mean different things to different people. This workshop is designed to address latest trends and developments impacting learning and teaching in the 21st century and to discuss various approaches and strategies to promote student engagement and motivation from the design of a particular course to delivery and later evaluation.

Target Audience:

Faculty members, teaching staff, instructional designers and leaders of teaching and learning centers. etc.



Center for Learning Innovations &
Customized Knowledge Solutions

RESEARCH IN HIGHER EDUCATION

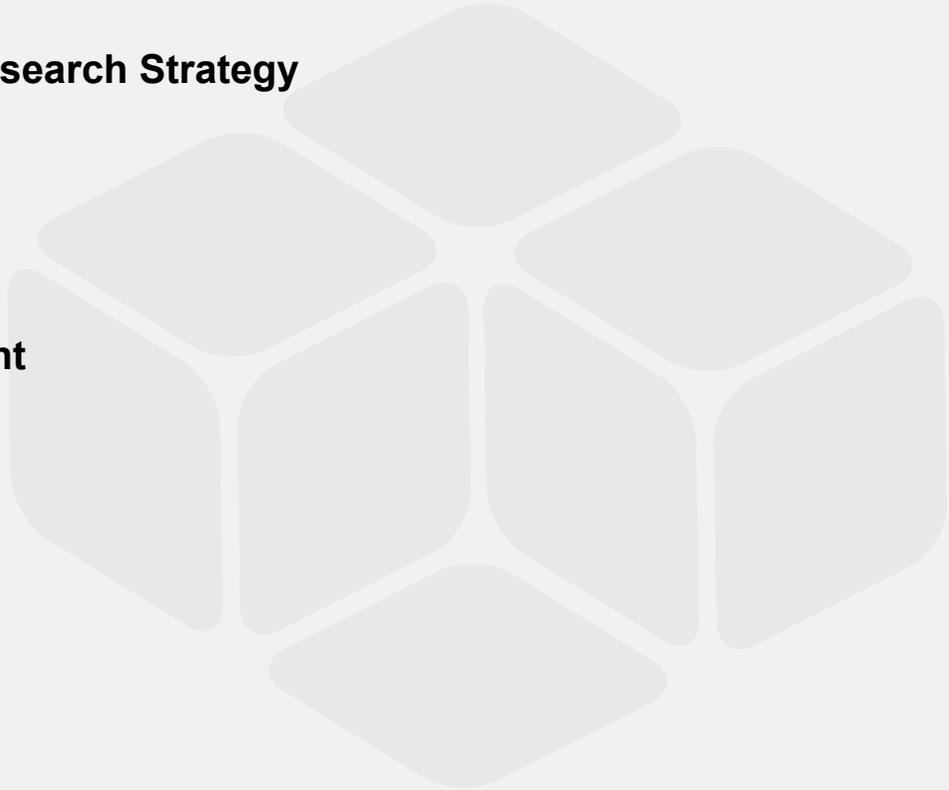
Developing and Implementing a Research Strategy

Writing for Academic Publication

Writing Research Proposals

Dissertation Supervisor Program

Research Performance Management



Developing and Implementing a Research Strategy

Program Overview:

This program comprises 11 in-depth working sessions covering all aspects of research strategy and implementation. Each of the sessions covers the main aspects of research strategy through the examination of key questions. Throughout the program participants will look at the drivers of research, research leadership, community engagement, internationalization, the research/education nexus, resourcing and supporting research, strategy development, and strategy implementation.

The program will begin with an overview and an audit of expectations and it will conclude with reflections, an agenda for next steps and actions, and an evaluation of achievements.

Target Audience:

This program is intended for senior academic and administrative leaders who have a leadership and/or management responsibility for research within their respective institutions; this include but is not limited to: Vice Chancellors and Vice Rectors for Research, Provosts, Deans of Research and Graduate Studies, Deans of Colleges and Schools, Directors of Innovation, as well as staff in charge of community engagement.



Center for Learning Innovations &
Customized Knowledge Solutions

Writing for Academic Publication

Program Overview:

Undertaking research and having it published is no longer seen as an optional part of the academic life. There is now an expectation that all academics should publish. Indeed, in many higher education institutions there is a requirement that academics should have at least one publication annually and that it should be in a respected peer-reviewed journal. However there are many positive benefits of publishing. This program will address these reasons. It will provide the tools on how to write for academic publication. This includes: identifying the research question, structuring of the paper and the role of the literature review. The processes that are involved in publication from submission of the article to a journal through peer review to final acceptance will be explained and strategies to deal with these will be provided. The main pitfalls facing authors will be discussed and techniques to avoid these will be provided.

Target Audience:

Academics, scholars, professionals wishing to publish in academic journals

Writing Research Proposals

Program Overview:

This 'hands-on' program is designed for those seeking funds to conduct research; throughout the program participants will get acquainted with the process of research grant writing and will be exposed to the predictable set of components research proposals must include, the review criteria that needs to be considered when planning a proposal to develop compelling and competitive proposals that have increasing chances of getting grants and the common mistakes in writing proposals along with tips and strategies to avoid them . They will also be exposed to the review process and some of the most common problems cited by reviewers .

Key topics addressed throughout the program include:

- Comprehending the Research Grant Writing Process
- How to identify potential funding resources
- Things to consider for strengthening the proposal
- Understand the types of information that are a "must" for every proposal/ application
- Recognize the most crucial elements of a proposal and how they fit together
- Write a Research Grant that stand out among competition: A Technical Checklist
- Common mistakes in writing applications grants
- Understanding how the review process work
- Problems and concerns commonly cited by reviewers

Target Audience:

Research faculty , staff and scholars including doctoral students seeking to write research grants proposals for the obtainment of research grants nationally or internationally.

Dissertation Supervisor Program

Program Overview:

This particular program is designed to cover a number of aspects of research supervision in higher education. It is designed to improve supervisor's understanding of the multiple roles they have; highlight the differences between supervising Masters and Doctoral candidates; increase participants' understanding of research design for appropriate postgraduate research projects; provide practical advice in dealing with a range of challenges that supervisors commonly face; and improve various aspects of academic writing.

Target Audience:

- Both experienced supervisors and also early-career academics that have less experience in research supervision.
- Those responsible for research policy at an institution will also be catered for.

Research Performance Management

Program Overview:

As HEIs across the region are increasingly working towards shifting from being teaching universities to becoming more of holistic universities where research is perceived as one of its core business that is central to its mission and to building its reputation; there has been a growing recognition for the need to establish research performance management frameworks and systems to fit the complex and dynamic research environment universities operate in. This program which is typically offered over 14 learning hours and aims at exploring various frameworks and methods for assessing research to ensure both quality and value added. It will closely examine aspects related to people, processes and systems which are essential to research excellence and consider different systems adopted by leading research institutions. It will develop an understanding on the development of research management metrics and consider how research related data can be collected, analyzed and used.

Target Audience:

This program is intended towards academic leaders who as part of their responsibility provide leadership for the design, development and implement of research within their respective institution or specific school/college. This includes but is not limited to: Vice Presidents and Deans of Research and Graduate Studies, Deans & Heads of Departments of Colleges and Schools, Directors of Research Center as well as those involved with community engagement.