LEADERSHIP DEVELOPMENT AND GOVERNANCE

STRATEGY DEVELOPMENT

QUALITY ASSURANCE AND ACCREDITATION

STUDENT SUPPORT & ACADEMIC ADVISING

INNOVATION IN TEACHING AND LEARNING

RESEARCH IN HIGHER EDUCATION

CLICKS

Center for Learning Innovations & Customized Knowledge Solutions

YOUR PARTNER FOR INNOVATION AND EXCELLENCE

IN-HOUSE PROGRAMS' DESCRIPTOR

CLICKS provides a wide range of capacity building programs specifically catered towards higher education (HE) that can be customized and tailored to meet the specific needs of an institution and/ or country's context. In addition, and in alignment with its vision of serving the regional higher education community; CLICKS is well- equipped and able to deliver programs outside the UAE when and as needed.

CLICKS's programs are spread across its six core areas of expertise, which involve:

1. Strategy Development: This includes training programs in the areas of strategy formulation, strategic planning, benchmarking, performance management, organizational excellence, policy development, etc.

2. Leadership Development and Governance: This involves different levels of leadership development programs including programs specifically catered towards women leadership, governance for governing bodies, governance for executive management, etc.

3. Quality Assurance and Accreditation: This embraces programs on quality assurance and continuous improvement as well as programs that aim at supporting institutions in preparing for accreditation (institutional and program level). Among programs

offered by the center are: building internal quality systems, assuring the quality of academic programs, program assessment, preparing for accreditation, etc.

4. Innovative Learning and Teaching: This consists of a large portfolio of programs supporting excellence and innovation in teaching and learning including 21st Century teaching pedagogies, student centric teaching, project-based and collaborative learning, curriculum design and development, student engagement, student assessment, flipping the classroom, digital gaming and simulations, developing and implementing e-Learning strategies, designing online courses, among many others.

5. Research in Higher Education: This includes programs designed to improve both institutional and individual research and scholarship capabilities; among regular programs offered by the Center are those supporting: the design, development and implementation of institutional research strategies, research and internationalization, writing research papers and proposals for research grants, research and its linkage to teaching and learning, measuring research impact etc.

6. Student Support & Academic Advising: CLICKS over the years has been working with HEI's in promoting and supporting the planning and delivery of holistic student centric services and programs as well as institutionalizing and re-considering the role of academic advising and shifting it from a service primarily concerned with course selection, registration and scheduling to more meaningful learning experience that contributes to student development. It has provided over the years both professional development opportunities for those working in student's affairs and academic advising as well as consulting and mentoring services to those institutions wanting to re-think its overall student's life cycle and find means through which it can positively impact on the student's journey and student's success.

How to request an 'in-house' program, please **click here.**

STEP 1
Request an 'in-house' program by filling our Online Requirements Analysis Form available through our website at www.cli-cks.com. The purpose of submitting the form is to assist the Center in grasping a good understanding of the institution's needs, the target audience, and the overall objectives intended from running the program. The form shall be filled by a person who possesses the necessary knowledge about the institution, the area of work the program will be tackling, and participants for whom the program is to be delivered.

STEP 2
Once the form is received, our team of experts will analyze your requirements and respond with a formal proposal (within 3-5 working days). Occasionally, the Center may contact the institution for further information or clarifications. The submitted proposal will include technical, logistical, and financial aspects.

STEP 3
Upon approval of the proposal by the institution, the necessary steps will commence to plan the delivery of the program(s) as per dates mutually agreed upon.

STEP 4
CLICKS will develop the materials, deliver the program, and organize all necessary logistics to run the program.

STEP 5
CLICKS will produce a post–training report that will be sent to the institution.

LEADERSHIP DEVELOPMENT AND GOVERNANCE

List of Common Programs Offered by the Center

- Governing Board Development Program

- Board Effectiveness Program

- Leadership in Higher Education

- Advanced Leadership Development Program

- Women in Higher Education Leadership (Level I & II)

- Leading Universities in Turbulent Times

- Governance in Higher Education

- Risk Management in Higher Education

- Change Management in Higher Education

- Internationalization in Higher Education

- Nurturing Community Engagement in Higher Education

- Creating and Sustaining a Culture of Innovation in Higher Education

PROGRAM OVERVIEW

The program which is highly customizable to institutions is designed to enable members of Governing Bodies (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 evaluate their institution effectively and efficiently. The program provides participants with a generic overview of the context of governance in higher education, the different governance models and frameworks available, the principles of good governance and the most common challenges and issues encountering good and participatory governance. Roles, responsibilities and obligations of various governing bodies in the context of the institution and external regulators will be discussed and how these support some of the key functions of the institution such as: strategy formation, budget reviews and approval, institutional effectiveness, risk management, etc. The program concludes by addressing the key criteria for successful Boards, and presents some insights into different frameworks that can be used to evaluate the Boards' effectiveness.

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 for Governing Board members from either public or private Higher Education Institutions as well as members of the Executive Management.

PROGRAM OVERVIEW

This one day program is designed to meet the needs of members of governing boards within universities and colleges.

Overall this highly customizable program will consider the following aspects:

- Role of various boards, shareholders, management and various committees of the board
- Board responsibilities and challenges
- Paradoxes facing boards
- Framework for board's effectiveness
- Conducting self assessment
- Regulatory compliance and reporting
- Case studies and examples
- Leading change for institutionalizing sound governance

The program is based on the premise that there is no one 'right' or 'best' way for boards to operate—rather, each board must develop practices that suit their particularities and unique context; hence as participants will have the opportunity to examine the latest thinking on the internal function of Governance boards within the context of higher education, and will discover how to enhance and focus their own board's efforts.

TARGET AUDIENCE

This program is intended for Governing Board members from either public or private Higher Education Institutions and members of the Executive Management. Deans and Directors of QA and Institutional Effectiveness or officers in charge of overseeing institutional governance may also find the program of interest.

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 External Quality Assurance 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 addresses new and emerging challenges of leadership in Higher Education management context and proposes ways that will help higher education leaders from both the academic and administrative divisions steer the strategic direction of their respective institutions with confidence and for achieving the desired goals and objectives. It will consider 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 ecosystems, the level of stakeholder influence, talent management, exploiting core capabilities, managing change and much 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. The number of days for this program may range from three to five days depending on the needs of the institution.

This program will further enhance leadership skill set to manage these and other unknowable challenges and opportunities.

TARGET AUDIENCE

This program is intended for current and future leaders of higher education working in different academic, academic support or administrative units.

ADVANCED LEADERSHIP DEVELOPMENT PROGRAM

PROGRAM OVERVIEW

This intensive and practical advanced leadership development program designed specifically for leaders from within the higher education sector to focus on the mastery of personal, interpersonal, team and system leadership skills. It is delivered by carefully selected and prominent experts who bring decades of experience. Participants will engage in a range of interactive sessions to assess their leadership styles; identify their leadership strengths and challenges, goals, values, and reflections; build toolkit of leadership techniques and frameworks that they can immediately adopt and engage with completing a 360° assessment. They will also be involved with team building and system thinking activities as well as learning about effective collaboration. This program is typically 2 to 3 days and is often recommended to be delivered in a 'retreat- format' style.

TARGET AUDIENCE

This program is intended for Senior and middle Academic and Administrative Administrators working in Higher Education with previous experience including Provosts, Vice Chancellors, Deans and Heads of Departments.

WOMEN LEADERSHIP IN HIGHER EDUCATION

Realize your Leadership Potential as a Woman in HE
(Level I & II)

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PROGRAM OVERVIEW

The two programs offered by the Center on Leadership in Higher Education treat participants, men and women, as equals and looks into different ways and approaches to assist them fine-tune their leadership skill irrespective of gender. Whilst there is a strong acceptance in equality of leaders in our sector we still can notice a significant gender imbalance that remains at executive management level within higher education in many countries. Several contextual issues need to be considered to enable women leaders to realize their leadership potential and ensure they are better prepared for these roles. The Women Leadership in Higher Education series of programs are launched with the aim of empowering, strengthening, and leveraging women-specific leadership skills within the context of higher education, and the region to enable them to respond to the increasing challenges they face in their workplace and to strategically address issues specific to women and gender equality and equity. The program will also look into how to enable participants to become champions of equity for women in higher education.

Throughout the program, participants will have the chance to reflect on their own leadership strengths and weaknesses in an active learning environment that gathers peers. 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 requires 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 Women Leadership in Higher Education can be delivered as either a 5-day program or as two programs (Level I and II); each of three days.

TARGET AUDIENCE

This Program is addressed to current and emerging middle and senior level women leaders, advocates and decision makers in Higher Education.

LEADING UNIVERSITIES IN TURBULENT TIMES

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PROGRAM OVERVIEW

This executive workshop aims at considering how university leaders can lead strategically in a time of turbulence. Leadership in time of turbulence requires resilience, the ability to anticipate change, create the change you desire, and lead for the future ; this program is really about addressing some of the key areas impacting higher education today, including:

- Considering the internal and external factors leading to turbulence
- Key turbulences impacting the Higher Education Sector
- Fourth Industrial Revolution and its Impact on Higher Education
- MOOCs and Micro-credentials and their impact on the educational system
- Key actions leaders must take to respond to turbulences

TARGET AUDIENCE

This program is intended for senior and middle Academic and Administrative Administrators working in Higher Education with previous experience including Provosts, Vice Chancellors, Deans and Heads of Departments, as well those working in Higher Education Authorities and Institutions.

PROGRAM OVERVIEW

This highly customizable program aims at exposing participants to the theories, principles, and practices of governance within the context of higher education. It will expose participants to the meaning of governance, key concepts, methodologies, approaches, trends and factors influencing good governance and tackles, the issue of shared and participatory governance, and the role of multiple stakeholders in particular that of students and faculty members. The program will also closely examine the relationship between management and governance, and what can be done to create a strong partnership between the two. Requirements of regulatory bodies and external quality assurance agencies will also be considered during the program.

Throughout the 'in-house' version of the program, institutions will be involved in reflecting on their current governance structures and arrangements and will engage in evaluating its effectiveness. A range of case studies and good practices will be shared as a reference point for the institution. The program may be offered as either a two or three day program.

TARGET AUDIENCE

This program is intended for members of 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 QA and effectiveness offices who are in charge of overseeing governance as part of their duties.

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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' 2- day 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

CHANGE MANAGEMENT IN HIGHER EDUCATION

PROGRAM OVERVIEW

This program is about understanding how to initiate, lead, and manage change in the context of 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 and Administrative Leaders and staff members in charge of leading institutional change or concerned with the Management of Higher Education institutions.

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 cease opportunities, and support addressing different challenges that may be encountered including those related to financial, safety, and legal matters.

This 2 day 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, Directors and Managers for Internationalization, Deans of Schools and Colleges, Research, and Community Engagement involved with internationalization activities within their respective institutions.

NURTURING COMMUNITY ENGAGEMENT IN HIGHER EDUCATION

PROGRAM OVERVIEW

This particular two-day 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 line with their institution's strategic directions and within the various activities of the institution to create the real 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 the community and will look at how to get different stakeholders buy in. Methods and mechanisms to assess community engagement impact will also be considered in the context of the institution.

TARGET AUDIENCE

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

CREATING AND SUSTAINING A CULTURE OF INNOVATION IN HIGHER EDUCATION

PROGRAM OVERVIEW

This program is about closely examining the drivers of innovation in Higher Education 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: Why should we innovate?
- 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
- Creative Thinking: Developing creative mindsets
- Fostering a culture that values, nurtures, and rewards innovations
- Innovation and the Role of Leadership
- Case Studies

TARGET AUDIENCE

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

STRATEGY DEVELOPMENT

List of Common Programs Offered by the Center

- Planning & Successfully Leading the Implementation of a Strategic Vision

- Strategic Planning in Higher Education

- Performance Management in Higher Education

- Data Analytics in Higher Education

# 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 in order to drive their institution's strategic vision. Unfortunately, many leaders are never given the time or opportunity to really examine and reflect upon these factors to discover any success inhibitors and opportunities for accelerating future achievements. The result is that the success journey is much slower, more stressful, and much more challenging than it needs to be. Leading an education institution is not an easy task, particularly in the dynamic environment we operate in today; it is very different from leading a 'normal business' and there are some unique requirements that go with operating in your national context as well as on the global stage. This exclusive 'retreat –format' tailored 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 the program, participants will have the opportunity to step back from their institution to evaluate external and internal factors impacting their institutions, reflect on what is working well and what could be done better, and explore the various options for being more successful and responsive to the external environment.

TARGET AUDIENCE

This program is designed for Administrators of Higher Education who have decision making capacity and responsibility for higher education institution's outcomes, quality, and growth.
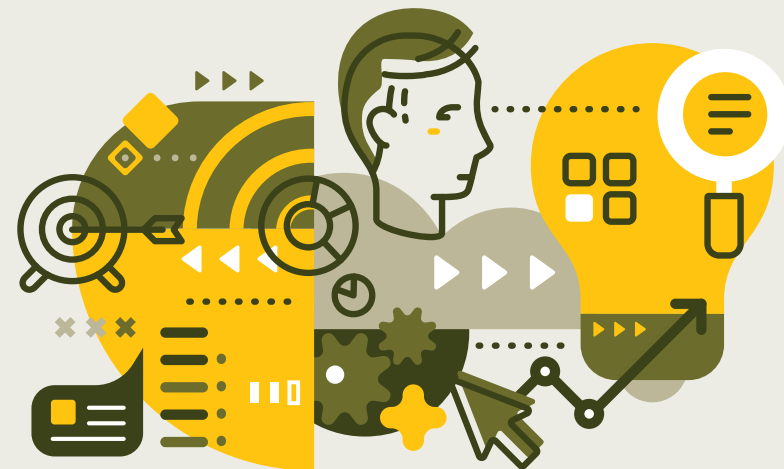
STRATEGIC PLANNING IN HIGHER EDUCATION

PROGRAM OVERVIEW

Higher education institutions (HEIs) operate in an increasingly complex, challenging, and crowded environment. This means that each HEI needs to have a competitive edge to ensure sustainability and growth. Strategic plans are a means to achieve this.

Strategic planning has emerged as one of the most widely used and valuable management tools as it provides the framework for an HEI's operations and thus, raises the performance of the institution. Through strategic planning, an institution can assess its internal strength and weakness, external opportunities and threats, articulate its vision and mission, facilitate the formulation of strategic objectives, and set critical measures for success. Robust and well-implemented strategic plans are a common feature of high performing HEIs. This is also a requirement of accreditation and quality assurance agencies across the region and beyond.

This three or five-day program provides an interactive environment for senior management and directors to learn and apply the process, tools, and techniques of strategic planning through case studies and hands-on examples from institutions internationally. In addition, the program engages the participants to think strategically taking into account the challenges facing their higher education institutions. Delegates will work individually and in teams to chart strategic scenarios. A futher aspect of the program deals with the linking of operational plans to the strategic plan. This is an essential feature for success. The program may also be tailored to focus on the use of Balance Scorecard as an approach towards strategic planning.

TARGET AUDIENCE

Senior Administrators, Effectiveness and Strategic Planning Directors, Managers, and Staff 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 operational planning.

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 including Vice Presidents, Deans, Departments' Heads, Directors and Managers of Strategy, Strategic Planning, and QA offices, and members of the staff in charge for setting strategic goals and for designing and implementing appropriate measures for achieving and monitoring these goals.

DATA ANALYTICS IN HIGHER EDUCATION
What Universities can Learn from Analytics?

PROGRAM OVERVIEW

The use of analytics in higher education is growing rapidly and getting much attention as institutions globally 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 2-day 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 the context of higher edcuation, various data driven models, and the potential benefits they can bring for evidence based strategy formulation, data driven decision making, and performance monitoring.

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

Higher Education Administrators; Directors, Managers and staff working in Institutional Research Units, Quality Assurance and Institutional Effectiveness Offices, and IT and other related staff handling any 'big-data' projects within the institution.

QUALITY ASSURANCE AND ACCREDITATION

List of Common Programs Offered by the Center

- Building a Sustainable Quality Culture: A Strategic Approach to Quality Assurance and Enhancement

- Assuring Quality throughout the 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

- Benchmarking for Best Practices

- Quality Audit Program

- Higher Education Policy Development

BUILDING A SUSTAINABLE QUALITY CULTURE: FROM INTERNAL QUALITY ASSURANCE TO EXTERNAL QUALITY ASSURANCE

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. The aim of this workshop is to raise awareness on how to develop and sustain an internal quality culture, and to build capacity to enable participants to develop/ review or reflect on their current internal quality assurance system (quality objectives and policy, process, tools, instruments, structures, etc.), as well as consider the 'soft' aspects that will enable institutions to drive a quality culture. Participants will also engage in reflecting on their own quality culture.

The program will consider at how institutions can shift from quality assurance to quality enhancement.

TARGET AUDIENCE

- University's Leadership Team including: 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

ASSURING QUALITY THROUGHOUT THE PROGRAM LIFE CYCLE

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PROGRAM OVERVIEW

This program examines what we mean by quality in the context of the individual academic programs; how quality can be assured during every stage of the program life-cycle, from program initiation and initial design to delivery, monitoring, evaluation, and assessment. It will examine how feedback from staff, students and other external stakeholder can be used in assuring and enhancing quality; and how program-level systems and processes can be linked to institutional strategies and targets. The program can be delivered as either a two or three day program.

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.

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 should be seen as a mean for continuous improvement that looks beyond only 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 external 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 be tailored to expose participants to the accreditation process and approaches of their national EQA; it will provide insights on how to conduct self-assessment and interpret these standards into practice. It will also familiarize participants with the processes of self-reflection, writing 'self–study' reports, preparing for the external panel review visits, and how to address comments from the external review panels, close the gaps, and make the most out of the process.

TARGET AUDIENCE

This program is intended for Directors and Staff working in QA Offices as well as Deans of Schools/Colleges, Heads of Departments, Program Leaders, and faculty members involved with accreditation.

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, leaders in higher education who are responsible for setting strategic goals; and for designing and implementing appropriate measures for achieving and monitoring these goals.

PROGRAM ASSESSMENT IN HIGHER EDUCATION

PROGRAM OVERVIEW

This typically 3-day 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 for 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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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 to provide participants with a deep understanding on 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, Quality Assurance and Institutional Effectiveness Offices; in addition to those involved in overseeing strategic planning activities within the university.
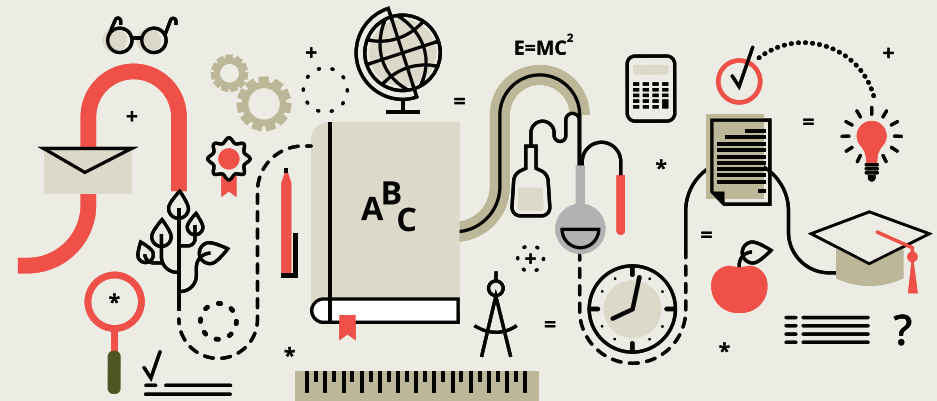
BENCHMARKING FOR BEST PRACTICES IN HIGHER EDUCATION

PROGRAM OVERVIEW

In an increasingly crowded and globalized market, higher education institutions in the MENA region and beyond are struggling to craft a niche for their offerings and find ways to gain a competitive advantage by differentiating themselves. This challenge is further compounded by uncertainties affecting the global economy, declining funding, increasing operational costs, shifting student expectations, and demands for an innovative value-driven learner-centered education as well as increasing public demand for institutional quality and accountability. While responses may vary from one institution to another, there is no doubt that drastic measures must be taken to address these challenges in a proactive and tangible manner. 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 internally or from partners from education and corporate sectors 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 typically 3-day program will take the participants beyond metrics to understand the underlying practices that contribute to institutional performance. The program will provide a detailed step-by-step 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.

PROGRAM OVERVIEW

This two day workshop is designed to help participants acquire the necessary skills and knowledge for planning, designing, and conducting internal quality audits in higher education for the purpose of improvement. The workshop will expose attendees to the principles, methodology and techniques for conducting internal audits. Key topics which will be discussed include:

- Audits and internal QA in HE
- Why use internal audits? Benefits and Challenges
- Identify areas for audits in HE
- Prepare an audit plan
- Conduct an audit
- Document findings
- Write an audit report
- Ensure follow-up on corrective actions (close the loop)

In addition, participants will be able to apply auditing techniques and practice many of the concepts explained through the use of role playing.

TARGET AUDIENCE

Directors, manager and staff working in Quality Assurance and Effectiveness as well as head of departments involved with using quality audit as part of their continuous improvement tools.

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 (typically) 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, monitored, 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 for Directors, Managers and Staff overseeing policy development and implementation within the university, as well as Academic and Administrative Administrators responsible for policies within their respective colleges and departments. This includes Deans of Colleges, Heads of Departments, Registrars & Directors of Student Services, and other Administrative function.

INNOVATION IN TEACHING AND LEARNING

List of Common Programs Offered by the Center

- Innovative Methods for Student-centered Teaching
- Course Design Principles
- Building Capacity to Promote Excellence in University Learning and Teaching
- Enabling and Engaging Students through the Use of Active Learning
- Using Educational Technologies to Improve Teaching and Learning
- Student Assessment
- Implementing e-Learning and Blended Learning
- Digital Gaming and Simulations in Higher Education
- Mobile Learning
- Flipping the Classroom
- 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
- Design Thinking

INNOVATIVE METHODS FOR STUDENT-CENTERED TEACHING

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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.
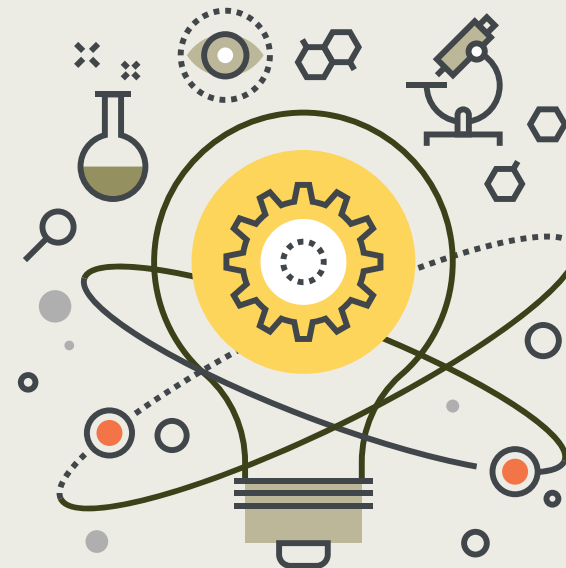
COURSE DESIGN PRINCIPLES

PROGRAM OVERVIEW

Effective course 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 and experienced faculty members wanting to upgrade their pedagogical skills in regards to course design, it will focus on principles of good course design, the 21st century skills and competencies and how to integrate these into our courses, writing learning outcomes, designing learning materials and activities, student assessment and feedback. Participants will closely look at how to align and integrate learning outcomes with teaching and assessment activities.

TARGET AUDIENCE

This program is geared towards faculty members and teaching staff involved with course design, it may also be of relevance to program directors and coordinators overseeing course design, instructional designers and managers, and staff working within teaching and learning centers.

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 for Provosts, Deans of Schools and Colleges, Heads of Departments, Directors and Staff of Teaching and Learning Centers and other similar units.

PROGRAM OVERVIEW

Student engagement is one of the emerging 'buzz words' in Higher Education which has been significantly researched over 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 engaging student-centered approaches to instruction increase opportunities for students to apply what they have learned and increase their motivation; which in its turn helps to successfully achieve their learning outcomes. This highly interactive 'hands-on' workshop which could be delivered in either 2 or 3 days, is designed to expose and engage participants to various active learning strategies and consider how these can be effectively integrated in their classroom.

Participants will practice techniques such as structured debates, role plays, jigsaws, fishbowls, and others and will investigate how technology can further improve student engagement. Participants will also discuss associated challenges related to implementing active learning and identify ways to overcome these.

This program is one of CLICKS's very popular programs and is often described by participants as a 'fun' workshop.

TARGET AUDIENCE

This program is addressed to faculty members and teaching staff interested in improving the engagement of their students. It is also of high interest to directors and staff working in Teaching and Learning Centers and administrators overseeing the quality of teaching.

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 in Higher Education. Participants will learn about learning emerging technologies and how these can be integrated within teaching and learning. Tools such as social media tools, mobile learning, learning management systems, use of audio and video, open educational resources, gaming technologies among others will be discussed. The focus will be on providing a comprehensive overview of what constitutes such technologies and how they can best be integrated to enrich students' learning experience both in the class as well as outside of the classroom. The program will consider current existing technologies and how these are currently used by faculty and teaching staff. Challenges and issues related to technology integration will also be considered.

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.

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 and how to design authentic, reliable, and diverse assessment strategies. They will be involved in crafting learning outcomes and closely examine how these links to assessment. They will also discuss what constitutes good student assessment and investigate different tools including those supported by technology to conduct diagnostic, formative and summative assessments. The use of projects and e-Portfolios will also be emphasized upon. Participants will practice how to write effective multiple choice and short questions to assess higher order thinking.

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.

PROGRAM OVERVIEW

The integration of e-Learning and blended learning within the context of higher education require much more than just technology being acquired; it needs a clear vision and strategy from the top which is aligned with the overall institutional purpose. Institutions should be clear about the purpose and anticipated outcomes they expect from engaging in such an initiative. Key consideration to aspects related to technology constraints/opportunities, resourcing, recognition, and general organizational readiness need to be considered. Very often the development of a strategic plan for technology integration or for implementing e-Learning or blended learning is one thing and its successful implementation is another. Aspects related to change management will also be considered as part of the strategy development as well as a clear plan for building capacity.

This three-day program aims at exposing participants to the key considerations that must be taken into account for implementing e-Learning; participants will through a set of activities engage in assessing their current readiness, benchmark their organizational capabilities, and articulate a strategy to move forward. Issues and challenges associated with e-Learning and aspects of ROIs will also be addressed.

The program will also present a range of best practices for successful e-Learning / blended learning Implementation in higher education.

TARGET AUDIENCE

This program is addressed towards Senior Administrators considering implementing blended and/ or e-Learning and those members of the institutions that will be involved with leading the initiative.

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 out comes 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 to 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.

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 into 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.
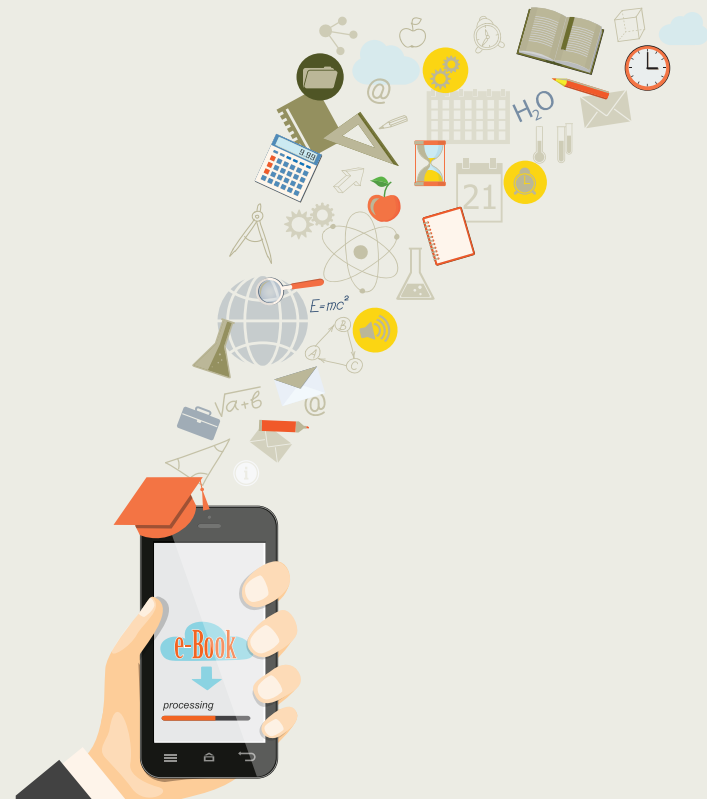
FLIPPING THE CLASSROOM

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.

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 OER Commons 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 of creative commons among other topics will be discussed in details.

TARGET AUDIENCE

This program is relevant 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.

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 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.

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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.

ENHANCING STUDENT LEARNING THROUGH THE USE OF REFLECTIVE E-PORTFOLIOS

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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 e-Portfolios as well as those working in Teaching and Learning and Educational Technology Centers and Units.

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 ensuring students master the required skills and content leading to a reduction in both time taken for 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 is also of relevance to those leading and managing continuing and executive education within universities and colleges.

DESIGN THINKING FOR EDUCATORS

PROGRAM OVERVIEW

Amongst the most crucial tasks of teaching staff in the 21st Century is to encourage creativity and innovation amongst their students. Design Thinking is both an ideology and a process, concerned with solving complex problems in a highly user-centric way; it begins with understanding your audience and developing solutions or ideas based on what they need, rather than what you want to create. For educators, this perspective can help students develop critical thinking and creativity skills they can foster for years to come. This particular two day program is designed to familiarize faculty members and teaching staff with the concept and five phases of design thinking and how it can be used in their teaching. Participants will be provided with techniques, toolkits, and examples that will enable them to successfully implement the design thinking process in their classrooms.

TARGET AUDIENCE

Faculty members and teaching staff wanting to integrate and implement design thinking within their classroom; as well as staff working in teaching and learning centers.

RESEARCH IN HIGHER EDUCATION

List of Common Programs Offered by the Center

- **Developing and Implementing a Research Strategy**
- **Writing for Academic Publication**
- **Writing Research Proposals**
- **Dissertation Supervisor Program**
- **Research Performance Management**

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; these are 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.

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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, and professionals wishing to publish in academic journals.

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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

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 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 and Directors of Research Centers.

STUDENT SUPPORT & ACADEMIC ADVISING

List of Common Programs Offered by the Center

Building Learner-centric & Market-focused Ecosystem

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

Building an Effective Academic Advising System: An Institutional Strategic Imperative

PROGRAM OVERVIEW

This program is concerned with the core aspects of learning in an academic environment and is built on the premise that learning in the twenty-first century has to take a life-cycle perspective, and happens in an ecosystem 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.

This program is typically offered over one day.

TARGET AUDIENCE

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

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 enrollment, 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.

PROGRAM OVERVIEW

Academic advising plays 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 seamless 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. Moreover, it requires a strategic vision for how the university intends to deliver its student experience and provide students with a transformational journey.

This two/three-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.

NACADA pillars for Academic Advisory will also be closely examined throughout the program.

TARGET AUDIENCE

- Academic Administrators including VPs for Academic Affairs, Provosts, CAOs, etc
- Directors and Managers of Academic Advising
- 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

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