



Center for Learning Innovations &
Customized Knowledge Solutions

Your Partner for
Innovation & Excellence
Since 2012

IN-HOUSE PROGRAMS' DESCRIPTOR

Academic Year 2026-2027



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



Request an 'in-house' program or series of programs by filling our online form available through our website at www.clicks.com. The purpose of submitting the form is to assist the Center in obtaining 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(s) of work the program will be tackling, and participants for whom the program is to be delivered.

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.

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.

CLICKS will develop the materials, deliver the program(s), and organize all necessary logistics.

CLICKS will produce a post-training report that will be sent to the institution.

25000+

Trained
Professionals
from 45+
Countries



120+

Professional
Development
Program



45+

Countries



+97%

Client
Satisfaction





List of Common Programs Offered by the Center

-  **Governance for Board Members**
-  **Board Effectiveness**
-  **Leadership in Higher Education**
-  **Advanced Leadership Development**
-  **Women Leadership in Higher Education (Level I & II)**
-  **Leading Universities in Times of Uncertainty**
-  **Governance 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**



These are some of the most frequently requested 'in-house' programs; however the center may design, develop and deliver other programs within these areas in-line with it's client institution needs.

GOVERNANCE FOR BOARD MEMBERS

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 Boards 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 including AI 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 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 leaders working in Higher Education with previous experience including Provosts, Vice Chancellors, Deans and Heads of Departments.



PROGRAM OVERVIEW

Other programs offered by the Center treats 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 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 various programs, 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, as well as male advocates and decision makers in Higher Education.



LEADING UNIVERSITIES IN TIMES OF UNCERTAINTY

PROGRAM OVERVIEW

This executive workshop aims at considering how university leaders can lead strategically in a time of uncertainty. 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 uncertainty
- Key turbulences impacting the Higher Education Sector
- Fourth Industrial Revolution and its Impact on Higher Education
- Technological advancements 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 leaders 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.



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.



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 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



Risk Management in Higher Education



Performance Management in Higher Education



Data Analytics in Higher Education



These are some of the most frequently requested 'in-house' programs; however the center may design, develop and deliver other programs within these areas in-line with it's client institution needs.

PLANNING & SUCCESSFULLY LEADING THE IMPLEMENTATION OF A STRATEGIC VISION

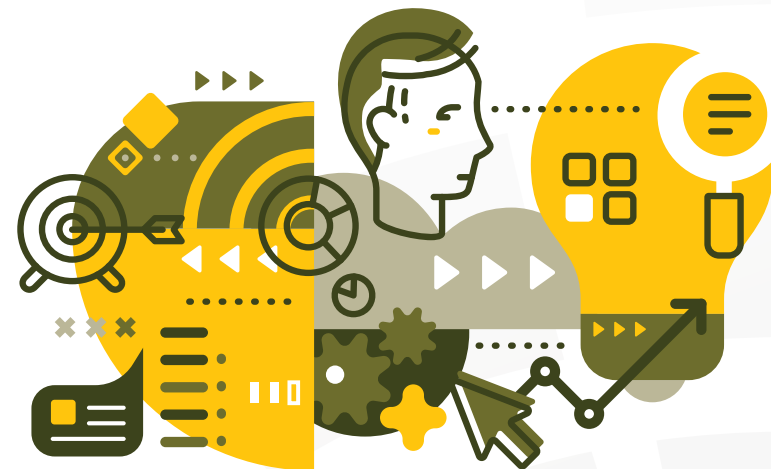
PROGRAM OVERVIEW

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.



PROGRAM OVERVIEW

Higher Education institutions (HEIs) now face an increasingly complex and challenging environment, marked by uncertainties in funding, talent acquisition, evolving educational landscapes, technology advancements, enrollment trends, shifting student demographics, and dynamic job markets. To thrive, institutions must regularly assess their strengths and weaknesses, identify opportunities and threats, and uncover core competencies that set them apart from competitors.

Strategic Planning offers a framework for institutional leaders to analyze these elements, reimagine the future, and articulate a clear vision to formulate successful strategies. Traditionally, institutions have relied on strategic planning for enhancement and accreditation purposes. However, the current rapid pace of change and disruption necessitates a planning and execution approach that actively promotes innovation and agility.

In this two-day workshop, participants will have the opportunity to think strategically and explore how higher education business models are evolving to embrace transformative strategies that better serve students, industry, and society. The workshop is designed to offer an interactive environment where participants can learn and apply the tools and techniques of strategic planning

through case studies and examples from reputable international institutions.

Participants will work in teams and use guided templates to chart strategic scenarios using the balanced scorecard approach. Additionally, the workshop will cover aspects of strategy management through effective governance, risk management, and continuous improvement.

TARGET AUDIENCE

- Directors and staff working in Planning, Quality and Institutional Effectiveness Offices
- Vice presidents, Deans of Colleges and schools and Heads of Academic Support and Administrative units involved with Strategic Planning.

RISK MANAGEMENT IN HIGHER EDUCATION

PROGRAM OVERVIEW

The need to manage risk in higher education is widely acknowledged by scholars and professionals, and a well-established body of knowledge exists to support institutions in this effort. While implementation has historically progressed slowly, the COVID-19 pandemic accelerated attention to institutional risk as it exposed major vulnerabilities across the sector.

The pandemic revealed a broad range of risks including cyberattacks, data confidentiality breaches, disruption of critical business functions, gaps in digital infrastructure, and challenges in maintaining student enrolment, access, and engagement. These were compounded by pre-existing pressures such as reduced funding, increased operating costs, and heightened public scrutiny regarding institutional quality and accountability.

As institutions move beyond crisis response and toward long-term resilience, risk management is increasingly recognized as a strategic imperative. The pandemic has elevated the visibility of the risk function and drawn greater engagement from institutional leadership, governing boards, and accreditation bodies. Risk management is now seen as essential not just for compliance, but for ensuring institutional agility, sustainability, and mission alignment.

This two day in-person workshop equips participants with

practical tools and a step-by-step approach to implementing Enterprise Risk Management (ERM) in line with ISO 31000:2018. Through guided discussion, real-life applications, and institutional reflection, participants will strengthen their ability to design, operationalize, and embed risk management frameworks across academic and administrative functions.

TARGET AUDIENCE

This workshop is designed for professionals involved in governance, planning, or operational management, including:

- Directors and Managers of institutional risk, strategic planning, and effectiveness
- Directors and Officers of Quality Assurance and Accreditation
- Internal Auditors and Compliance Professionals
- Directors of Student Affairs, Communications, and Branding
- Heads of Finance, Legal Affairs, Information Technology, and Procurement
- Board Secretariat or members of governing boards responsible for risk oversight

PERFORMANCE MANAGEMENT IN HIGHER EDUCATION

PROGRAM OVERVIEW

Shrinking budgets, push for accountability, changing student demographics, technological developments 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 education, 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.





List of Common Programs Offered by the Center



Building Sustainable Quality Culture : From Internal Quality Assurance to External quality Assurance



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 in Higher Education



Quality Audit Program



Higher Education Policy Development



These are some of the most frequently requested 'in-house' programs; however the center may design, develop and deliver other programs within these areas in-line with it's client institution needs.

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

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 Directors with responsibility for quality at institutional level may also find the program useful.



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 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. This program can be contextualized to align with the requirements of various national and international accreditation agencies

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.

TOTAL EDUCATIONAL EXCELLENCE IN HIGHER EDUCATION



PROGRAM OVERVIEW

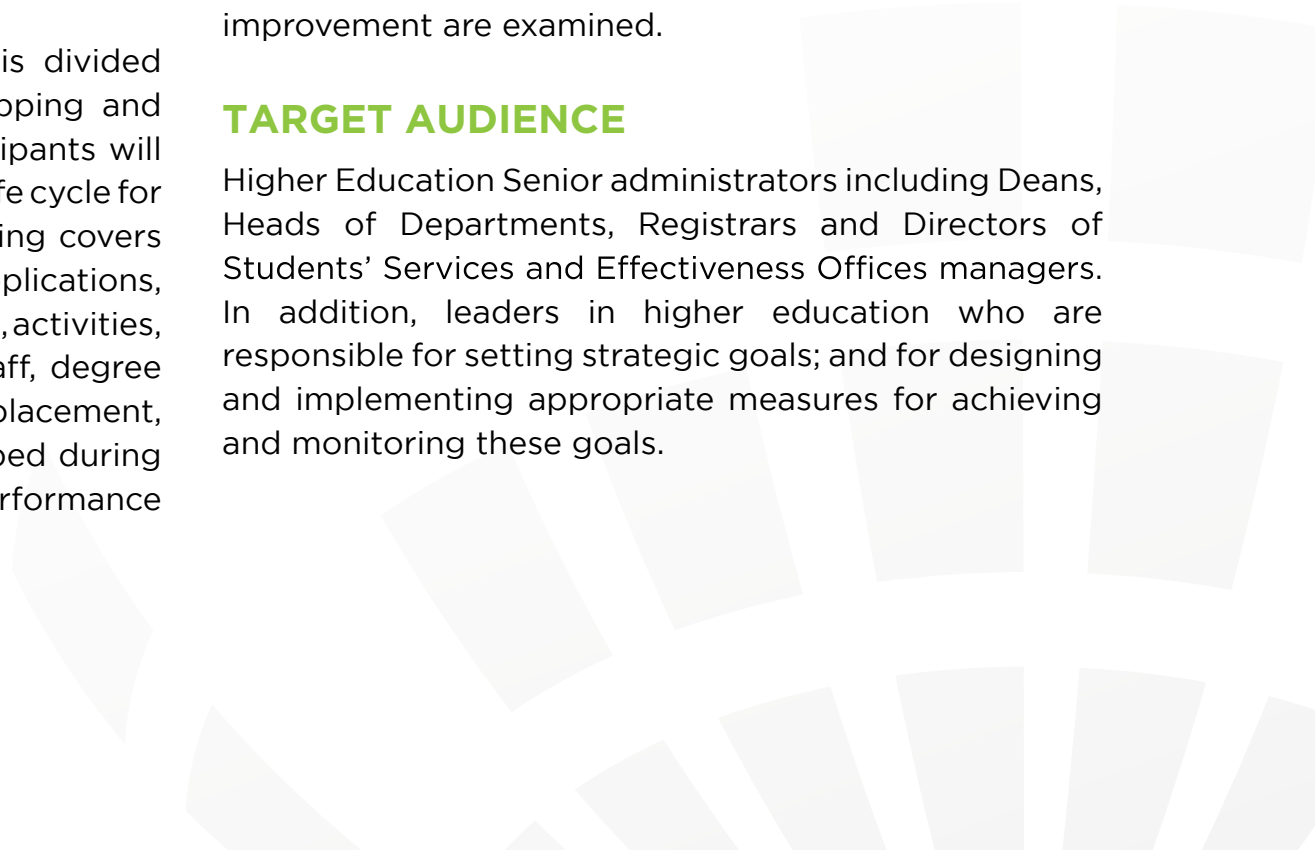
This program is geared to help higher education institutions move towards the path of total educational excellence, regardless of whether an institution has implemented total quality management, lean or six-sigma; this program will be extremely beneficial as it integrates the philosophies and tools of 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, 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 2 day high interactive workshop is customized and delivered to provide participants with the necessary practical knowledge, skills and tools to effectively plan and implement program assessment that leads to quality evidence-based enhancement of educational programs. This involves a range of topics to including: developing a program mission statement, articulating/evaluating program learning outcomes, developing curriculum maps, determining performance indicators, data collection methods and using results to inform program continuous improvement.

This workshop will begin by exposing participants to the fundamentals of program assessment, its purpose, benefits, and challenges and how to successfully develop and implement a program assessment plan including identifying the most appropriate program assessment methods and establishing criteria for success. It will also stress on the actual process of conducting and establishing criteria for success. It will also stress on the actual process of conducting assessment activities as well how to interpret and se data and closing the quality loop. Participants will be immersed with practical activities that will enable them to enhance their knowledge and skills and reflect on their current practices.

TARGET AUDIENCE

- Programs Administrators/ Directors
- Heads of Department
- Faculty members & course coordinators involved with the design, development, assessment and review of academic program.
- Manager and staff members working in institutional research, quality assurance, and institutional effectiveness offices.

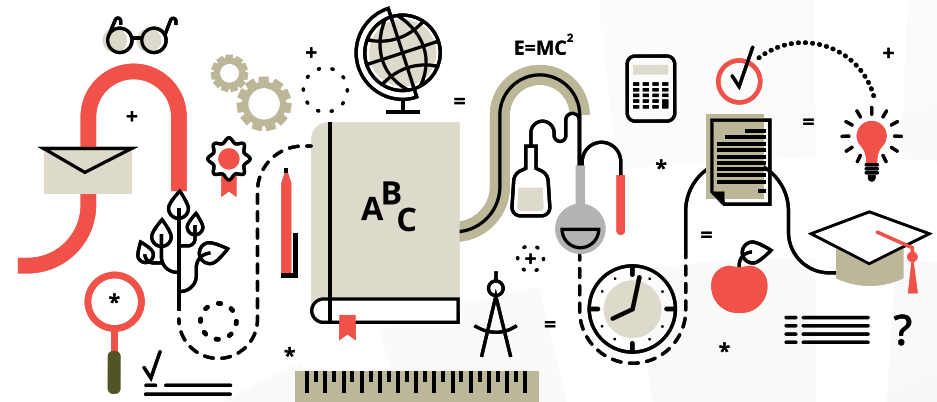


PROGRAM OVERVIEW

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 interconnected, AI-augmented, and rapidly transforming global landscape, higher education institutions—particularly in the MENA region—are striving to craft a distinctive niche and enhance their competitive advantage. This challenge is compounded by uncertainties in the global economy, declining public funding, escalating operational costs, shifting learner demographics, pressures to integrate AI and digital transformation, and growing calls for evidence-based accountability and quality assurance.

While institutional responses differ, there is no doubt that proactive, data-informed, and innovation-driven measures must be adopted. One of the most strategic tools to guide transformation and strengthen institutional resilience is benchmarking. Benchmarking enables universities to systematically assess, identify, and adapt best practices—internally or across the global education and corporate sectors—to enhance performance and support a culture of continuous improvement.

It is not about cloning the success of others or creating simplistic rankings. Nor is it about surveillance or short-term data fixes. Benchmarking, when done right, becomes a driver of strategic agility, creativity, and purposeful alignment, whether in curriculum design, student success, digitalization strategies, internal QA

systems, or international partnerships.

This two-day interactive workshop will take participants beyond metrics, offering a holistic understanding of benchmarking processes, tools, and trends. It will emphasize how benchmarking can serve as a lever for innovation, transformation, and strategic alignment. Practical exercises, case studies, and gamified simulations will support the learning process and allow participants to apply techniques in real time.

TARGET AUDIENCE

- Directors, Managers and Staff of Planning, Institutional Effectiveness, Quality Assurance, and Strategy and Transformation Offices in higher education
- Deans of Colleges and Heads of Academic Departments exploring benchmarking for curriculum innovation, program review, or accreditation preparation
- Deans or Directors of Student Support Services, Admissions, Libraries, and Digital Services
- Heads of Administrative Units, including Human Resources, Digital Transformation, Sustainability, and Internationalization

QUALITY AUDIT

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 expectations for various members of the community, provide a framework for institutional integrity, promote consistency, efficiency, and effectiveness, help mitigate and manage institutional risks, and support compliance with accreditation requirements.

However, despite the well-known benefits of having well-designed, consistent, and purpose-driven institutional policies and procedures, developing these can be a challenging task for universities and colleges. This is particularly true given the complex nature of higher education and the various internal and external influencing factors.

This two-day in-person workshop is structured around interactive discussions, group exercises, and hands-on practice, allowing participants to apply policy development principles in real time to their own institutional contexts. Participants are encouraged to bring relevant documents, policy drafts, or institutional templates for discussion and peer feedback.

TARGET AUDIENCE

- Directors, Managers and Staff of Planning, Institutional Effectiveness, Quality Assurance, and Accreditation Offices in higher education
- Leaders and Staff working in Compliance Offices
- Policy owners including Deans, Registrars, Directors of Student Support Services, Heads of Administrative Units, including Human Resources and Finance



List of Common Programs Offered by the Center

-  **Enhancing Student Engagement Through Innovative Pedagogies**
-  **Course Design Principles**
-  **Institutionalizing Teaching and Learning Excellence in Higher Education**
-  **Enabling and Engaging Students through the Use of Active Learning**
-  **Harnessing Educational Technologies, AI, and Analytics to Enhance Teaching and Learning**
-  **Re-Thinking Student Assessment**
-  **Implementing e-Learning and Blended Learning**
-  **Digital Gaming and Simulations in Higher Education**
-  **Flipping the Classroom**
-  **Instructional Design for Online Learning**
-  **Project-based Learning**
-  **Enhancing Student Learning through the Use of Reflective e-Portfolios**
-  **Competency-based Learning**
-  **Design Thinking for Educators**
-  **Experiential Learning in HE**
-  **Teaching Entrepreneurship: Empowering Educators to Instill an Entrepreneurial Mindset in the Next Generation of Graduates.**



These are some of the most frequently requested 'in-house' programs; however the center may design, develop and deliver other programs within these areas in-line with it's client institution needs.

ENHANCING STUDENT ENGAGEMENT THROUGH INNOVATIVE PEDAGOGIES

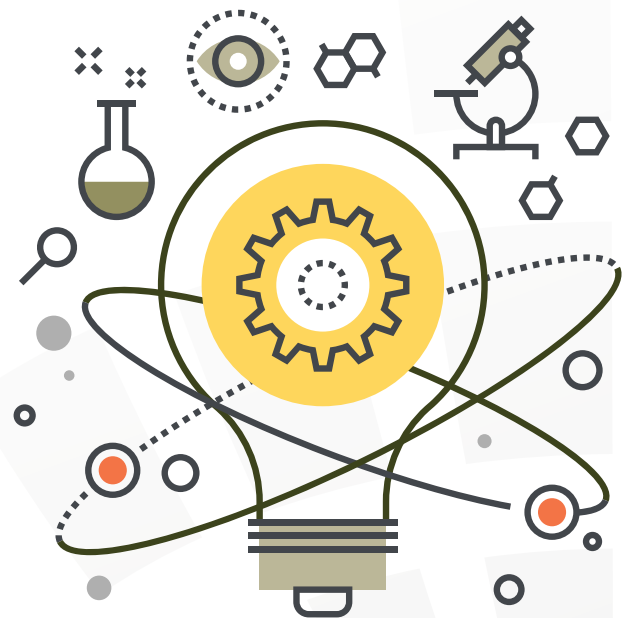
PROGRAM OVERVIEW

This 1-2 day intensive workshop is designed to help educators integrate innovative pedagogies and emerging trends to create student-centered, active learning environments. Moving beyond passive instruction, the workshop explores experiential learning, team-based learning, and flipped learning as key approaches to enhancing student engagement and motivation.

Participants will engage with active learning techniques such as role-plays, structured debates, concept mapping, and collaborative problem-solving, with a focus on aligning these strategies with learning outcomes. The workshop also highlights the effective use of technology to enhance student interaction and participation in various learning settings.

TARGET AUDIENCE

- Experienced and new faculty members and teaching staff working in Higher Education Institution
- 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.).
- 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.



INSTITUTIONALIZING TEACHING AND LEARNING EXCELLENCE IN HIGHER EDUCATION

PROGRAM OVERVIEW

As higher education evolves in response to pedagogical innovation, learner expectations, and technological disruption, excellence in teaching must move beyond individual practice to become a sustained **institutional priority**.

This program focuses on **institutionalizing teaching and learning** through the development of robust structures, enabling policies, aligned incentives, and effective governance. Rather than one-off initiatives or isolated champions, the aim is to create systems that embed excellence across the academic enterprise.

Participants will explore:

- Frameworks for **academic leadership and oversight** in teaching and learning
- Policies and quality assurance mechanisms that support **student-centred, evidence-informed practice**
- Strategies for embedding **technology-enhanced and outcomes-based learning** institution-wide
- Incentive structures and recognition systems that sustain faculty engagement and innovation

The session promotes a whole-institution approach, emphasizing that **sustainable change requires alignment across strategy, operations, and culture**, and that impactful teaching must be embedded, not improvised.

TARGET AUDIENCE

- Academic leaders, Director and Staff working in Teaching and Learning Centers, QA specialists, and decision-makers responsible for teaching, learning, and curriculum at the institutional level.

ENABLING AND ENGAGING STUDENTS THROUGH THE USE OF ACTIVE LEARNING



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.



HARNESSING EDUCATIONAL TECHNOLOGIES, AI, AND ANALYTICS TO ENHANCE TEACHING AND LEARNING

PROGRAM OVERVIEW

This 3-5 days program explores how universities can strategically leverage **emerging educational technologies, artificial intelligence (AI), and learning analytics** to transform teaching and enrich the student learning experience—both inside and beyond the classroom.

Participants will examine a broad range of tools and approaches including **LMS platforms, generative AI, social and mobile learning tools, video-based learning, OERs, simulations, and gamification**. The program emphasizes not only the pedagogical and institutional benefits of these technologies but also the **ethical and responsible use** of AI and data in educational settings.

Core areas of focus include:

- Strategic integration of AI and analytics into course and curriculum design
- Digital pedagogies that foster active, inclusive, and learner-centred experiences
- Ethical considerations around data privacy, bias, and academic integrity in AI use
- Building learning communities and promoting

student agency through technology

- Institutional frameworks and quality assurance mechanisms to support sustainable adoption

Through **hands-on activities, case studies, and peer exchange**, participants will critically examine both the potential and the risks of digital transformation in teaching and learning—and develop strategies tailored to their institutional context.

TARGET AUDIENCE

- Deans, Department Heads, Faculty Members, Educational Technologists, and Directors of Teaching and Learning Centers seeking to advance responsible digital teaching practices and institutional readiness for AI-enhanced education.

RE - THINKING 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 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.



IMPLEMENTING E-LEARNING AND BLENDED LEARNING

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.



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 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.

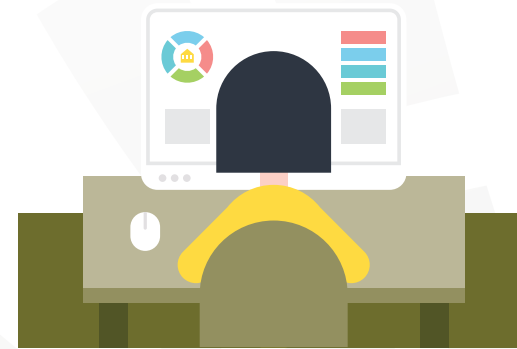
FLIPPING THE CLASSROOM

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.



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.



PROJECT BASED LEARNING

PROGRAM OVERVIEW

Project-Based Learning (PBL) is a transformative pedagogical approach that not only engages students in active learning but also equips them with essential skills for the world beyond the classroom. By working on authentic problems, students develop problem-solving abilities, teamwork, and critical thinking. PBL encourages creativity and innovation, making learning more relevant and impactful. It also helps students build resilience and adaptability by navigating complex, ill-structured problems and iterating on their solutions.

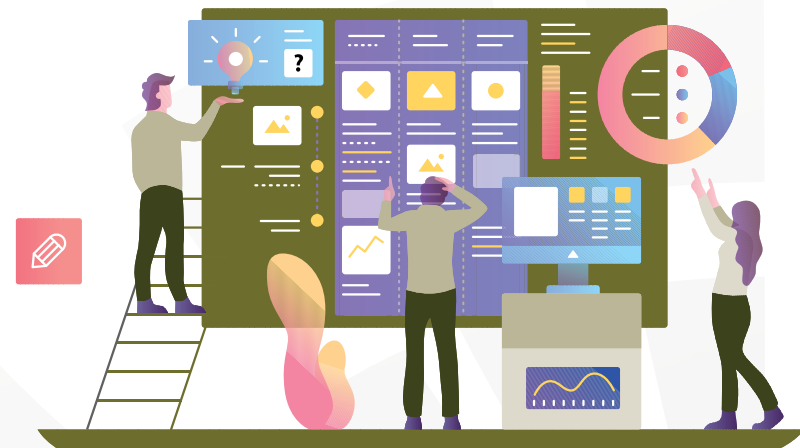
Implementing PBL successfully requires careful planning and a supportive learning environment. Educators need to:

- Design meaningful projects that align with learning outcomes.
- Facilitate student collaboration and provide guidance throughout the process.
- Assess student work effectively, focusing on both the process and the final product.
- Incorporate feedback and reflection to help students improve their solutions.
- As applicable, use technology to support communication and project development.

This workshop is designed to include a dynamic mix of interactive activities, collaborative team exercises, and mini lectures, utilizing proven examples of integrating project work into your curriculum. Over the course of the 1-day workshop, participants will gain a comprehensive understanding of PBL and its benefits, acquire practical skills for designing and implementing PBL in their courses, and develop effective strategies for assessing and managing PBL projects.

TARGET AUDIENCE

- Educators, Faculty, and Teaching Staff Working in Higher Education
- Managers and Staff of Teaching and Learning Centers
- Deans, Vice Deans and HoDs of Higher Education Institutions



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



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 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

In a rapidly changing world, educators must equip students with the skills to adapt, innovate, and thrive in unprecedented situations. This workshop introduces faculty members to Design Thinking—a powerful, human-centered problem-solving approach. Participants will learn how to integrate Design Thinking principles into their teaching practices to foster creativity, empathy, and resilience in their students.

The **faculty programs** have been thoughtfully designed to address the unique needs of academic educators. These programs focus on enhancing the learning experience for students and equipping them with the tools to navigate and solve complex challenges.

Through practical, hands-on activities, educators will explore how Design Thinking can prepare students to face the unknown with confidence and ingenuity. This workshop offers an engaging and transformative approach to embedding Design Thinking into teaching practices.

TARGET AUDIENCE

- Faculty Members, teaching staff wanting to integrate and implement design thinking within their classrooms; as well as staff working in teaching and learning centers.



EXPERIENTIAL LEARNING IN HIGHER EDUCATION

PROGRAM OVERVIEW

Discover the transformative power of experiential learning in higher education!

In today's rapidly evolving educational landscape, experiential learning stands out for its practical approaches, offering innovative and effective methods that actively engage students in real-world application and authentic experiences. By immersing students in real-world experiences, experiential learning cultivates critical thinking, problem-solving, and interpersonal skills essential for success in today's rapidly changing world.

This highly interactive two-day workshop is designed to equip participants with the knowledge and practical skills necessary to seamlessly integrate experiential learning in higher education (beyond the curriculum) and more specifically into teaching and learning practices. Through a dynamic blend of theory and hands-on application, participants will also learn how to develop/ review their course plans to integrate experiential learning opportunities that align with their teaching styles and disciplines, enriching their overall students' learning experience.

Participants will explore the fundamental concepts and principles of experiential learning, emphasizing its profound impact on student engagement, academic achievement, and preparation for future careers. They will

apply Kolb's cycle for experiential learning, explore diverse ways for integration, and learn strategies for teaching reflective skills through the examination of existing models. Additionally, they will review their course plans including outcomes, learning activities, and assessment tools to ensure alignment with the unique nature of experiential learning.

TARGET AUDIENCE

The workshop may be of interest to:

- Academic leaders including VP for Academic Affairs and Colleges' Deans
- Program Administrators/Directors
- Heads of Academic Departments
- Faculty members & Course Coordinators involved with the design and development of programs and courses.
- Managers and staff members working in teaching and learning centers

TEACHING ENTREPRENEURSHIP

Empowering Educators to Instill an Entrepreneurial
Mindset in the Next Generation of Graduates.

PROGRAM OVERVIEW

Entrepreneurship education has become crucial to equip students with the skills and mindset necessary to navigate and thrive in today's dynamic world. Research indicates that entrepreneurship education significantly enhances students' attitudes and knowledge, fostering a proactive approach to opportunity recognition and problem-solving.

This comprehensive and highly interactive two-day workshop is designed to help faculty members effectively integrate entrepreneurship into their teaching across disciplines. Over the course of the workshop, participants will explore strategies for embedding entrepreneurial thinking into curricula, develop hands-on, action-oriented teaching methodologies, and examine diverse assessment techniques to measure student progress. The workshop will also emphasize the use of real-world entrepreneurial tools and industry practices to enhance experiential learning and better prepare students for the challenges of the modern economy.

Through interactive sessions, hands-on activities, and

best practice discussions, participants will gain the skills and confidence to develop and deliver entrepreneurship-focused courses that enhance student learning and engagement.

TARGET AUDIENCE

- Higher education faculty members and academics involved in teaching entrepreneurship education.
- Deans and academic administrators.
- Leaders of entrepreneurship centers and incubators at SQU (as applicable).
- Entrepreneurs and industry practitioners who also teach at SQU (as applicable).



List of Common Programs Offered by the Center



Developing and Implementing a Research Strategy



Writing for Academic Publication



Writing Research Proposals



Effective Graduate Research Supervision



Research Performance Management



These are some of the most frequently requested 'in-house' programs; however the center may design, develop and deliver other programs within these areas in-line with it's client institution needs.

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; these include but are 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.





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.



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.

EFFECTIVE GRADUATE RESEARCH SUPERVISION

PROGRAM OVERVIEW

This intensive one-day workshop is designed to enhance the theoretical and practical skills of academic staff in supervising graduate research students. Through a series of interactive sessions, participants will explore effective supervision strategies, address common challenges, and stay informed about current best practices in research supervision. The program emphasizes understanding the supervision lifecycle, clarifying roles and responsibilities, managing expectations, facilitating student progress, navigating ethical considerations, and improving academic writing support.

The program provides a structured framework for supporting students from the start of their research journey to the completion of their thesis and defense, ensuring that faculty can confidently guide students to success.

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.





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 in Support of Student Success



These are some of the most frequently requested 'in-house' programs; however the center may design, develop and deliver other programs within these areas in-line with it's client institution needs.

BUILDING LEARNER CENTRIC & MARKET FOCUSED ECOSYSTEM

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



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 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.



BUILDING AN EFFECTIVE ACADEMIC ADVISING SYSTEM IN SUPPORT OF STUDENT SUCCESS

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 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 may be 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



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Customized Knowledge Solutions



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