



PALESTINIAN FACULTY DEVELOPMENT PROGRAM (PFDP) AMIDEAST

Third Quarter FY 2015
Performance Monitoring Report
April 1–June 30, 2015

Funded by:

United States Agency for International Development
Cooperative Agreement No. 294-A-00-05-00234-00

Open Society Foundation

Implemented by: AMIDEAST

Submitted by: John H. Knight, Chief of Party

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Executive Summary

PFDP efforts during the third Quarter FY 2015 focused on implementing and successfully concluding activities and minor equipment procurements detailed in the no-cost, three-month extension plan approved by USAID in Modifications 18 (30 March 2015) and 19 (14 April). These two modifications to award number 294-A-0005-00234-00 extended the program through 30 June 2015 and authorized a new set of activities at three PFDP-supported Centers for Teaching Excellence (CTEs): CELT—An-Najah National University; CETL—Palestine Polytechnic University; and KCTLI—Palestine Technical University—Kadoorie. Although the extension agreement also authorized additional activities at Bethlehem University’s CTE, university administration ultimately declined to participate in the extension.

In the final approved extension plan, An-Najah National University planned to revise/develop its IT/CS curriculum and institute policy reform in the university’s relationship with the private sector. In the first activity, six key faculty members and administrators, including the director of CELT, would make a three-day trip to train with the faculty of Alicante University, Spain to learn how a major European university manages its curriculum to connect with the private sector. In the area of policy reform, five administrators would collaborate with Alicante University administrators and faculty, including during a “policy reform workshop,” to review existing ANU policies and explore new, more effective ways of connecting the university with the private sector.

In the second component of its extension plan, ANU’s e-Learning Center director would work with up to ten faculty members to build their capacity to integrate e-Learning and learner-centered pedagogies in up to ten new pilot courses that would be tested during the summer and into the fall semester after the extension agreement expired. In addition, the e-Learning Center would purchase under \$10,000 of IT equipment to support this blended learning course development.

Palestine Polytechnic University proposed to continue its master trainer and faculty pedagogical development in line with PFDP’s purpose and the PPU-CETL mission through novice teacher training, conduct faculty workshops and roundtables in assessment practices using Google Classroom and integrate technology as a pedagogical tool. In addition, PPU would develop six community-based learning (CBL) courses and a comprehensive system of by-laws for its annual distinguished teacher award, and purchase up to \$15,000 worth of high-tech instructional equipment to support its learner-centered teaching strategies.

The Palestine Technical University—Kadoorie proposed with its limited extension budget (\$14,500) to complete two remaining training workshops for its master trainers, and to purchase ten laptops and carrying cases for its trainers as well as some projectors for computer presentations that would be used by its newly trained faculty members and master trainers.

Other new activities approved for the extension period include the following.

- The establishment of a faculty education association for Palestinian university teachers that would provide an ongoing forum to encourage communication, research, publication, and sharing of best practices as part of a continuing commitment to the improvement of university higher education learning and teaching.
- A final training-of-trainers (TOT) round for master trainers at the three university centers

(ANU, PPU and PTUK) by Drs. Gregory Light, Denise Drane and Nancy Ruggeri of the Searle Center for Advancing Teaching and Learning, Northwestern University as well as Dr. Sami Basha, currently a Fulbright Scholar at the Searle Center.

- A PFDP alumni event and close-out celebration in Ramallah that would bring PhD and MA recipients, short-term fellows, master trainers, CTE directors and staffs, and other alumni of various PFDP activities together with ministry officials, AQAC, USAID representatives and university officials to recognize the achievements and impact of PFDP over the past decade.
- A planned activity with the Accreditation and Quality Assurance Commission (AQAC) to develop a foreign degree registration policy as a follow-up to the January 8, 2015 roundtable seminar on the same topic. (This activity did not happen due to political and personal complications within AQAC.)
- A Best Practice Forum and compilation of the proceedings into a compendium intended to serve as a resource for existing and future Palestinian centers of excellence in teaching and learning.

With the exception of the above-noted AQAC activity and, to date, the Best Practices Forum proceedings book, all other proposed extension tasks have been accomplished, although the faculty association is still in the process of finalizing its application for legal registration with the Palestinian Ministry of the Interior, expected to occur during the summer 2015.

Close-out activities were also conducted towards the end of the extension period.

1. PFDP Program Goals

PFDP has four specific goals.

1. Promote the expansion, retention, and professional development of promising academics teaching in the social sciences and humanities.
2. Revitalize and reform teaching at Palestinian higher education institutions.
3. Promote an institutional culture of teaching and learning.
4. Identify and develop future higher education leaders from among PFDP alumni and participants.

These Program Goals pertain to the entire period of performance (2005–2015). During this culminating quarter comprised of the extension period, PFDP activities pertained directly to Program Goals 2 and 3 above, although AMIDEAST continued to contribute to all four goals. The university CTEs implemented curriculum development activities—including that for blending learning—and conducted training activities designed to improve teaching and learning at their respective institutions. Master trainers at the three institutions also participated in a final training-of-trainer workshop conducted by U.S.-based consultants in order to fully institutionalize and sustain local capacity for ongoing faculty training in best practices in teaching and learning. Program Goals 2 and 3 were also served through the implementation of the Best Practices Forum. Efforts to establish the Association of Palestinian Academic Developers (APAD) contributed to the creation of a forum in which faculty professional development can flourish, thereby serving Program Goal 1. The final alumni event showcased individuals whose leadership capabilities have been developed and enhanced through their participation in PFDP activities, addressing Program Goal 4.

2. Progress in Achieving Program Extension Goals

Goal 1: Promote the expansion, retention and professional development of promising academics teaching in the social sciences and humanities

Results from activities supported in relation to this goal:

- PFDP PhD scholar, Ms. Abeer Shaheen, completed her degree requirements (Columbia University) when she successfully defended her dissertation on 29 January and received her degree in May. She is periodically in and out of Palestine, but not on a PFDP or OSF-supported visa. Three PhD scholars have not yet completed all degree requirements; however, two of these have reported their progress toward their degrees.
- Of the remaining unfinished fellows, Alma Azzoni Othman emailed her intent to complete her doctorate during this academic year (roughly August 2014–June 2015). However, at the alumni event, she noted that she has completed the dissertation and intends to orally defend it to complete the degree requirements in December 2015.

Neither PFDP nor OSF, our partner in the PhD Scholars program component, provides any financial, visa or programmatic support to remaining PhD scholars. Thus, all expected results under this goal are complete.

Goal 2: Revitalize and reform teaching at Palestinian higher education institutions

Goal 3: Promote an institutional culture of teaching and learning

Results from activities supported in relation to these goals at the national policy level

I. Best Practices Forum. On 10 May at the Mövenpick Hotel in Ramallah, AMIDEAST hosted the Best Practices Forum. Three CTE directors (Abdel Karim Daragmeh, ANU; Adnan Shehadeh, PPU; Samer Najjer, PTUK) and BU’s Academic Vice President Irene Hazou opened the forum by reviewing for the 38 attendees (31 male, 7 female) the formation and development of their respective CTEs. Each presenter highlighted the unique challenges, strategies, tactics, successes and lessons learned during this process. In addition, they speculated about the future directions, challenges and impact of their respective Center for Excellence, discussing in particular the growing number of faculty members who have discovered the benefits of participating in CTE activities and are soliciting help with major and minor aspects of their teaching, such as curriculum design, e-learning integration, assessment, pedagogical change and course design.

Following the opening panel, there were two 45-minute concurrent sessions, giving attendees options that best fit their needs (reference Best Practices Forum agenda/program in Appendix 1). The Forum closed with an additional panel, this time adding Mai Maghatheh, director of Hebron University’s Center for Excellence, Gregory Light, director of the Searle Center at Northwestern University, and Rabab Tamish, director of the CETL at Bethlehem University. This panel had no formal presentations scheduled, and acting as the MC, PFDP’s COP John Knight solicited questions from the audience to be directed to the panel. Questions varied from those on the institutional focus areas and priorities for development at different CTEs, to how to interest faculty in CTE activities, to sustainability issues. The agenda for the Forum appears in Appendix 1.

II. PFDP Alumni and Close-out Celebration. On 14 June at the Grand Park Hotel, PFDP honored its PhD and master’s degree recipients and celebrated the end of the project with a gathering, officially, of 59 registered participants (37 male, 22 female) plus an additional 31 participants who attended but did not sign in. Presenters included Jonathon Kamin, USAID Deputy Mission Director, PFDP’s first COP Chris Shinn via a video recording, and current COP John Knight. Knight invited all PFDP beneficiaries by category—PhD Scholars, Master’s Degree Fellows, Seminars on Excellence in Teaching participants, Central European University administrative trainees, etc.—to stand and be recognized. The program agenda is in Appendix 2. The PFDP documentary video was presented, PFDP alumni shared their experiences with one another during an open mic session, and certificates were distributed.

III. Searle Center Training. From 11–14 May at the Mövenpick Hotel, AMIDEAST organized and hosted a training-of-trainers event up to 21 faculty members per day from ANU, PPU, and PTUK. Training was led by Drs. Greg Light, Denise Drane and Nancy Ruggeri of Northwestern University’s Searle Center, joined by Dr. Sami Basha, a Palestinian currently at the Searle Center as a Fulbright Scholar researching critical thinking. The training schedule appears in Appendix 3. Entitled “Advancing & Sustaining Academic Development in Palestinian Universities,” the broad goals of the workshop were the following.

- Examine key principles, strategies and experiences that have helped advance and sustain Centers for Learning and Teaching Excellence (CTEs) in higher education

- Explore fundamental aspects of CTEs including: theoretical models, major challenges and solutions, principal practices and activities
- Facilitate creation of a network among Palestinian CTEs

Workshop participants were expected to achieve the objectives listed below.

- Share challenges facing CTEs in Palestine and how they can be addressed
- Identify goals to develop an action plan for addressing challenges
- Identify, share, and develop CTE strategies, activities and practices to achieve the goal(s) of the action plan
- Identify, share, and develop CTE assessment and evaluation aligned with the action plan
- Present action plans to one another for sharing and feedback

IV. Palestinian Faculty Education Association. Originally conceived as the Palestinian Association for Academic Developers (PAAD), this new professional association was renamed the Association of Palestinian Academic Developers (APAD) by founding members attending the first meeting on May 9 at the Mövenpick Hotel. Working off of a draft of association by-laws developed by the PFDP COP, the founding committee elected its board officers: Adnan Shehadeh, president; Abdel Karim Daragmeh, vice president; Sami Basha, secretary; and Mai Maghatheh, treasurer. Following the election of the officers, the president and vice president assumed responsibility for redrafting the by-laws to conform to the registration requirements of the Ministry of the Interior and to better fit the Palestinian higher education culture and legal mandates in order to be submitted to a required general assembly in the near future. The founders also recommended that Dr. Greg Light be hired as a consultant to APAD, and the COP agreed to develop a contract for Dr. Light to address that recommendation. (Note: Such a contract was issued to and signed by Dr. Light, and it expired prior to the end of PFDP. Dr. Light has agreed to work with the Association on an on-going basis beyond PFDP's termination on 30 June 2015.

On 15 May, 21 Palestinian faculty members from seven universities (ANU, PPU, BU, PTUK, Al Quds Open University, Hebron University and Al Quds University) met at the Grand Park Hotel to consider the further development of APAD. The discussion focused on the central purpose and goals of the association, the by-laws, criteria for membership, and plans for the submission of registration documents to the Ministry of the Interior. Despite headway made towards the formal establishment of the association, AMIDEAST remains concerned about how the level of initiative necessary to sustain the association will be maintained after PFDP ends and funding ceases.

Results from activities supported in relation to this goal at the institutional level:

V. An Najah National University. Nine ANU faculty members and administrators traveled to Alicante University, Spain from 18–22 May to develop IT/CS curricula and confer on policy models for governing the university's relationship with the private sector. The academic curriculum training was from 18–20 May, and the administrative sessions on private sector policy took place on 21–22 May. ANU's CELT director, Abdel Karim Daragmeh, who organized both trips, reported the following results from the curriculum-related sessions: a new awareness about how to develop homework assignments and their integration into course objectives; an exposure to mechanisms for achieving greater student participation in course project selections; understanding how to facilitate group peer review during a course; exposure to new curriculum assessment methodologies; options on how to change from knowledge-based to application-based pedagogies; an understanding of student-contract and milestone assessment methods in

teaching; a new understanding of non-textbook, e-based knowledge resources; discovering how to design course and assignment rubrics tied to student ability levels rather than to an entire assignment; and insights into coaching and control methods inside the classroom.

During the policy component of the visit to Alicante University, ANU participants focused on developing policy manuals that could serve as models for HEIs throughout Palestine. Five administrators and curriculum coordinators reviewed policy models at Alicante that develop and sustain links between the university and the private sector. At the end of the second day of the training, a committee of three ANU administrators was formed to draft by-laws for programs to encourage and foster such university-private sector policies. The developing regulations/policies will cover ANU's professional internship program, spin-offs of these existing programs, and ANU specialist lecturers/consultants. This task was completed and submitted to the CELT director on May 25, 2015 in order to fulfill the goals of this component of the extension modification.

E-Learning Center Director Saida Affouneh trained 48 faculty members from 6 faculties/departments on how to implement a learner-centered approach, design courses on a Moodle software platform, and effectively use PowerPoint software in the classroom. The workshops lasted for one month and led to the development of seven Moodle-based blended learning courses to be piloted in the summer and fall semesters: plant physiology; modern trends and issues in education; English literature; the geography of Palestine; medical heredity; Islamic banking; and operation research and application in information and communication technology. All course information will be posted on ANU's online system for all learners, faculty, administrators, students and staff. In addition, Dr. Saida developed a detailed course evaluation guide for courses incorporating Moodle-based components. Data collection on these courses is not yet available due to the intensive schedule for this activity after the regular ANU semester ended.

Finally, as part of the extension agreement, the e-Learning Center purchased a Dell XPS laptop and an HP printer to carry out activities connected with the CELT.

VI. Palestine Polytechnic University. All PFDP-supported activities at PPU ended on 12 June. PPU completed all components of its extension-period plan, as outlined below.

- Between 7 and 18 novice teachers attended each of the components of the training program offered by the CETL, covering three main themes: action research and syllabus design; methods of teaching in higher education, including the use of technology; and assessment in higher education. Six PPU master trainers and Dr. Mai Maghatheh of Hebron University offered eleven separate and distinct training sessions in April, May and June.
- Between 9 and 31 faculty participated in each of ten workshops on how to better involve students in classroom activities, how to improve assessment methods, developing CBL syllabi, project-based and problem-solving learning, and using Google Classroom in teaching and learning. These sessions were conducted between May 18 and June 3.
- The goal of developing six CBL courses was exceeded by teachers from six different faculties when they developed eight courses, as noted in the following table.

| # | Title | Department & college | Instructor |
|----|---------------------------------------|---|--------------------------------|
| 1. | Fault Diagnostic & System Maintenance | Electrical & Computer Engineering | Abdelkarim Daud & Samer Khader |
| 2. | Food Biosafety | Applied Sciences | Sharaf Taradeh |
| 3. | Creativity, Innovation & Change | College of Administrative Science & Informatics | Amjad Al-Natsheh |
| 4. | Software Engineering | | Nancy Alrijji |
| 5. | Database Systems | Department of Information | Nabil Arman |
| 6. | Developing Mobile Apps | Technology and Computer Engineering | Mohammed Jabari |
| 7. | Buildings Restoration | College of Engineering | Ghassan Dweik |

- Dr. Imad Khatib, President of PPU, formed a committee to develop a comprehensive system of by-laws/policies to govern the annual process of selecting winners of the university's Teaching Excellence Award. The committee completed its task with a set of these by-laws/policies to guide the selection process.
- Instructional equipment procurement: PPU completed its proposed instructional equipment procurement, purchasing 10 classroom computer projectors and two SMART Screens.
- A faculty member from the British Oxford Brookes University, an on-going partner with PPU to which its master trainers have previously traveled, came to PPU and provided four days of TOT work. The program for five PPU master trainers included the techniques of blended learning, so-called flipped classroom methods, effective uses of online discussions in learning, and case-based learning methods.

VII. Palestine Technical University—Kadoorie: In order to complete master-trainer training begun in the initial grant period, PTUK asked to have contracts let for Drs. Intiaz Khalid and Nasri Barghouti. In mid- to late May, these two trainers provided the following at the KCTLI on the PTUK campus.

- Dr. Khalid: working with trainees on integrated curriculum development models; ILOs (individualized learning outcomes); assessment methods; student-centered learning activities; and class and course evaluation development.
- Dr. Barghouti: working with trainees on knowledge and competency in the English language; the development of IT and CS courses using the latest interactive learning software and resources as effective teaching tools; development of better proficiency in business English and business communication techniques.

Goal 4: Identification and development of future higher education leaders from among PFDP alumni and participants.

The primary activity for this goal during the extension period was organizing a Palestinian faculty association: the Association of Palestinian Academic Developers (APAD), described in IV above. The Best Practices Forum also contributed to this goal by enabling the PFDP CTE directors and staffs to convey their experiences and lessons learned to other interested Palestinian university administrators and faculty members. While only 38 of the 48 people who confirmed their intent to participate in the Forum actually came, the quality of the panels and the resulting discussions as well as the presentations on a variety of CTE topics provided a wide spectrum of advice, direction and experiences that will prove helpful to other Palestinian universities interested in creating and sustaining similar centers of excellence in teaching and learning.

3. PFDP Staffing, Program Administration and Reporting

Staffing

As of June 30, 2015, all staff concluded their work with the program. Remaining labor will include only that for preparing the final report, due at the end of September.

Program administration: PFDP documentation and site visits

Site visits and stakeholder meetings: Visits by the COP to the CTEs at An Najah National University, PPU and PTUK continued as part of the program development and monitoring process.

On 16–17 June, PFDP assisted the USAID compliance officer in a compliance audit, the results of which will be sent to AMIDEAST after the final pipeline report can be reviewed by the compliance auditor.

A final success story on the impact of the An Najah National University's CELT and its efforts to develop the CBL concentration in curriculum development and thus reach out to its public and private communities was completed by the COP and submitted to USAID. The PFDP documentary, submitted on 23 February to USAID for its review and comments, has not yet been responded to or approved.

4. Close-out of PFDP

During the third quarter of FY15, staff also focused on close-out activities as noted below.

- Finalizing all close-out procedures, processes and documents for USAID and AMIDEAST
- Finalizing the storage of all auditable documents, financial and programmatic, as per USAID and AMIDEAST regulations and policies

Appendix 1

Best Practices Forum Agenda



PFDP Forum: Best Practices in Centers for Excellence in Learning and Teaching

Sunday, 10 May 2015, 9:30 am–3:00 pm
Mövenpick Hotel, Ramallah

- 9:30–10:00** **Registration and Coffee**
- 10:00–10:15** **Welcome and Opening Remarks**
- **Dr. John H. Knight, COP, PFDP**
 - **Mr. Bassam Kort, Acting Director, USAID Education Office**
- 10:15–11:45** **Opening Panel—Presentations by CTE Directors, followed by question-and-answer session**
- **Dr. Abdel Karim Daragmeh, Director, CELT, An-Najah National University**
 - “The Guiding Policies for CELT at An-Najah University”
 - **Dr. Adnan Shehadeh, Director, CETL, Palestine Technical University**
 - “Developing a Culture of Teaching and Learning at Palestine Polytechnic University”
 - **Dr. Irene Hazou, Academic Vice President, Bethlehem University**
 - “Approaches to Professional Development at Bethlehem University”
 - **Dr. Samer Najjer, Director, KCTLI, Palestine Technical University—Kadoorie**

- “Launching PTU-K’s First-Year Center: Challenges and Successes”

11:45–12:00 **Coffee/Tea Break**

12:00–12:45 **Concurrent Sessions I, A & B**

- **Bab Al Sahera Hall: Concurrent Session A—Dr. Mai Maghatheh**
 - “Hebron University’s Excellence Center: A Sustainability Model for Excellence Centers in Palestine”
- **Yabous Hall: Concurrent Session B— Dr. Emad Dawwas and Dr. Abdel Razaak Natsheh**
 - Dr. Emad Dawwas, “Assessing Community Engagement Across Disciplines at ANU”
 - Dr. Abdel Razaak Natsheh, “ANU’s Community Connector: CBL On-line Database”

1:00–1:45 **Concurrent Sessions II, A & B**

- **Yabous Hall: Concurrent Session A—Dr. Saida Affouneh**
 - “CELT + e-Learning Center = A Model for 21st Century Education”
- **Bab Al Sahera Hall: Concurrent Session B—Dr. Irene Hazou**
 - “Enhancing Student Academic Literacy: Successes at Bethlehem University”

2:00-3:00 **Directors’ Panel—ANU, BU, HU, PPU, PTUK and Director, Searle Center for Advancing Learning and Teaching, Northwestern University**

The panel of Center of Excellence directors will make short remarks about what they foresee as the future best practices for Centers, then respond to audience questions. Dr. Denise Drane, Director of Research and Evaluation, and Dr. Nancy Ruggeri, Director of Graduate

and Postdoctoral Programs, of the Searle Center—consultants to PFDP Centers—are also available during this session.

3:15

Lunch

Appendix 2

PFDP Alumni Scholars and Project Close-out Celebration Agenda

11:00 am–3:00 pm, Sunday, 14 June 2015

Grand Park Hotel, Ramallah

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|--------------------|---|
| 11:00–11:30 | Gathering and coffee break |
| 11:30–11:50 | Opening Remarks Jonathan Kamin: USAID Deputy Mission Director Steven Keller: AMIDEAST Country Director John Knight: PFDP Chief of Party |
| 11:50–12:30 | Key Note Chris Shinn: First PFDP Chief of Party |
| 12:30–12:45 | Documentary Preview |
| 12:45–01:45 | Open Mic PFDP alumni sharing their experiences |
| 01:45–02:15 | Stand-Up Comedy Act |
| 02:15–03:00 | Distribution of Certificates |
| 03:00 | Lunch |

Appendix 3

Searle Center TOT Schedule, 11–14 May 2015

**Advancing & Sustaining Academic Development in Palestinian Universities
What CTEs Have Learned: What Worked, What Didn't, and What can be Shared?**

Four-Day Workshop in Ramallah

**Facilitators: Abdel-Karim, Adnan Shehadeh, Husam Qasrawi, Greg Light, Denise Drane,
Nancy Ruggeri, Sami Basha**

Broad Goals of Workshop

- Examine key principles, strategies and experiences that have helped advance and sustain Centers for Learning and Teaching Excellence (CTEs) in higher education
- Explore fundamental aspects of CTEs including: theoretical models, major challenges and solutions, principle practices and activities
- Facilitate creation of network among Palestinian CTEs

The program will draw upon the experience and substantial expertise of Palestinian CTEs to address existing and anticipated challenges to advancing and sustaining learning and teaching in Palestinian universities. Challenges may include academic development strategies and practices; relationships within the university; center administration and planning; funding, staffing and resources.

Workshop Objectives

The four-day workshop will take a project-based approach with participants responsible for developing a CTE action plan for addressing a key challenge(s). Participants will:

- Share challenges facing CTEs in Palestine and how they can be addressed
- Identify goals to develop an action plan for addressing challenges
- Identify, share, and develop CTE strategies, activities and practices to achieve the goal(s) of the action plan
- Identify, share, and develop CTE assessment and evaluation aligned with the action plan
- Present action plan to participants for sharing and feedback

Session Models

Plenary sessions (all participants): Introduce key models, themes, and ideas for the day

Sharing sessions (all participants): Centers present successes and challenges, and receive feedback from the other participants

Special sessions (all participants): Explore special themes relevant to all centers

Working sessions (groups): CTE-based groups and/or individuals/pairs work on the action plans

Schedule of Activities

| Day 1: Monday, May 11 | Centers of Excellence: Models, Action Plans, and the Future |
|----------------------------------|--|
| 9:30 | Plenary Session: Introduction to workshop and icebreaker |
| 10:00 | Sharing Session: Centers and participants share experiences and role in faculty development in the university center |
| 10:30 | Plenary Session: Models of Academic Development: What is the underlying philosophy (explicit and implicit) driving our centers' work? |
| 11:30 | Sharing Session: Center Challenges: Past and Future |
| 13:00 | Lunch |
| 14:30 | Group Working Session: SWOT analysis around a specific challenge: Identifying a goal(s) [center challenges] |
| 15:30 | Sharing Session: Present goals from above to the larger group |
| 16:00 | Wrap-up |

| Day 2: Tuesday, May 12 | Critical Thinking |
|-----------------------------------|---|
| 9:00 | Plenary Session: Introduction and icebreaker |
| 9:30 | Introduction to critical thinking and critical thinking assessment (CAT) |
| 10:30 | Discussion of barriers to critical thinking |

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| 11:30 | Break |
| 12:00 | Defining the problem |
| 12:30 | CAT analogs to assess critical thinking |
| 13:00 | Lunch |
| 14:00 | Designing activities to promote critical thinking |
| 14:30 | Designing assessments |
| 15:30 | Going forward |

| | |
|---|---|
| Day 3: Wednesday, May 13 | Action Plans: Strategies, Actions & Evaluation |
| 9:00 | Plenary Session: Introduction to Day 3: V-Logic model overview |
| 9:30 | Sharing Session: Present challenges & goals: sharing ideas about activities, practices and strategies that have worked to meet these goals |
| 11:00 | Group Working Session: Teams work on activities, practices and strategies for achieving new goals |
| 12:00 | Plenary Session: Assessing the impact of action |
| 13:00 | Lunch |
| 14:30 | Special Session: Working on the outlines of chapters for anticipated compendium of best practices. John provides introduction |
| 15:00 | Group Working Session: Individuals and/or teams have opportunity to identify, develop or work on book chapter |

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| 16:00 | Wrap-up |
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| Day 4: Thursday, May 14 | Center Plans: Sharing with the Community |
| 9:00 | Plenary Session: Introduction to Day 4 |
| 9:30 | Sharing Session: Teams present draft of complete action plan—goals, strategies/practices and assessments/evaluation; feedback from group |
| 11:00 | Sharing Session: Present strategies, activities and practices; sharing assessment/evaluation strategies for such practices that have worked |
| 12:00 | Group Working Session: Teams use V-logic model to develop assessments for evaluating strategies and practices |
| 13:00 | Wrap-up |