



**Needs Assessment 2009:
A Summary Report of the Academic Survey**

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Palestinian Faculty Development Program

AMIDEAST partners with the Open Society Institute (OSI)/Soros Foundation, and varying university partners. PhD and MA graduates and short-term fellows were mobilized to share the knowledge and skills gained with their peers and colleagues. The ultimate goal of the program is to improve the quality of higher education, and support the emergence of a new generation of academic leaders.

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English



Open Society Institute

PALESTINIAN FACULTY DEVELOPMENT PROGRAM

Needs Assessment 2009: A Summary Report of the Academic Survey

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Produced by:

AMIDEAST, West Bank/Gaza

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Executive Summary

The Palestinian Faculty Development Program (PFDP) aims to increase capacity within the higher education section in the West Bank and Gaza. It does so by promoting the expansion, retention, and professional development of promising academics teaching in the social sciences and humanities. Two other central aims of the program are to revitalize and reform the teaching in these areas at Palestinian higher education institutions and to promote an institutional culture of teaching and learning. The PFDP is funded by the United States Agency for International Development (USAID) and the Open Society Institute (OSI). It is administered by AMIDEAST and OSI.

This survey, the *Needs Assessment 2009: A Summary Report of the Academic Survey*, is a follow-up study to the *2007 Needs Assessment* although focused on specific aspects of the PFDP. The first major theme of the survey centered on faculty professional development (PD). Results indicate support for institutions to fund faculty professional development although there is also considerable support for an NGO responsible for this activity. The major types of faculty development currently supported by institutions are workshops, short training courses, and seminars, which are also the type of PD preferred by the respondents. Faculty and administrators indicated a strong preference for research opportunities. Other forms of faculty PD, both supported by institutions and preferred by institutional staff, are MA and PhD fellowships and scholarships, as well as attendance at conferences. Respondents to the survey suggested that centers for PD could be self-sustaining and valued using outside funding through projects, an emphasis on quality and good service, and by fees levied on faculty, or through services provided to agencies outside the institution or from research. In the area of administration upgrading, respondents felt their English skills level was sufficient to enable training to be delivered in English and that staff had the ICT skills to access training electronically. This statement of current skill level in ICT was reiterated with a preference for a combination of web-based and face-to-face training. The results indicated strong support for a certification program for advanced management that targeted the department head level. Somewhat in contrast to the PD types preferred by faculty generally, the type most often suggested as most needed by institutions were e-learning and ICT closely followed by strategic planning at the unit level.

The second major theme of the survey related to the PFDP faculty grants program. The survey results suggested that the most useful grants were those that were prioritized by field and academic area and that the most popular would be research grants. The suggestion on how to improve the grant application cycle most often offered was PFDP coordination with university plans and needs.

The faculty and staff that responded to the survey contributed a wide number of ideas for themes for the annual PFDP Academic Colloquium and a similar variety of possible research topics for presentation. The most often suggested theme for the conference was related to quality and excellence, with research, teaching, e-learning, and the challenges facing higher education also mentioned.

Introduction: Study Scope, Design, and Demographics

AMIDEAST produced the *PFDP Needs Assessment: A Summary Report of the Academic Survey and Strategy Discussions with Senior Palestinian Faculty*, a comprehensive needs assessment of the Palestinian academic community in relation to the aims and scope of the PFDP in March of 2007. The 2007 assessment involved qualitative and quantitative methodology and provided detailed information on the PFDP. This survey, the *Needs Assessment 2009: A Summary Report of the Academic Survey*, is a follow-up study on specific aspects of the program that required further input from the higher education institutions. The *Needs Assessment 2009* was conducted using a seven page survey instrument shared with all West Bank and Gaza universities, as well as UNRWA's Men's and Women's Training Centers in Ramallah. In the first week of January 2009, PFDP staff distributed Arabic and English versions of the needs assessment survey in both hardcopy and electronic form. University contacts and administrators were requested to reproduce and/or forward the electronic copy of the survey instrument to their faculty for completion and submission to AMIDEAST. Responses were solicited until mid-March. In addition, surveys were given to all faculty participants at PFDP activities during the same time period. A number of the questions from the 2007 *Needs Assessment* survey were replicated on the 2009 follow-up study. The instrument was a seven page survey that required some 'ticked' responses and some written responses. One hundred and ninety-two completed surveys were received. A copy of the survey instrument with a summary of the raw data is attached as Annex I.

The demographics of the 192 survey respondents covered the breadth of the university community. Ninety per cent were full-time faculty members and 76% of the respondents were men. The 24% per cent of females who responded represents a significantly higher percentage than the 13% of women in the faculty ranks. A majority of respondents at 62% had been teaching for less than 10 years and 32% had less than 5 years experience. Administrators were heavily represented at 61% of the total responses, although 42% of them had held administrative posts for less than 5 years. PhD holders made up 49% of the total while 93% had a master's degree. Of the university degree holders, the majority were from Palestine with the next largest groups coming, in order, from Europe, Jordan, the US, the UK, and Egypt. Of the Palestinian degree holders, the largest group (44) was from Birzeit University. A wide variety of academic disciplines were represented by the respondents with the largest number from the language and communications fields followed by science related disciplines, health and medicine, business, education, engineering related, and others. A list of fields is included in the attached survey instrument as Annex I.

Institutionalizing Faculty Development

The second section of the survey asked respondents to indicate the extent to which they had participated in PFDP sponsored events, their opinions regarding support for faculty professional development (PD), the types of PD that their institutions currently supported, and the types they personally would support. Sixty-one per cent of the respondents indicated that they had participated in at least one PFDP activity with the majority attending either an Academic Colloquium or a Seminar for Excellence in Teaching (SET). The response numbers would suggest that most of the 34 PhD fellows

currently in the United States had responded to the survey as 16% of the respondents indicated that they had participated in the PhD Fellowship program.

Almost half of the respondents (48%) indicated that they felt that each Palestinian education institution should be responsible for internally funding PD opportunities for its own faculty and staff. This idea was fairly closely followed with support for a local, independent NGO operating on behalf of the institutions using a combination of fees and grants (42%). Both of these options had more than double the support for a semi-governmental body under the supervision of the Ministry or Higher Education Council (20%). Of the other approaches selected by respondents, the majority, at nine of the 28 written comments, suggested some form of outside funding.

The major form of PD currently supported by institutions corresponded to the respondents' first preference. In both cases the preferred method of faculty development was through workshops, seminars, or short training courses. The written responses contained 39 comments supporting this method compared to 29 for scholarships or fellowships at the Masters or PhD level, 28 for research of some form, 28 for conference participation, and 19 for e-learning or IT-related training. In response to the question asking which type of faculty development the respondent would like to have supported by his or her institution, the largest number suggested local workshops, short term training courses, summer training programs, or similar opportunities at 55 responses. However, the second choice was clearly for funded research opportunities at 53 responses. Support for scholarships and fellowships was third at 37 responses followed by support for conferences, either local or outside, at 22 and exchanges at 13. The strong support for funded research opportunities contrasts with the reported form of PD currently supported by institutions as being fairly equal for fellowships, conference attendance, and research.

Future Faculty Grants

The third section of the survey asked respondents about their understanding of faculty grants and how they might be structured or prioritized. Of the respondents to the survey, 20% applied for a faculty grant in 2008. Of those that did not apply for a grant, 47% indicated that they did not know about the opportunity, while 30% indicated that they did not have the time to develop a good project idea, and 23% indicated that they did not know before the application deadline. Of those that offered another reason, the largest number indicated that they were already involved in a similar opportunity followed by those who mentioned time and workload constraints.

When respondents were asked about the type of grant they thought would be the most useful, 45% indicated that grants prioritized by field or academic area would be the most beneficial while 37% preferred grants prioritized by project type. For those that selected another option and wrote in their preference, the majority indicated that grants should be prioritized according to needs, whether individual, institutional, or state. When prioritizing grant types, respondents favored research grants at 58% over training projects at 29% and curriculum development projects at 19%. Other suggestions included book development, exchanges, and fellowships.

Respondents were asked to make suggestions on how the PFDP should structure the next grant application cycle. Of the 72 written responses, the largest number at 12 suggested that the next grant cycle should coordinate with the universities in some way and address university needs, some respondents suggested specific fields to target, while others commented on the need for better communications and training for applications.

Targeting Training

This section asked participants to comment on possible training opportunities in addition to the short-term seminars in pedagogical training and higher education management already provided by PFDP. The majority of the respondents to this section at 59% indicated that they did not have specific administrative duties at their institution and of those that indicated that they had administrative responsibilities, the largest number were Head of Department or Assistant/Deputy. For faculty with full-time teaching or administrative loads, over half of the respondents felt that the preferred method of delivering training should be a combination of web-based and face-to-face training. Only face-to-face training was considerably more popular with respondents than only web-based training. The written section of this question generally supported the delivery of a combination of types of training.

In terms of existing skills and knowledge, most of the respondents to the survey at 88% believed that their English proficiency was sufficient to receive training entirely in English. Over three quarters felt confident that they could use basic computer software for administrative purposes and a similar percentage felt confident in using multi-media in their university teaching including the use of PowerPoint.

Respondents were asked about the value of administrative training, their opinions regarding the target group for this kind of professional development, and their preferred type. Those with administrative responsibilities supported a certificate program of advanced management courses by a margin of three to two with the majority of those who supported the idea valuing it highly. When asked what level of administration should be targeted, the largest number, just over a third, suggested the department head level followed by the vice-president, director, and dean levels. The type of training selected the most often related to ICT/e-learning policies and practices, and this was followed closely by strategic planning at the unit level and, finally faculty roles and responsibilities. Roughly two thirds of respondents indicated that they would be prepared to pay for professional development courses. Survey respondents were asked to choose between an online and face-to-face certificate program offered through a US university requiring attendance and passing exams for a series of courses or ad-hoc courses offered over a flexible schedule tailored to specific needs without requiring attendance or exams. The former was chosen by almost three quarters of the respondents. Respondents were then asked to write other types of training they thought were most needed. Of the 70 written responses the largest number at 18 referenced ICT training, 15 suggested teaching and learning training, and 13 mentioned research.

Academic Colloquium

AMIDEAST will host the third annual PFDP-sponsored Academic Colloquium in July 2009. An objective of the conference will be to provide a local academic framework for the exploration of what constitutes excellent teaching. Respondents were asked to suggest themes for the conference and to explain why they suggested that theme. Over 130 responses were received with the largest number identifying quality or excellence in teaching as their choice. The other suggestions covered a range of topics with the most popular being research, teaching, e-learning, and challenges to education. A number of suggestions for research or presentations were made on a wide variety of teaching and learning topics.

Summary

The *Needs Assessment 2009: A Summary Report of the Academic Survey* is an example of PFDP engagement with higher education faculty, staff, and institutions in order to provide quality service to the education system in fulfillment of its aims. Responses to the survey will inform PFDP decision-making for the 2009-2010 fiscal year and any expansion to the program granted by USAID. A desire on the part of institutional staff for the PFDP to take into account institutional needs and plans was clearly evident in the responses to the survey. Other important elements raised through the survey that will impact PFDP planning are in the areas of support for short courses, fellowships, and certificate programs for administrators. In planning for the annual colloquia and for local conferences, the list of suggestions for topics and possible research will be a valuable source of suggestions.

Annex 1

Needs Assessment Survey

PART I Background Information

1. Faculty Employment Status:

Full-time: **90%** Part-time: **10%**

2. Gender:

Male: **76%** Female: **24%**

3. How many years have you been teaching at a university or college?

Less than 5 years: **32%**

5-10 years: **30%**

10-15 years: **8%**

More than 15 years: **20%**

4. What type of courses do you teach (for example: education):

Language/Communication

- Journalism and translation
- Language acquisition, Theoretical. 2
- English language 12
- Literature 2
- Applied linguistics
- Teaching English as a Foreign/Second Language 2
- Communication skills
- ESP
- Arabic Language Courses
- language sciences and structure
- French Language
-
-

Science Related

- Chemistry and environment 2
- Physics 3
- Energy resource, Environmental health.
- Water, environment, hydro politics. Geology.
- Biology 5
- Science 4
- Human Sciences
- Microbiology
- Psychology related courses. 2
- Genetics
- Geography
- Microbiology
- Courses in the theory of physics
-

Health

- Public Health & Emergency 2
- Biotechnology

- Research methods, medical terminology, medical instrumentation, and endocrinology.
- Critical care nursing. Health promotion. Medical surgical nursing, and clinical rotations.
- Medical
- specialization courses in physiotherapy
- the operation of laboratories, blood bank and blood science
- Health statistics, population studies, epidemiology.
- Pharmacology & Toxicology
- Nursing 6 (Pediatrics, Neonatal Nursing course. G&D, First Aid, and research).
- MRI, CT, Radiation Protections
- Health economics, Community assessment
- gynecology and obstetrics
- nutrition, public health
- medical and clinical sciences
- Biomedical

Engineering/IT Related

- Engineering 5 (chemical 2, environmental 2, electrical 1, Architectural 1)
- Applied statistics 2
- IT 2
- Computer 8

Business

- Economics 5
- Finance & Banking
- Finance
- Management
- Microeconomics
- Accounting

- Business Administration 4
- Marketing
- accounting principles, accounting and financial institutions
- theory courses, and business and financial courses
- Management & Business 2

Education

- Guidance and counseling and special education
- teaching methods, general training, behavior modification, self-psychology, creative thinking
- education, media, public relations, human communication 6
- Art Education
- Physical Education
- Educational Psychology
- Educational Courses
- Decision making
- Research Methods
- Methods of teaching science, curriculum development & evaluation.
- curricula and methods of teaching Arabic: management, and measurement and evaluation, and primary education, supervision in education, and contemporary trends in the teaching of the Arabic language
- Open learning
- the psychology of the special needs
- Scientific research methods 2

- the basics of the curriculum
- teaching strategies
- education of language: Phonetics

Other

- Sociology
- Occupational therapy
- Vocational education 8
- Theory and Experimental
- Architecture and urban planning
- Political science
- Palestinian cause
- Social work
- Archaeology
- Gender and Development
- Theology, Administration
- Law 2
- Religious Studies
- Mathematics 2
- applied professional courses
- Sociology Courses
- Fine Arts
- Design & Decoration
- how to use the Law Library
- Courses in the social service
- modern history
- Urban Planning
- the history of Islamic architecture

5. How many years have you had administrative responsibilities at a university or college?

None: **39%**

Less than 5 years: **42%**

5-10 years: **13%**

More than 10 years: **6%**

6. What type(s) of administrative role or title have you held?

Chair, Head, Vice, Chief, Deputy,

- Chairperson of the Arabic department
- Department chair 5
- Head of department 7
- Department head, Vice chair of Scientific committee
- Chair, acting Dean
- Managing the Academic Department
- Head of Quality assurance 2
- Head of computer engineering department
- Acting head of research
- Head of health science department
- Head of more than 5 committees
- Deputy of planning and development.
- Head of biology department
- Chairperson of the department of medical lab science
- Assistant Chief of Service

- responsible for Research Unit
- Assistant Chief
- Deputy Chief
- Assistant Chief
- Chief of Professional Education
- Head and Coordinator of Service
- Chairman of the Department of
- Head of science department
- Assistant Chief
- administrative deputy and head of the Center for Education in Bidya (Al-Quds Open University)
- Head of Academic
- Chairman of the Department of Physics and Assistant Attorney academic
- Vice-Chairman

Director

- Director of faculty development and assessment.

- Coordinator of some nursing & health courses, Director of nursing dent
- Director of language center.
- Director of E-learning Unit
- Director IT center, Coordinator in CS department
- Director of water and Environment engineering
- Director
- Director of ICTC
- Director and coordinator of the program of development and family Alajtmaaip
- Director of educational area
- Acting director
- Director of Service

Vice President

- Vice- President, Dean and Head of Department
- Chairman, Dean, Vice President for Academic Affairs
- VP Planning & Development
- VP community Outreach
- Vice Chancellor
- presidency and the presidency of a program

Coordinator

- Program coordinator
- Graduate studies coordinator.
- Admin & Finance coordinator, Coordinator for Bridge Project for Judicial Education
- Internal relation coordinator, activities coordinator
- Laboratory coordinator
- Coordinator 4
- Unit coordinator
- Coordinator of High Diploma Neonatal Nursing

Dean

- Dean 7 and High diploma coordinator
- Head of physics department, assistant dean of graduate studies and scientific research.

- Manager of a project
- Public relations
- Head of committees, and director of women's' studies institute
- Council association
- Chairperson
- Dean 4
- Dean of Student Affairs
- Dean of the Faculty of Student Affairs
- Head and Deputy Dean
- Acting Dean
- Science Dean
- OiC deputy dean
- Assistant Dean of the Faculty of
- Dean and Director
- Head of Department, and Dean of Planning and Development
- Assistant Dean of the Faculty of Education
- Dean of the Faculty of Education
- Chief and Assistant Chief, and Assistant Dean of Student Affairs

Other

- Instructor 2
- administrative assistant
- Faculty of Nursing and Health Sciences
- College council member
- Laboratories supervisor
- courses supervisor
- Academic supervisor
- administrator in the Human Resources Section
- Head Quarters
- Editor at the University journal
- art decor
- Lab Technician
- the Institute of Law Library at the University of Birzeit
- Lecturer and Instructor

7. Do you have a PhD or doctorate degree?

Yes: **49%** No: **51%**

If yes, in what field do you have a PhD?

- English language
- English literature 2
- Arabic Language
- Communication and information
- TESOL
- Teaching English as a foreign language
- Applied linguistics 3
- Electrical engineering 2
- Mechanical engineering 2
- Chemical engineering 2
- Computer engineering 2
- physics, materials science and engineering
- Electro-Optics
- Hydrogeology and Water Resources management.
- Architectural, civil Engineering 3
- Civil and environment engineering.
- IT
- Biotechnology
- Biochemistry
- Chemistry 2
- Geography
- Genetics 2
- Cell biology
- Physics
- Molecular Biology
- Health science

- Molecular parasitological
- Statistical epidemiology
- Biology - Botany
- Neuroscience
- Psychology and mental health 4
- laboratory and medical sciences
- Biotechnology
- Pharmaceutical Biotechnology
- Blood sciences
- Health clinical psychology
- Viruses
- Physiotherapy and physical, organic rehabilitation
- Medical Imaging
- Microbiology
- Applied statistics
- Applied Mathematics
- Education 8
- Art Education 2
- Chemical education 2
- Curriculum and teaching methods 5
- Methods of teaching mathematics
- Urban planning and environment
- Archaeology
- Health economics
- Economics 3
- Finance
- Gender and Development
- Public law
- Law
- Theology
- Sociology and Social Service to 3
- Modern history
- Moral Theology/ Christian Ethics
- Physical Planning and Economic Development
- Media - public relations and advertising
- Press
- Human Resources Management

8. Do you have a master's degree?

Yes: **93%** No: **7%**

9. Do you have a university degree from a Palestinian university?

Yes

Name of university:

- | | | | |
|---------------------------------|----|--------------------------------------|---|
| • Birzeit University | 41 | • Al –Quds Open University | 2 |
| • Al –Quds University | 22 | • Hebron University | 2 |
| • Al- Najah National University | 19 | • Palestine Polytechnic University | |
| • Bethlehem University | 16 | • Islamic university | |
| • Al- Aqsa University | 4 | • Al –Azhar University | |
| • The Islamic University- Gaza | 3 | • UN College of Educational Sciences | |

10. Do you have a university degree from a foreign university?

Yes

Name of university:

- | | | |
|---|---|---|
| • La Sorbonne-Paris university , Montreal university and Oran university –Algeria | • Oslo school of architecture, university of Arkansas | • Stanford University |
| • Granada university – Spain | • University of Bari | • The Catholic University of America – DC |
| • Odessa state polytechnic university –Ukraine | • Technical University, Sofia- Bulgaria | • Rutgers University |
| • University of Rennes | • University Libra de Bruxelles | • University of south Carolina |
| • University of the Mediterranean 2 | • University of Florida | • University of Dayton- Ohio |
| • Technische University Freiberg /Germany. | • SUNY- NY. | • University of Northern Iowa-USA |
| • Kosovo university- former Yugoslavia | • Utah State University | • University of Arizona – USA |
| | • Marquette University | • Ohio state University |
| | • University of Illinois- Chicago, Northeastern University-Boston | • University of Cincinnati |

- Western Michigan University
- University of Salford-UK 2
- The University of Sheffield –UK
- Manchester University-UK
- Coventry University - England
- Aston University – Birmingham/UK
- London University 4
- Maastricht School of Management
- Baghdad University
- Brighton University-UK
- University of Leiden – Netherlands
- Jordan University of Science and Technology 3
- Glasgow University
- Aix – Marseille
- Sind University- Pakistan
- McGill University
- Fribourg University
- Kanazawa University- Japan
- American University of Beirut
- University of Jordan 7
- Boston University
- Newcastle University
- Granada University
- Bond University
- Johann Wolfgang Goethe University of Frankfurt
- Lyon II University
- Middle East Technical University – Turkey
- Ruhr University – Bochum/Germany
- UMIST – UK
- Marathwada University
- University of Mysore-India
- University of Salzburg
- Andhra University
- Maastricht University
- Liverpool University
- The Catholic University of America –D.C.
- All India Institute of Medical Sciences.
- Salesian University-Rome
- Marquette University, WI/USA
- Aligarh Muslim University
- Poona University – India
- Roehampton University
- Charles University – Prague.
- Syracuse University
- Virginia Polytechnic Institute and State University(Virginia Tech)
- Pakistan
- University of Garyounis
- Maharaja Sayajirao University of Baroda
- Boston
- Warwick University
- Rajasthan University
- Ohio University
- Yarmouk 10
- Red Sea 6
- Pontifical Gregorian University
- University of Jordan 10
- Perugia - Italy
- University of Kiev for the rehabilitation of physical organic
- University of Sind - Pakistan
- Ain Shams University 5
- Rome La Sapienza
- Lamar
- University of California UCD
- University of Science and Technology - Sudan
- Al al-Bayt 6
- Amman Arab University for Higher Studies
- University of Kharkov
- Poitiers-France
- University of London
- University of Baghdad 2
- Fatima Jenna Medical College of women
- University of Saarland - Germany
- Cairo University
- University of Aachen - Germany
- Ohio State University
- Kent State University- Ohio
- University of Manchester 2
- King Saud University - Saudi Arabia
- University of St. Joseph
- Free University of Berlin
- Plumt University - United Kingdom, and the University of Cleveland
- B - U - K
- Glasgow University
- Beirut Arab University
- Aristotle University - Greece
- Islamic University of Omar al-Dhahran - Sudan
- University of Baku, Azerbaijan
- Pakistan Punjab University, Aligarh Muslim University - India
- Fateh University - Libya
- University of St. Joseph
- K.U. Leuven
- Münster - Federal Republic of Germany
- Suffolk - USA
- Bradford - UK
- University of Paul Valéry - Montpellier
- University of Leningrad - the Soviet Union, former
- Leeds University - UK
- U.I.C
- Middle East Technical University - Turkey
- Alexandria University

PART II Institutionalizing Faculty Development

The PFDP is now responsible for ten different program components that support faculty development, including PhD and non-degree fellowships, academic conferences, small grants, teaching excellence awards and seminars on pedagogy and higher education management.

1. Have you ever participated in any PFDP activities, events or received a PFDP award or grant?

Yes: **61%** No: **39%**

If yes, please check all of the PFDP activities or awards that apply:

- 26%** Seminar for Excellence in Teaching:
- 26%** Summer Academic Conference:
- 16%** PhD Fellowship:
- 13%** Other PFDP workshops or seminars:
- 13%** CEU Seminars in Budapest:
- 10%** Teaching Excellence Award:
- 8%** Collaborative Project in Teaching: Peer Observation in Teaching:
- 6%** Short-Term Fellowship:
- 6%** Collaborative Project in Teaching: Special Education:
- 5%** Faculty Grant:
- 3%** US-Grantee Conference:

2. Please prioritize the following hypothetical approaches for supporting and funding professional development of academic faculty and administrators. Rate the three options as 1, 2 and 3. One is what you consider to be of highest value or priority:

Have each Palestinian tertiary education institution responsible for internally funding professional development opportunities for their own faculty and staff.

48% selected # 1 **27%** selected # 2 **25%** selected # 3

Have a local, independent NGO operating on behalf of all tertiary institutions through a combination of fee-based programs and grants.

42% selected # 1 **27%** selected #2/ **31%** selected # 3

Have a semi-government body under the general supervision and direction of the Ministry of Education and Higher Education or perhaps the Higher Education Council.

20% selected # 1 **31%** selected # 2 **49%** selected # 3

Other approaches, please describe:

- Universities offer professional development only when it is available through funding from outside sources. Some administrators decline these offers sometimes.

- PDPF must cover the needs of individual universities with purposes to overcome the existing shortages.
- Provide funds from government and international donors for Palestinian academic institutions.
- Quality assurance program.
- AMIDEAST, DAAD, for example.
- I would trust foreign institutions for such purposes. No faith in local and government ones.
- A joint higher commission from academic institutions, NGOs, Government.
- Distribute the funding and support according to Quota, in order to have equity through such resources.
- Combine the efforts of local, regional and international expertise and exchange experiences. Expenses can be shared.
- From a sub committee within the Council for Higher Education just for professional development of academic faculty and administration.
- Mixed partnership between universities and public authorities.
- Partnership with other national and international universities.
- I believe that each faculty member is responsible for his/her own development. Accordingly he/she can find contacts with international and local funders that can support his development. In the actual governmental situation, I recommend a strong educational institution to promote development.
- Most of the programs are not directly relevant to the University programs and their positive effectiveness on their students.
- Exchange of experiences between supervisors from all over the world, a case study of the work of institutions and training courses for weaknesses of these institutions.
- by Association of Arab and International Universities, activities that serve the university community institutions, the fees from the students, the establishment of productive projects involving universities, research and dissemination of studies, the twinning of Arab and foreign universities, financial support of the local universities.
- A foreign educational institution in order to avoid favoritism as it is in our organizations. And the choice to be based on competence.
- The composition of academically qualified society of qualified Palestinian faculty to support the Palestinian education and scientific research.
- The opening of offices of AMIDEAST and OSI in Palestine.
- To be based on the submission of the request directly to the donor, and by selecting and arranging the applicants.
- Exchange of experiences with other universities, through the coordination and networking with other universities programs with leadership development competencies.
- give the opportunity to compete and to find the merit of the applicants, as well as to reduce patronage and the distribution of grants because of knowledge or special relations , special meetings with the applicants for discussion to detect the capabilities and potential, to give priority to staff with less than a doctoral degree in order to make a real progress and the required staff development in education ,the responsible for the governmental body of the Committee is fair and objective, identify specific criteria and clear conditions for applicants that are objective, taking into account the sex of the applicants and give priority to the females.
- Establish profitable projects.
- A push for the gradual transformation of the higher education sector from being governmental to semi-private one, and to encourage the private sector to invest in higher education and to eliminate the culture of Free Ride in the Palestinian society.
- Work to build productive educational institutions.
- Pave the way for private enterprises and entrepreneurs to contribute to this area.
- Give the opportunity to privatize the work of institutional development.
- The financier and arranger of any educational program should be responsible for these programs.

3. What types of faculty or professional development does your institution currently support or fund? (128 written responses)

- | | |
|--|---|
| <ul style="list-style-type: none"> • workshops, local short courses, • research grants and subsidies, scientific research, local research grants | <ul style="list-style-type: none"> • program development from Ibn Rushed center. • curricular development |
|--|---|

- training program for new faculty,
- peer observation
- seminars
- MA and PhD internal scholarships, international scholarships (with bilateral agreements).
- training on developing e-learning courses
- small funds to participate in a conference, conferences in small scale, attending and conducting international conferences, proposals, tickets, travel to conferences for paper presentation
- quality assurance programs, international accreditation
- E-learning, virtual classes, blended learning, computer literacy
- sabbatical leave, study leaves,
- exchange of faculty members,
- funding for library, computer, online, soft and hard ware, and other research aids/materials.
- mentor teams projects.
- a program called "alsadeeq al nasooH" for the development of educational staff.
- development of staff using internal programs that do not need to be financed.
- scientific journal
- planning.
- grants for technical majors.
- not functioning, nothing except sabbaticals, none

4. What types of faculty development would you like to have supported or funded by your institution?

- Local workshops
- Summer training programs
- PhD and MA fellowships, scholarships, post-doctoral fellowships, Scholarships for medical laboratory sciences, Master's programs in the field of Medical Sciences (Rehabilitation) or courses in the field of rehabilitation and community health, PhD in population studies and demography
- Foreign seminars, seminars
- Full-scale certification program
- Short-term training courses in specific fields (teaching methods, nursing, administration, management, research skills, multi-media,
- Research projects in various fields (English, science)
- Conferences
- Training syllabus and textbooks
- Short-term fellowships
- Training in specific areas (Civic engineering and international affairs, government and democracy, research methodologies and design, architecture, Water quality. Environment health and improving abilities and educational approach, quality teaching, assessment and evaluation, teaching approaches, English language development, Interpersonal skills. E-administration, Arabic for non-native speakers)
- Study tours and field visits
- Program design, interdisciplinary, course design, material development
- Exchanges, scientific exchanges
- Conferences in the international and in region scales.
- Publishing literature related works and academic booklets, books or monographs, journals.
- Cooperation with universities and private institutions in the field of research, and access to academic programs through the provision of incentives through these universities, such as reduced tuition in the case study at the expense of a member of the faculty.

5. How can such institutional centers or units be self-sustaining and valued by the teaching and administrative staff?

- budget for development faculty in every university.
- Partly by University and partly by supporting agencies through projects.
- offer this service for fee to ones that don't have it.
- Through collaborative initiatives in research and PhD scholarships
- Dedicate part of its annual balance for these activities: Reduce academic load
- Through research proposals.
- Grant raising and fund searching.
- deliver high quality results.
- By offering training research and consultancy to private and public sectors institution on fee basis.
- Student's tuition.
- By scientific researches,
- There should be periodic cuts from salaries of faculty members.
- self-generated projects
- market certain products, services to the society.
- By the establishment of a specialized institution for these fields of interests and joint programs
- have department that is responsible for helping the development of the faculties
- By being fair, transparent and competent,
- sponsorship.
- These centers should be an essential part of the university mission
- Links and cooperation with other international centers. Link and cooperation with private and governmental sectors.
- by: raising the level of education and teaching staff, holding conference, arranging meetings for staff, educational visits and trips to developed countries in the field of education and teaching, such as: America and Europe, provide an opportunity for the work of research and studies in the field of higher education, support and rewards for outstanding researchers and staff, the translation of foreign research in the area of education, and holding workshops with the staff of advanced education abroad in order to debate and make a constructive dialogue, access to doctoral dissertations and master's distinctive and translation from both sides, attention to technological development and cultural knowledge and Globalization for persuasion in the development of universities.
- special fund to support this institution.
- governmental support or to support these institutions externally, donors, external assistance.
- partnership
- training sessions for civil society institutions.
- allocation of part of the general good management and providing services to the community.
- Through self-sufficiency, own resources
- Through investment projects.

PART III Future Faculty Grants

The PFDP currently awards small grants to fund faculty projects that: 1) are developed by teams of academics and involve collegial interaction among and/or between universities and colleges; 2) produce benefits for many academic staff or students; 3) connect to larger institutional initiatives; and 4) take place within the West Bank and/or Gaza. AMIDEAST would like to get your input about how these grants may be structured or prioritized.

1. Did you apply for a faculty grant in 2008?

Yes: **20%** No: **80%**

2. If no, why didn't you apply for a grant in 2008?

I was not aware of the opportunity: **47%**

___ I did not know in time, before the application deadline: **23%**

___ I did not have time to develop a good project idea: **30%**

___ another reason, described below: **(41 written responses)**

- grants supports mainly humanitarian sciences, but not engineering and technological, IT, medical sciences fields.
- I was already involved in a similar project under a different grant (World- Bank funded).
- All funding require young people. Sometimes less than 30 years. I wonder why this segment of academic who are above 40 years and devoted themselves to serve their country and people are deprived from PhD scholarships. My age is not accepted in the program since I am 51.
- I was PhD student, Studying abroad
- AMIDEAST like other NGOs in Palestine is not fair in awarding such opportunities.
- I am preparing for my master studies,
- No time for other activities, I was really very busy. I had a heavy teaching load. I was completing project.
- Sometimes we get the Ads very late through the university. I did not know that these grants exist.
- Sometimes the information that comes to the heads of sections and departments and units are not published and distributed to all. Therefore, the best way is to be posted on electronic billboards or to be sent to the personal e-mail for everyone in the institution.
- The demonstrative department in the local level prevents the others to benefit from the grants.
- We don't have enough staff.
- In addition these grants require remarkable grades in English exams which I don't have.
- the way of announcement of these grants must be independent and transparent, and applying to those grants should send to AMIDEAST directly by e-mail.
- The difficult local conditions.

3. Do you intend to apply for a faculty grant during the next cycle of applications due in March 2009?

Yes **78%** No **22%**

4. What types of faculty grants do you think would be most useful? Rate the three options as 1, 2, and 3. One is your preferred type of grant.

___ Grant priorities are general or all inclusive

19% selected # 1 **27%** selected # 2 **54%** selected # 3

___ Grants are prioritized by field or academic areas

45% selected # 1 **43%** selected # 2 **20%** selected # 3

___ Grants are prioritized by project type

37% selected # 1 **47%** selected # 2 **16%** selected # 3

___ other, please specify: **(25 written responses)**

- Grants to perform research for special occasions like: Jerusalem Arab Cultural Capital.
- The value of the project to the society, Degree of cooperation.
- Research methodology.
- Priority to ill funded fields.
- According to institutional urgent needs.
- Determining the needs of the institution.
- Each project is to develop institutions and local universities and higher education in universities in Palestine, to examine the needs of each university in terms of staff training and educational development, to benefit from the granting of the World Bank, countries and foreign institutions, the twinning of universities in foreign countries with the local Universities.

- According to the Palestinian community's need for the type of specialization.
- Linked to the development and future development.
- According to the application part (training).
- According to the needs of the institutions of the vacancies in certain specialties.
- Take into account that the grant should concern the needs of the community in addition to the need of the institution.
- As needed, and the type of the project.
- According to disciplines of direct relevance to the community.
- Identify priorities for grants by the state's needs, for example: grants in library management, and teaching methods.

5. Please prioritize the faculty grant types below. Rate the three options as 1, 2 and 3. One is what you consider to be the most important for you:

___ Research projects

58% selected # 1

22% selected # 2

20% selected # 3

___ Training projects

29% selected # 1

36% selected # 2

35% selected # 3

___ Curriculum development projects

19% selected # 1

40% selected # 2

41% selected # 3

___ other, please specify: **(22 written responses)**

- Funding publications: journals and university newspapers.
- PhD in Nursing.
- Participation in international competition.
- Joint projects with American universities.
- Exchange program with other universities.
- Refreshing courses.
- Book development/ dictionaries/ encyclopedia. Related publication projects.
- Cooperative projects with other (internal and external) universities.

- Research, academic and training interaction projects with local and international universities, forming research teams.
- Evaluation projects, design projects, classification projects.
- Priority to scientific research.
- Complete the doctorate. .
- Applied research.
- Research activities and technical knowledge.
- Visits and short-term research projects of educational institutions in Europe and America in the summer.
- Cultural exchange projects.

6. Do you have any suggestions on how AMIDEAST should structure the next grant application cycle? (72 written responses)

- include faculty members from the different universities in the process of structuring and defining the methods of offering these grants
- increase the number of grants and decrease the amount of each grant.
- community colleges need more attention
- joint research projects
- priority of grants to those who haven't been given such grants as well as to the projects that are innovative and genuine.
- Focus on developing existing resources.
- study and survey each university needs and priorities individually
- Just inform the universities in advance and PLEASE make sure that these announcements are available on their websites!
- look for qualified academics
- Give priority to curriculum development, more applied theme like solid science, teaching and learning issues, advanced computer skills, Autotronics, E-Business, Hospital Management, and Maintenance of Medical Equipment, educational media, educational communication, public relations, and educational journalism, social service
- ICT based.
- coordinating with the faculty staff directly.
- more careful attention to the quality, previous performance, and potential of candidates.
- post-doc studies.
- visiting the concerned institutions will help a lot. show the procedure in the best ways to get the grant,
- facilitate traveling
- giving grants to Arab and European countries.
- granting of a short training of not more than a month during the summer
- orientations to the educational institutions themselves to determine their priorities.
- By providing equal opportunities for all

PART IV Targeting Training

The PFDP already provides short-term seminars in pedagogical training and higher education management. The PFDP would like to explore offering other training opportunities.

1. Is your English proficiency high enough to receive training entirely in English?

Yes: **88%** No: **12%**

2. Do you have specific administrative duties at your university or college?

Yes: **41%** No: **59%**

If yes, what administrative title do you hold?

- Academic Vice President.
- Deputy Principal
- Head of department
- Director
- Vice chair
- Program coordinator
- Dean
- Acting dean.
- Head person
- Course developer
- Consultant to the Board of Trustee.
- Deputy dean
- Chair person
- Deputy
- Assistant Chief of Section
- Assistant Director

- Laboratory supervisor.
- Chairman
- Chief
- Academic supervisor
- Area manager
- Assistant Dean

3. Please rate the following methods of delivering training seminars for faculty with full-time teaching and/or administrative responsibilities? Rate the three options as 1, 2 and 3. One is what you consider to be the preferred method:

___ Only web-based, online trainings
15% selected # 1 **21%** selected # 2 **64%** selected # 3

___ Only face-to-face trainings
42% selected # 1 **37%** selected # 2 **21%** selected # 3

___ A combination of web-based and face-to-face trainings
54% selected # 1 **32%** selected # 2 **14%** selected # 3

___ Your suggestion:

- Organize face to face training seminars in each university.
- Training abroad.
- Related exchange faculty members.
- Direct contact followed by virtual contact.
- More applied research.
- Face to face is where faculty is fully committed.
- Blended Learning methodologies may combine advantages of both online and face to face training.
- Hands –on.
- The use of all available forms of training.
- Mix of the three options in studied manner.
- The order of the sessions is to be by scientific specialization.
- Case study and discussion group.
- That training is practical give a real experience for the staff.
- Practical training in the field of education.
- Through specialized research centers.

4. Please rate your IT proficiency. Do you generally feel confident about your ability to use basic computer software – Microsoft Office programs - for administrative purposes?

Confident				Not Confident
1	2	3	4	5
72% selected	15% selected	10% selected	4% selected	1% selected

5. Please rate your proficiency for using multi-media in your university teaching. How confident are you in using PowerPoint or incorporating internet-based tools in your classroom teaching?

Confident				Not Confident
1	2	3	4	5
60% selected	20% selected	8% selected	9% selected	3% selected

6. If you have administrative responsibilities would you value a certificate program of advanced management courses for administrators?

Yes: **60%** No: **40%**

7. If yes, please rate how much you would value a certificate program of advanced management courses for administrators? On a scale of 1-5, with 1 being of greatest value, please circle a number:

Greatly valued				Not valued
1	2	3	4	5
50% selected	28% selected	15% selected	7% selected	

8. What level within the administration should be targeted for training? Rate the four options below as 1 – 4. One is what you consider to be the highest priority.

 Vice-presidents
28% selected 1 **10%** selected 2 **22%** selected 3 **40%** selected 4

 Deans
21% selected 1 **35%** selected 2 **33%** selected 3 **11%** selected 4

 Department Heads
36% selected 1 **32%** selected 2 **20%** selected 3 **12%** selected 4

 Area Directors (e.g. student services, library services, computer services)
29% selected 1 **17%** selected 2 **17%** selected 3 **37%** selected 4

 Other:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Faculty members who will become administrators. • Administrative Director. • Library services. • Admin assistants • Vice- President and deans assistants. 2 • Staff • Lecturers 2 • Administration officers. • Start from the base of the pyramid focusing on faculty members. • Teachers with administrative loads. | <ul style="list-style-type: none"> • Course coordinators. 2 • Professor • Teaching staff and lecturers and academics .4 • According to the planning of the development on the basis of prior diagnosis. • How to deal with the management staff, and the selection method based on favoritism. • Managers of colleges. • Managers of administrative units. |
|---|---|

9. Which of the following types of training most interest you? Please put an X next to the courses that you think are most needed by your department, school, faculty, or unit:

- Developing and implementing e-learning/ICT policies and practices (**Selected 121 times**)
 Strategic Planning at the Unit Level (**Selected 117 times**)
 Faculty Roles and Responsibilities (**Selected 106 times**)

- Leadership (**Selected 97 times**)
- Student Role and Student Needs (**Selected 75 times**)
- Performance Indicators & Accountability (**Selected 67 times**)
- Partnerships and Consortia (**Selected 55 times**)
 - Internationalization of your institution (**Selected 53 times**)
- Mission Culture and Governance: Managing Higher Education Institutions (**Selected 38 times**)
- Budgeting & Financial Management (**Selected 35 times**)

10. Would you take courses that advance your professional development if you had to personally pay for them?

Yes: **62%** No: **38%**

11. Which training option is preferred? Check only one:

An online and face-to-face certificate program offered through a North American University requiring attendance and passing exams for a series of courses.
(**Selected by 73%**)

Ad-hoc training courses offered over a flexible schedule, tailored to meet specific needs that do not involve a certificate, and do not require ongoing attendance or assessment.
(**Selected by 27%**)

12. What other types of faculty training do you think are most needed? Please list types of training needed: (70 written responses)

- IT in teaching (E-Learning), use of E-resources
- Methods of research
- Short term courses, workshops, seminars.
- Multimedia and graphic.
- Research management, higher education student management, program development.
- Student motivation skills.
- Teaching/Learning methodologies.
- Assessment and grading.
- Evaluation of students at clinical settings, Curriculum development.
- Building new labs and facilities.
- Team building training.
- Partnership and consortia.
- Any training that will be held in America, Europe would be very beneficial to faculty members. Writing skills, teaching skills, preparing supporting materials for lectures.
- Public relationship, Administration, Applied research, Fund raising.
- Classroom management.
- English for professional academic writing.
- Time management and accountability,
- Codes of ethics. Use of values of the new emerging teaching technology.
- Peer training especially on research levels. Assertion and leadership training. Personality development type of training.
- Conflict resolution within Intrapersonal, intragroups, intergroups, interpersonal, and organization.
- current issues (subject related) for example in the field of education, psychology and special education
- How to publish articles in scientific journals (structure and style).
- "Strategic planning & developmental the higher Palestinian education".
- Discussion meetings and seminars and workshops with the same university only.
- quality of education.
- Crisis management

PART V Academic Colloquium

AMIDEAST will host the third annual PFDP-sponsored Academic Colloquium in June 2009. An objective of the conference will be to provide a local academic framework for the exploration of excellent teaching. The colloquia will also provide a forum for academic faculty in the West Bank and Gaza to network, exchange ideas, and present research.

1. AMIDEAST is searching for a theme for the conference. Can you suggest a theme or title for the conference? Why have you suggested this theme? (136 written responses)

- E- Learning and the use of multimedia in teaching
- ILOs
- The best teacher as a coach for students.
- Blended learning approach
- Research
- The visionary role of faculty
- Excellent input leads to excellent educational output.
- Realities vs. Needs
- University learning and teaching need cooperation
- Strategies and Pedagogies for Teacher Preparation
- quality
- creativity
- "Quality assurance in higher education institutions".
- "Higher Education in Palestine: New Era".
- "research techniques and methodologies"
- "Excellence in education"
- "Interactive teaching/learning process".
- "Contemporary Education: From technicalities to practicalities
- "We Shape Our Education",
- Best Practices in Development Education.
- "Learning: From traditional to learning by doing".
- "Threats to Higher Education under Conditions of Occupation". The case of the Brain Drain in the occupied Palestinian territory
- "Teaching through Case Studies
- "Reaching out beyond traditional approaches
- "Student Centered Academia".
- "Teaching & Education development program in Palestinian schools
- "Recruiting and developing university teachers (Human Resources Management in Higher Education)".
- "Educational challenges in a changing time".
- "Student role: Needs and Achievement".
- "Responsibility in higher education".
- "Palestinian universities (cooperation and professionalism ".
- "A model for future education curriculum".
- Self-education based on research and study from references,
- "Evaluation of academic teachers and students through the governing body of educational institution."
- "Mental health of adolescents and young people in the Palestinian community."
- "Education and the media", "The role of media education."
- "The problems of Palestinian children: description and solutions."
- "The repercussions of the urgent need for vocational and academic training."
- "Art and society."
- "Psychiatric art
- "The reality of university education and aspirations".
- "Strategies for institutions of higher education in Palestine, academic or research
- "How to develop a sense of criticism to the student and the methodology of scientific research."
- "The empowerment of education in basic schools and relies on the thinking, not indoctrination."
- "Methods of curriculum development
- "The psychological impact resulting from the Israeli aggression on Gaza."

2. If you have research or a presentation you would like to present at this conference that addresses issues of teaching and learning or teaching practice please describe below.
(66 written responses)

- Pedagogical multimedia based materials in teaching.
- Good versus bad teachers from the view point of university students.
- Enhancing ICT, e-learning in Palestinian education system.
- New mechatronics academic program in Birzeit University.
- How to benefit from faculty assessment results to enhance faculty performance.
- I suggest a session on teaching through demonstration (role play).
- "Development of interaction skills between teachers and students".
- "International developments in quality assurance in higher education institutions".
- "The role of Translation in Exploring EFL learner's lexical errors".
- Directing final year projects toward improving the local industry.
- "Student Involvement in Education
- Improving students' outcomes in higher education, learning via blended/online learning.
- Promotion learning through using computer and promote computer literacy among nursing students.
- "Field base teaching: Lessons from Archaeology".
- The Brain Drain in the higher education sector
- "Peer Observation of teaching".
- Lecturing through Digital Ink!
- "How to write excellent research proposals: a quantitative approach".
- Difficulties of scientific research.
- Thinking skills by using the theory of multiple intelligences.
- the use of virtual worlds in education offered by these worlds of learning environments .for example, the "Second Life"
- E-learning experience in the College community of women in Ramallah.
- Research on how to make grammatical structures of the foreign students.
- "The role of ethics in the academic development of the process,"
- "Obstacles to access the overall quality of decisions in the application of field training in a field of Social Work at Al Quads Open University."
- "the difficulties facing the teaching of physics (reality, solutions)"
- "The means of education and its role in the development of students scientific, practical and cultural sides."
- Research, entitled "the recruitment of knowledge management in university education."
- "obstacles for field training in social service," "the discovery of the professional identity of teachers under the current political conflict in Palestine"
- "The manifestations of aggression in children in the Gaza Strip."
- "The extent of integration between the programs of scientific disciplines in the Palestinian universities and science curricula"
- "Criteria for the selection of the teacher in the light of Islamic thought to guarantee quality standards."
- "The role of media in strengthening the University's educational message."
- "The development of the Palestinian Curriculum" NCTM standards"
- "The solution to mathematical problems."
- "The role of educational supervisor in the development of the professional growth of teachers."
- art psychotherapy.
- "The role of libraries in the empowerment of education."
- Research on "Academic evaluation of programs in the area of Palestinians teacher preparation and rehabilitation."
- A study on the difficulties faced by physical education in Palestinian universities.
- "The quality of higher education in the faculties of engineering and information technology in the West Bank and Gaza Strip."
- "Psychological needs of the university students after the Israeli invasion of Gaza."