

AMIDEAST اميد است

PALESTINIAN FACULTY DEVELOPMENT PROGRAM (PFDP)

Fourth Quarter
Performance Monitoring Report
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Executive Summary

In January 2009 the Chief of Party of PFDP announced his pending resignation in order to assume the Chief of Party position of AMIDEAST's Ramallah-based Model Schools Network Program. During the recruitment period he remains the COP, but with much reduced time spent on the project. The Senior Program Officer, Nariman Rajab has assumed a pro-active leadership role in filling the void. AMIDEAST is committed to a smooth transition that benefits both projects.

The level of activity during the period did not slow down due to this transition. Important progress was made in all program component areas scheduled for this period, while an important new endeavor was also launched; the National Study of Undergraduate Teaching Practice. The recruitment of this Palestinian-US team was flawless and progress on the research has moved forward expediently. In addition, outreach and recruitment continued for the last round of Short Term Fellows, the second edition of *The PFDP News* was released and 3000 copies were distributed to all university faculty. Annual progress in planning the Academic Colloquia was begun, the Seminar for Excellence in Teaching took place as scheduled and the second internal Needs Assessment questionnaire was distributed to help shape future directions of the project.

PFDP Program Activity

Seminar for Excellence in Teaching (SET)

SET Cohort II- Part II

The second half of the certificate based program Seminar for Excellence in Teaching (SET) was completed on February 1, 2009 at the Intercontinental in Jericho. During the five-day workshop, participants held debates on the pros and cons of lecturing, did some role playing in lecturing and running seminars. They were also introduced to new teaching methods: Critical thinking, Teaching Academic or Experiential Learning. On the last day participants prepared presentations exploring teaching and learning approaches. All 28 participants who completed their 80 hours of training received their certificates validated by AMIDEAST and the CEU. Positive feedback was given by the majority of the participants and many expressed interest in applying for the Master Trainer Course to be offered in the summer of 2009. A summary of the evaluations can be found in Annex A.



Joanna Rec-Roe from CEU with SET participants

SET Cohort I Alumni Follow-up

The PFDP also organized a two day refresher workshop for Seminar for Excellence in Teaching (SET) Alumni to follow-up on their previous SET training. Ten participants attended from six Palestinian universities. Dr. Sophie Howlett and Mr. Matyas Szabo from the Central European University (CEU) facilitated this workshop and shared some innovative teaching techniques with the participants such as a Problem Solving Clinic in Teaching, and Course design and Assessment issues. The SET alumni and participants of the SET second cohort gathered for a group dinner hosted at the Intercontinental in Jericho where participants got to share their experiences and practices with one another. Positive feedback was given by the majority of the participants and many expressed interest in applying for the Master Trainer Course to be offered in the summer of 2009.



Mr. Matyas Szabo with SET Alumni

Needs Assessment

In a follow-up to the round table discussion held on November 5, 2008 with Palestinian university presidents, vice presidents and other key decision makers in Palestinian higher education, the needs assessment document was developed and distributed to faculty for completion. The academic survey distributed is found in Annex B and is modeled in form and format on the first needs assessment. The eight-page survey includes 35 questions designed to elicit a better understanding of faculty priorities and needs in four areas: 1) institutionalizing faculty development; 2) administrative training; 3) faculty grants; and 4) the academic colloquium. The design of the survey received important input and revisions from USAID and OSI. It was translated into Arabic and disseminated to all Palestinian faculty. Approximately 180 respondents returned completed questionnaires which are being summarized. The results will be presented in the next quarterly report.

National Undergraduate Study in Teaching Practice

The PFDP has recently embarked upon a landmark National Study of Undergraduate Teaching Practice among Palestinian undergraduate institutions. The study will provide the higher education community with invaluable information on questions like: What is the state of teaching practice among Palestinian institutions? What are teachers and students doing in a typical university or college classroom? What materials and pedagogical approaches are commonly used? How are teachers assessing student learning? This study has five main goals:

- To provide baseline information on the state of tertiary education teaching, instructor credentials and discipline specific needs;
- To critically evaluate and track the effectiveness of pre-service training, classroom instruction and learning, in-service professional development, and methods for assessment of academic achievement in undergraduate classrooms;
- To identify short- and long-term issues of reform in teaching and learning practices;
- To recommend approaches toward strengthening best practices and fostering innovative, discipline-specific pedagogies;
- To enhance the professional development of instructors by recommending strategies for increasing the efficacy and linkages between pre-service and in-service training.

Undergraduate teaching is central to what most Palestinian faculty are employed to do. Undergraduate student enrollment has tripled since 1996 and continues to grow. One of the most effective ways for Palestinian universities to respond to societal needs is to produce graduates who have the necessary content knowledge in their respective academic discipline, who can think critically and who can problem solve. All of three of these qualities are dependent upon good teaching practice.

AMIDEAST has gathered an expert team of academics to design and implement this mixed methods study. After a competitive process of application and review the following team of experts was chosen to implement the study.

- Lead Researcher and Project Director: Dr. Louis Cristillo, Columbia University Teachers College
- Co-Lead Researcher: Dr. Amaney Jamal, Princeton University
- Lead Palestinian Researcher: Dr. Taisir Abdallah, Al Quds University
- Senior Palestinian Researcher: Dr. Ali Habayeb, An Najah University
- Senior Palestinian Researcher: Dr. Akram Ijla, Al Azhar University
- Research Assistant: Mr. Sohiel Salha, An Najah University
- Research Assistant: Ms. Nahida Al-Arja, PhD Candidate at Cairo University
- Research Coordinator: Mr. Ahmed Tannira, PFDP, Gaza
- Research Coordinator: Ms. Noor Tawil, PFDP, West Bank

The study will combine the use of focus groups and a national survey, and thus integrate qualitative and quantitative data. A polling center will administer the national survey. Arab World for Research and Development (AWRAD) was chosen as the polling agency responsible for implementing the national survey after a competitive process of bidding involving seven local polling agencies.

All of the data gathering and analysis will occur over the next six months. The results will be published in both Arabic and English in the form of a book and formally presented to all stakeholders in the fall of 2009. Free copies of the book will be made widely available to all interested parties.

Short Term Fellowships

OSI was able to secure all ten finalists of the Short term Fellowship- Cohort III with university placement offers in the US. Because of the Gaza siege followed by the war in January the five Gaza finalists were not able to proceed with visa processing so they will be deferred to next year. The five West Bank finalists received their visas; four traveled in January and one will leave in May 2009. A pre-departure orientation for the group took place on January 5, 2009 at AMIDEAST office in Ramallah. During the orientation a full review of the USAID policies and procedures was relayed to the fellows along with review of PFDP Grantee Handbook. Some short-term fellows from the first and second cohort are planning for their second visit this summer. Details will be furnished in the next quarterly report.



STF Pre departure Orientation at AMIDEAST

Collaborative Projects in Teaching (CPT)

Peer Observation of Teaching, Mid Project Workshop, January 26, 2009

Participating faculty of Peer Observation of Teaching reconvened for a follow-up session in January in Jericho. Since their primary conference in the summer, the group was engaged in conducting classroom observation among participating universities. Group leaders held meetings with participants at each university, and collected observation forms. Project director of this grant, Dr. Mai Al Maghtheh, met up with group leaders and participants at Hebron University, Al-Quds University and Bethlehem University.

Observation forms from Bethlehem, Al-Quds, PPU and Hebron universities have been collected to be studied and analyzed by participants.



Participants of Peer Observation Seminar

During the workshop, the group composed of 28 participating faculty, discussed their experiences with the observations, the preliminary outcomes, emphasizing the positive aspects and practices that have been experienced on one hand, and discussing the problems and suggesting possible solutions on the other hand. Dr. Amer El Hmouz presented An- Najah University's experience in implementing a similar project called AlSadeeq Al-Nasouh a faculty development component practiced by roughly 40% of his fellow colleagues. Dr. El Hmouz shared the difficulties and challenges he faced implementing this university based program, and suggested viable solutions to avoiding similar ones in this project.

Presenting about the mentorship program at Al Quds University, Dr. Muna Ahmead discussed the similarities between Peer Observation in Teaching and her university's peer observation which compromises an important component of their mentorship program. Participants also viewed videos on peer observation which offered them the opportunity to observe experiences and effective teachers in the classroom. Ms Rima Dabdoub from Bethlehem University facilitated this workshop.

Collaborative Projects in Teaching Special Needs Education February 27- March 1, 2009

Dr. Sami Basha, the Project Director for PFDP's Collaborative Projects in Teaching (CPT), completed his second workshop on special needs education. The three-day workshop was held in Ramallah at the Grand Park Hotel. Dr. Basha was assisted by Professor Peter Farrell who is a Senior Educational Psychologist in Liverpool and an Educational Psychologist in Manchester University, UK. Thirteen faculty members from

various West Bank Universities participated and one representative from the Ministry of Education attended as well.

On the first day participants watched a short movie on autism done in Palestine. They later met with two mothers of autistic children in order to get direct understanding and testimonies to support their teaching. The second day was spent on designing a university program in special and inclusive education. A young Palestinian author who was discovered by Dr. Basha was introduced to the group. Sireen Mohammad a student at Bethlehem



Prof. Peter Ferrell with Dr. Sami Basha and

University wrote her first story '*When the Heart Cries*'. A story of perseverance and hope, exposing the challenging lives of people with special needs. Sireen, whose family is directly affected by this condition, turned to writing hoping that she could send a message to the public to stop discrimination against this sector. Copies of her book were given to all participants who pledged to include it as a mandatory reading in their courses.

On the third day the group visited a school that tailors to special needs students in Ramallah, and later in the day had a group discussion on issues related inclusion and improving attitudes towards disabilities in Palestine. Dr. Basha's workshop focused on community based approach. His sessions included introducing parents with disabled children and making field trips to institutions working in this field. This approach added variety to his workshop and helped participants think of ways in which they could raise awareness about disability in Palestine, reduce stigma and prejudice, and improve services.

Central European University Administrative Seminars

For the second consecutive year, AMIDEAST has partnered with the Central European University (CEU) to offer Palestinian faculty working in senior administrative roles short term – three to four day – professional development opportunities. The CEU's Department of Special and Extension Programs has provided the seminars addressing Higher Education Management and Policy in Budapest. All university administrators were contacted and asked to nominate two faculty for each seminar. The applications were reviewed by an AMIDEAST and CEU committee and five participants were selected for each seminar. This year's seminars will be held from February to July 2009. The five seminars are:

- QUALITY ENHANCEMENT IN HIGHER EDUCATION, February 15-19, 2009

How can quality in higher education be achieved and maintained? What are the latest trends in Quality Control and Management? How do you perform a Self-Study? What do Bologna approaches to Quality Control mean to you? The team of CEU facilitators will give presentations and lead discussions on the overall context of contemporary institutional evaluation practices and trends, with a focus on quality cultures, quality enhancement and control. The workshop is led by Dr Liviu Matei and Dr Tatyana Yarkova, from CEU.

- **NEW ISSUES IN UNIVERSITY MANAGEMENT - FROM GOOD GOVERNANCE TO TRANSPARENCY**, March 2-5, 2009

How do we develop good governance in our universities? What does leadership mean in an academic institution? This workshop focuses on issues around good governance and academic leadership through case studies, roundtable discussion and small group work exercises. This year we will be particularly focusing on how to translate good governance ideas into effective and transparent management. What management models/systems would be useful for us? We will also consider how as institutional leaders we can be ambitious for quality, and implement policies and thinking that will produce quality of teaching and research at the faculty level. The workshop is led by Dr Sophia Howlett (CEU) and Prof. Marvin Lazerson, Emeritus Professor and former Provost of the University of Pennsylvania, and Research Professor at CEU.

- **HOW TO CREATE AN INTEGRATED STUDENT SERVICES DEPARTMENT**, April 26-30, 2009

The 'integrated' approach to student management, from application to alumnus, is now the focus of student services development in continental Europe and beyond, and of particular interest for universities in Central and Eastern Europe seeking functional integration. This workshop will introduce you to 'Student Services' as a concept, and Integrated Student Services as a management model in practice. Amongst specific topics to be addressed will be 'what does "student-oriented" mean in different institutional cultures?', 'Student Services and enrollment management', 'Who do "Student Services" serve?' and 'How can we use the integrated approach to enhance educational effectiveness?' The workshop is led by Dr Rositsa Bateson (CEU) and Prof. John Taylor of the Centre for Higher Education Management and Policy at Southampton University, UK.

- **DEVELOPING AND IMPLEMENTING TEACHING AND LEARNING SUPPORT FOR YOUR FACULTY**, June 1- 4, 2009

Quality of teaching and learning is increasingly considered an important dimension of institutional effectiveness. While general ideas on 'student-centredness' and 'active learning' have become widespread and the importance of leadership in teaching and learning at universities is growing, there is much to be done to help institutions implement meaningful strategies to improve the quality of teaching and learning. This workshop is meant for senior administrators and faculty developers or other academics

responsible for strategic development of teaching and learning at universities. The workshop will be led by the CRC Development Manager, Joanna Renc-Roe, and Torgny Roxå, an academic developer from Lund University, with support from the Dean of Special and Extension Programs at CEU, Dr. Sophie Howlett.

- **FUNDRAISING: CHALLENGES AND STRATEGIES, July 1-4, 2009**

We all know that we need more money, but why do some universities successfully achieve their fundraising goals whilst others seem simply confused by the challenges? If you recognize the lack of funds as a problem experienced by your institution, this workshop is an opportunity to find out about why attracting funds is such a challenge, what universities successful in fundraising did right and what your university could do to expand its funding base. By the end of the workshop each participant will have drafted his/her fundraising action plan. The workshop is led by Dr Sophia Howlett (CEU) but with guests who work in fundraising from a variety of different institutions.

Due to the delay in issuance of the Shengen visa the first group was unable to travel and attend the Quality Enhancement seminar. The reason for delay was administrative issues between the Hungarian representative office in Ramallah and the Embassy in TelAviv. AMIDEAST expressed its deep frustration and the Representative office assured us that no similar delays would occur in the future. The CEU was generous to allow six participants to attend the second seminar on New Issues in University Management. AMIDEAST is working on logistical arrangements for the remaining seminars.

University Outreach

The PFDP Outreach and Program Coordinator continued her outreach visits to West Bank universities promoting this years' PFDP components and distributing the newsletter. The PFDP Program Officer in Gaza also conducted outreach visits to Gaza universities exploring the damages of war and discussing how PFDP will resume its activities as well as promoting the year's PFDP components. Both will routinely visit the universities during the next quarter.

PFDP Grantees News and Achievements

The PFDP currently has 31 grantees pursuing their PhDs in the US. Their ongoing efforts constitute a silent level of engagement that often goes unnoticed. This section of the quarterly report endeavors to highlight notable achievements of Fellows each quarter.

Grantee News and Outreach Activities:

Hassan El-Nabih (PhD Fellow, Education, Boston College) – Hassan has been selected as one of three recipients of the 2009 Sheikh Nahayan Doctoral Dissertation Fellowship administered by TIRF (The International Research Foundation for English Language Education). The award will help support his research on this dissertation, which is

tentatively titled “*Learning English Inchoatives: A Problem Addressed in the Palestinian Context.*”

Ola Khalili (PhD Fellow, Education, University of Massachusetts-Amherst) – Ola successfully defended her dissertation research proposal on 4/1/09. Her academic advisor noted that “she has done a commendable job of designing research that will be valuable to Palestine, is do-able, and is theoretically informed.”

Ayman Khalifah (PhD Fellow, Education, University of Massachusetts-Amherst) – Ayman successfully passed his comprehensive exams and advanced to doctoral candidacy on 4/9/09.

Mohammad Awad, PhD Fellow, University of Texas-Dallas)- Mohammad has successfully defended his dissertation proposal. His dissertation topic is “Volunteerism in Nonprofit Sector - A Case Study of Palestinian Non-Governmental Organizations (NGOs) in the West Bank”. The research hypothesis is - International funding of projects to Palestinian NGOs and social causes that would normally be undertaken by volunteers has undermined the development of social capital in the West Bank.

Yousef Subuh, STF Fellow at Utah Water Research Laboratory has presented two seminars at the university during his first visit. The seminars are on Anaerobic Treatment of Olive mills Wastewater using UASB reactor (an expanded version for those in CEE 6650)

Wael AbuHassan, STF Fellow at California State University will be presenting two seminars in the next month on “The Psychological Impact of Spirituality” and the second on “The Palestinian –Israeli Conflict from a Psychological Perspective”.

Open Society Institute Activity

PFDP Grantee Conference

Throughout January, February, and March, OSI staff continued making preparations for the PFDP grantee conference. OSI held the third annual PFDP grantee fellows’ conference at the College of Design, Construction, and Planning at the University of Florida (UF) in Gainesville from March 20-22.

The conference was attended by 26 doctoral grantees and four short-term grantees. Seven grantees / alumni did not attend. These grantees / alumni included: Akram Ijla and Wasim Al-Habil, who have both graduated and returned to Gaza; Nasser and Mysoon Abu El-Nour, who were not invited to the conference due to



11 Group Photo with Mr. Jatado at Grantee Conference

their probationary grant status; Najwa Safadi, who was in the West Bank to renew her PA passport; and Muhammad Zayyad and Sadek Firwana, who were in the West Bank and Gaza, respectively, conducting dissertation research.

In a follow-up appearance to his conference visit last year, Mr. George Laudato, USAID's Special Assistant to the Administrator on the Middle East, launched the event on March 20. Mr. Laudato's talk was followed by a very lively set of question and discussion. Dr. Christopher Silver, the Dean of the College of Design, Construction and Planning also welcomed the group.

Further events included a lecture and set of interactive training sessions by Jonathan Emmons, the Community Outreach Specialist of Rice University's "Connexions" Project. These sessions were a continuation of the PFDP group's introduction to the Connexions project, which promotes technology-based open access to educational materials and online tools for curriculum development, which occurred at last year's conference at Portland State University. The day's events also featured a lecture by Dr. Kenneth Wald, Distinguished Professor of Political Science at UF, who spoke about "The Religious Factor in the 2008 Presidential Election".

On March 21, Dr. Ruth Steiner, an associate professor of urban planning at UF, spoke to the group about a research project that she is currently engaged in with several graduate students, including the PFDP's Abdelnasser Arafat. Her talk was titled "How the Location of Schools Affects Students' Travel to School: A Case Study of Schools in the Tampa Bay and Orlando Areas" and provided an interesting example of theoretically-informed urban planning research. Immediately following the talk, the group departed for a trip to historic St. Augustine, where they were met by the Dr. Roy Graham, the Director of the University of Florida's Historic Preservation Programs. Dr. Graham led the students on a guided tour of St. Augustine's historical sites. All of the grantees enjoyed the tour, the group lunch preceding it, and a few hours of free time to explore the city.

On March 22, the grantees engaged in intensive brainstorming sessions led by AMIDEAST COP Chris Shinn centered around the theme "Bringing It Home: Engaging in the PFDP and Palestinian Community upon Your Return". The conference concluded with a series of interactive, discipline-based student workshops. These workshops were incorporated in the schedule as a response to suggestions made by grantees last year that their conferences should have more time for them to discuss academic work. The workshops required grantees to prepare presentations of colleagues' work and lead constructive criticism discussions. This structure allowed grantees to learn about their colleagues' research projects, obtain experience discussing work in their fields, and work on making their written ideas clear to audiences.

All grantees completed a conference evaluation. The evaluations were uniformly strong. All of the grantees reported that the conference was enjoyable, allowed sufficient interactive time with colleagues, and was useful academically. Most of the grantees also commented that they appreciated the inclusion of the grantee-based disciplinary

workshops, which they had suggested including when they evaluated last year's conference at Portland State University. The conference's agenda can be found in Annex C.

Short-Term Fellows (STFs)

Cohort III, First Visits

Cohort III West Bank short-term fellows arrived in the US in January. OSI facilitated their arrival arrangements and logistics and ensured a smooth transition for each of them. The five fellows included: Munir Serhan, Wael Abu Hassan, Yusuf El-Subuh, and Khaled Abed Rabbo.

Due to the war in Gaza this winter, none of the five Gazan Short-Term Fellows in Cohort III were able to undertake their scheduled visits. Short-Term Fellow Cohort III includes five Gazans: Ala Al-Ghoul, Shawqi Ghannam, Khaled El-Sousi, Mohammed El-Sahhar, and Ahed Helles. All of these fellows had host university placements for spring 2009. During the quarter, OSI remained in contact with their host universities. All of the host universities will support deferred visits and understand that the uncertainty regarding travel in and out of Gaza is continuing. The universities have relayed that they will work to accommodate future visits for the STFs in fall 2009 or spring 2010. All of the STFs work at Al-Aqsa University in Gaza and have relayed that they would prefer to undertake their visits to US host institutions in fall 2009. OSI is currently in contact with the universities to explore this option. So far, the universities are showing maximum flexibility but need to confirm that the mentors who were originally available in spring 2009 for the grantees will also be available in the fall. OSI will keep AMIDEAST and USAID updated regarding arrangements.

Cohort I and II Second Visits

Throughout the quarter OSI staff members remained in close contact with the members of two other Short-Term Fellow cohorts: Cohort I short-term grantees planning second visits and a Cohort II short-term grantee planning a second visit. In February and March OSI worked with grantees, grantee host university mentors, and AMIDEAST staff to arrange visits for the following grantees:

-- *Abdelfattah Shamleh* (Cohort I) will undertake his second visit at the University of Southern Maine's Muskie School of Public Service in summer 2009;

-- *Said Al-Koni* (Cohort I) will undertake his second visit at Syracuse University's Maxwell School of Public Affairs in summer 2009;

-- *Jamal Rabee* (Cohort I) will undertake his third visit at the University of Pennsylvania's Graduate School of Education in summer 2009.

-- *Bilal Shafei* (Cohort II) will undertake his second visit at Columbia University's Teacher's College in summer 2009.

-- *Hassan Arafat* (Cohort III) will arrive for his first STF visit to Utah State University's "Utah Water Research Laboratory" on May 18, 2009.

All of these STFs have new visit plans forms on file at OSI.

Ongoing Contact with Host Universities

Throughout the quarter OSI staff:

- updated host universities regarding the changing plans of Gazan grantees from STF Cohort III who were unable to leave Gaza in January 2009 to begin their visits;
- answered questions from host universities about issues such as grantee health insurance coverage and grantee tuition / fees billing
- responded to questions from host universities about PFDP terms and conditions.
- processed invoices from host universities for tuition/fees.

Grantee Contact and Monitoring

Routine Monitoring

Throughout the quarter OSI staff continued:

- responding to grantee questions about programmatic issues;
- communicating with grantees to answer questions about PFDP terms and conditions.
- processing grantee living stipends and requests for professional development funds.
- sending grantee work authorization requests to USAID.

Nasser and Mysoon Abu El-Nour

The most significant grantee monitoring challenge that OSI faced during the quarter concerned Nasser and Mysoon Abu El-Nour. In early February, Martha Loerke (Director, Network Scholarship Programs, OSI), Ricardo Castro (General Counsel, OSI), and Joe Glicksberg (PFDP Program Manager, OSI) met with Nasser Abu El Nour at OSI-NY. The purpose of the in-person meeting was to inform Nasser of his precarious PFDP status due to the program's knowledge of his past inappropriate behavior. The meeting was occasioned by Mysoon's return to Akron on 1/31/09, which OSI worked with AMIDEAST and USAID to facilitate. Details of the meeting and its outcome can be found in the memo Joe Glicksberg sent to AMIDEAST and USAID on 2/2/09. In addition, Joe Glicksberg and Martha Loerke spoke with Mysoon Abu El Nour on 2/2 about the in-person meeting with Nasser, and Joe Glicksberg spoke with the Abu El

Nour's academic counselor, Dr. Raymond Cox, at the University of Akron on the same day to brief him on the meeting and several new grant conditions by which Nasser and Mysoon would be required to abide.

In February Nasser and Mysoon returned countersigned "additional conditions" letters that were drafted by OSI's General Counsel. The letters are official addendums to their original PFDP grant letters. Both grantees are in compliance with their additional grant conditions. Details regarding these conditions can be found in Joe Glicksberg's memo of 3/6/09 to USAID and AMIDEAST.

Throughout the quarter OSI remained in close contact with Nasser and Mysoon Abu El-Nour, their academic adviser at the University of Akron, Dr. Raymond Cox, and staff from the university's counseling center to monitor their compliance with all of their original and new grant conditions.

Joe Glicksberg and Patrick Hynes Travel to Jerusalem / Ramallah

In February Joe Glicksberg and Patrick Hynes (OSI's PFDP Program Coordinator) traveled to Ramallah and Jerusalem for meetings with AMIDEAST and USAID staff following interviews for OSI's Palestinian Rule of Law scholarship program. Meeting with AMIDEAST staff were conducted on 2/10 and a meeting with Thomas Johnson and Bassam Kort of USAID was conducted on 2/11/09.

Administration and Reporting

Financial: AMIDEAST submitted its second quarter financial pipeline report on Mar 15, 2009. The total cumulative expenditures reported in the pipeline report were \$380,846. Total actual expenditures were estimated to be \$393,149 as reported in the SF269 submitted on April 29, 2009.

Future Directions: AMIDEAST is recruiting for a new Chief of Party for the PFDP. Chris Shinn remains the COP as recruitment unfolds. His position will become vacant because he assumed the COP of AMIDEAST's Model Schools Network Program. AMIDEAST has worked closely with USAID and OSI in managing this transition in the best interests of both projects.

ANNEX A

Evaluation Questionnaire Palestinian Faculty Development Program SET Part II Cohort II- January 2009

28 participants attend the SET part II seminar and received a certificate, 27 completed the evaluation. Some did not complete all sections.

Section 1: Content

What were the 3 most interesting elements of the program for you?

- Trainers were well prepared experts, the evaluation section and methods of discussion
- Evaluation, learning approaches and the projects we did
- Evaluation, new strategies of learning methods and group work
- Interaction with peers and instructors, range of learning technique coordination and time control.
- Group dynamics, concepts and theoretical background
- Problem based solving, critical thinking and experimental teaching
- Collaboration, trainers sense of humor, the knowledge and skills
- The location, the teachers and the materials
- Class discussions and ability to give presentations
- The method of teaching, the practical presentations and the final projects
- Experiential approach, integrative approach and evaluation
- The teaching methods and how to employ them practically and the lovely instructors and colleagues
- Teachers are very good and so is their way of teaching and how they held consultation sessions
- Intro of learning styles, the active involvement of trainees and the evaluation session on day 5
- Experiential method, interrogative approach and problem based methods
- Evaluation, presentations and other topics
- Experiential learning, integrative learning and evaluation
- Preparing projects
- Teams projects, course planning and communication techniques
- Critical thinking, community based learning and evaluation
- Community based learning, problem solving and reflective learning
- The course values, the course designs and the good methods of knowledge
- Teamwork, presentations and projects
- Presentations, community based learning and critical thinking
- Location, trainers and punctuality

2. What were the 3 least interesting elements of the program?

- Experiential learning and reflective learning

- Location and long working hours
- Long sessions, time control and not areas were covered like critical thinking
- Some individuals and readings
- The teaching method of the instructors
- Long hours and too much work and activities
- Too long and too many materials
- Heavy agenda. There were no non academic activities and no e-learning support
- Very intensive
- Lecturing and too many European examples
- Too many sessions and working days and material
- Long hours and crowded program and the material should be given before hand
- Too intensive and the reflective approach
- Location, number of days and length of homework
- Lecturing and problem based learning
- Problem based learning
- Traditional lecturing and reflective learning
- Presentations, critical thinking and lectures
- Groups were too large
- No fun activities outside meeting room
- Readings
- Not all trainees were committed and the levels varied among the group

3. If you were giving advice for a similar workshop next year what would you add to the program?

- More seminars that the students moderate and how to use technology in all the approaches we learned.
- Tips for research areas wanted
- More free time, better food and better time keeping
- Bring samples of implementing strategies such as video tapes
- Add more workshops in education
- A chance to visit the US or Europe and have a closer look on their way of teaching
- Hours should be from 8:30 to 2:00pm, there should be some extra curricular activities and have all the course material provided as a soft copy
- Arrange some social activities
- Classroom interaction and research experience
- Research and publication procedures and fundraising
- topics related to research based learning and about classroom interaction
- Writing a research paper: foundation and funding
- Research based learning
- More group work and projects and discussion of assigned readings in more depth
- Working more effectively in a team
- Too intense no time to rest
- More themes and better time management
- Higher education research
- Add visuals, case studies and funny exercises

- More materials on new trends in teaching
- Have a day off during program
- More case studies and films and readings before the course

4. If you were giving advice for a workshop next year what would you take away from this year's program?

- Immediate feedback for the participants
- To be held in Ramallah or Nablus
- To give the trainees a bigger role
- Less material to read
- Shorten the readings to be specific to the main topic and not too crowded
- Learning theories
- Some not all presentations
- I would take away evaluation and concentrate on research

5. How useful were the following topics of the training?

	Not Useful		Very Useful		
Traditional Techniques	1	2 (11%)	3 (43%)	4 (46%)	5
Critical Thinking (13% no answer)	1	2 (7%)	3 (11%)	4 (50%)	5 (32%)
Experiential Learning	1	2 (8%)	3 (21%)	4 (39%)	5 (32%)
Reflective Learning	1	2 (4%)	3 (25%)	4 (46%)	5 (25%)
Problem Based Learning	1	2 (11 %)	3 (14%)	4 (32%)	5 (43%)
Community Based Learning	1	2 (14%)	3 (20%)	4 (31%)	5 (35%)
Integrative Learning	1	2 (12%)	3 (28%)	4 (28%)	5 (32%)
Your Project	1	2	3	4 (50%)	5 (50%)
Evaluation	1	2	3 (7%)	4 (39%)	5 (54%)

Section 2: Materials

How useful were the handouts in the following training sessions?

	Not Useful		Very Useful		
Traditional Techniques	1 (4%)	2 (11%)	3 (33%)	4 (48%)	5 (4%)
Critical Thinking	1 (5%)	2 (11%)	3 (11%)	4 (47%)	5 (26%)
Experiential Learning	1	2	3 (18%)	4 (64%)	5 (18%)
Reflective Learning	1	2 (5%)	3 (10%)	4 (60%)	5 (25%)
Problem Based Learning	1	2	3 (30%)	4 (40%)	5 (30%)
Community Based Learning	1	2	3 (11%)	4 (49%)	5 (40%)
Integrative Learning	1 (2%)	2 (4%)	3 (11%)	4 (49%)	5 (40%)
Your Project	1	2	3 (10%)	4 (50%)	5 (40%)
Evaluation	1	2	3 (10%)	4 (45%)	5 (45%)

2. Quantity of material- was the material provided for you

Insufficient		About Right		Too Much
1	2	3 (22%)	4 (59%)	5 (19%)

3. What do you think should be added to the handouts?

- CD of material/ electronic copy (mentioned several times)
- The exercises and power points, material in class should be in handouts
- CEU publications
- Guidance on proposal writing
- Websites and useful links
- Examples
- Articles on critical thinking and strategic thinking
- More themes and practical work

Section 3: Some words of advice to trainers

1. What advice would you like to give the trainers in preparing for next years training?

FOR SOPHIE

- Keep up your style of teaching
- Thank you for being so informative and knowledgeable
- Good job I love your style
- Better time keeping and more focus
- All presentations were professional and to the point
- She is very lovely
- Well done thank you
- Great-thank you-good method of teaching
- Thank you- great job
- She is very good
- More specific instructions and variety in teaching methods
- Good and well organized
- You are a great person
- She is great
- She is really good more patience needed
- Please give more feedback
- More explanation on topics is needed
- Keep employing your strategy in teaching which enhances critical thinking
- You always well organized and have great knowledge with integrated evidence to prove a point.

FOR JOANNA

- You are great just minimize lecturing
- Thank you for your cooperation and assistance and information
- You are focused thank you

- More humility
- More focus needed
- Be more careful
- Thanks- good method for convincing why
- Thank you- good job and you are organized and a good teacher
- She is very good
- Give more chance for students to speak and have more projects and feedback
- She is excellent and I recommend she gives more and more
- Very good facilitation- more eye contact will be appreciated
- She is well prepared and organized
- Great but need to be more flexible
- Be more helpful
- Speak slower
- You so friendly and helpful so keep going
- Great knowledge, well organized and good character. I feel you have developed from all sides.

FOR MATYAS

- It was beneficial but you need more time for your material
- Thank you for your soft, easy and effective presentations
- You are humble, effective trainer with nice personality. It would be good if you can take a note of our names and give more time for your material.
- Keep going
- Superb
- Very nice man I was interested in his lectures
- I appreciate him
- He was very good in his knowledge and proper manner in everything and convincing of ideas
- He was very good
- Perfect
- Frankly speaking Matyas is wonderful in terms of delivery and material presented
- Thanks well organized
- He is excellent trainer
- You are a great person I would like to take more training with you
- Good work
- Maybe learn more about education in Palestine
- Very good and balanced training
- Good
- Keep going you are so organized, confident and have excellent teaching strategy
- You well organized, knowledgeable, patient and fair – you're a model for a great teacher

Presentation skills- what advise would you like to give to the trainers to help them improve their presentation skills?

FOR SOPHIE

- Very good

- Keep your style because its wonderful
- Use more power point presentations
- I like the way she let information flow out of the mind
- Great
- More eye contact needed
- I have a problem with her accent
- Use technology more and power points
- She handled the entire course in a proper manner
- Everything is great
- I like your attitude

FOR JOANNA

- Very good
- Listen more
- She is well organized
- Great
- She is good
- Her presentation skills met the needs
- Everything is great
- Need more interpersonal skills

FOR MATYAS

- Very good
- He was well prepared
- Great
- Perfect
- He is very good
- Was perfect in his presentations
- Everything is great

We've really enjoyed working with you. We would like to hear your favorite anecdote from the last two workshops- something funny, or something inspiring, a revelation, something that reflects your feelings about the experience.

- I really learned a lot and I am proud to be in contact with such great trainers
- Make it shorter and more focused
- We would love to participate in future activities and build on this experience.
- We ate too much
- I liked Sophie's sense of humor under difficult circumstances
- I discovered that I am familiar with all the terms without actually using them and after the workshop my knowledge and experience increased a lot.
- Group work and activities were enjoyable.
- It was great and inspired me I would like to work with AMIDEAST more.
- You provided sufficient material and thank you for the project.
- Matyas encouraged me to think seriously of research. His work is wonderful.
- It was a great opportunity to develop and update myself

- It was all very helpful
- Being with teachers from different universities is a great experience especially the woman as they face more challenges
- What I found inspiring is the idea of the project and the whole experience I shared with my colleagues
- I really admire Sophie's patience and control of the group
- It's a great experience but lacks real research environment
- It was a very nice experience especially with such instructors and colleagues.

What advise would you like to give Chris at AMIDEAST as he considers trainings for future PFDP participants?

- Thank you for the highly skilled method in organizing the sessions and training.
- Needs better management
- Thank you (mentioned several times)
- Thank you it is better than the June seminar
- Shorter more focused programs
- Include local trainers and have a better location
- He is a very kind person and has done his deed in a great way.
- There were no trips, not enough time to rest or go home.
- God bless you
- I need to live in an English community to really develop my language skills
- It would be useful to distribute the material ahead of time.
- Consult with the universities to see what they really need
- Keep on your doing a great job
- Thank you for your kindness and effort, try to make the readings shorter and more focused and post them at least one week before workshop dates.
- Please add our emails to your list serve and keep us posted on any events or workshops to take place because we don't want to loose opportunity.

ANNEX B



Open Society

PALESTINIAN FACULTY DEVELOPMENT PROGRAM

Needs Assessment 2009

The following survey was developed by AMIDEAST for the purpose of soliciting opinions from Palestinian faculty regarding their training needs for working in the higher education sector. The PFDP began in 2005 and has approximately four years remaining to engage the academic community. PFDP sponsors, USAID and the Open Society Institute, are interested in exploring ways for making PFDP more responsive and meaningful to the academic community during the remaining four years.

AMIDEAST kindly asks you to complete this survey, which should not take more than 30 minutes of your time. Any completed survey returned to AMIDEAST by March 1, 2009 will be entered into a lottery. Surveys will be chosen randomly and the winners will receive 500 NIS.

This survey is meant to be completed electronically by putting an “X” next to a selected item. AMIDEAST kindly requests all surveys be emailed back to Noor Tawil no later than March 1, 2009. Please save your answers and send to ntawil@amideast.org You may also fax your printed surveys to: 02-240-8017. Your information will be kept confidential.

Please provide your contact telephone number so that we may notify you if you win the 500 NIS lottery:

PART I Background Information

1. Faculty Employment Status: Full-time__ Part-time__

2. Gender: Male__Female__

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

Less than 5 years__ 5-10 years__ 10-15 years__ more than 15 years__

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

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

None__ Less than 5 years__ 5-10 years__ more than 10 years__

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

7. Do you have a PhD or doctorate degree? Yes__ No__

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

8. Do you have a masters degree?Yes__ No__

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

__Yes Name of university:

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

__Yes Name of university:

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

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

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 No

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

I was not aware of the opportunity

I did not know in time, before the application deadline

I did not have time to develop a good project idea

Another reason, described below:

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

Yes No

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

Grants are prioritized by field or academic areas

Grants are prioritized by project type

Other, please specify:

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

Training projects

Curriculum development projects

Other, please specify:

6. Do you have any suggestions on how AMIDEAST should structure the next grant application cycle?

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 ___ No ___

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

Yes ___ No ___

If yes, what administrative title do you hold?

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

___ Only face-to-face trainings

___ A combination of web-based and face-to-face trainings

___ Your suggestion:

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		

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		

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

___Yes ___ No

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

valued

Not

1

2

3
5

4

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 Deans Department Heads Other:

Area Directors (e.g. student services, library services, computer services)

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:

Budgeting & Financial Management

Strategic Planning at the Unit Level

Student Role and Student Needs

Leadership

Faculty Roles and Responsibilities

Partnerships and Consortia

Performance Indicators & Accountability

Developing and implementing e-learning/ICT policies and practices

Internationalization of your institution

Mission Culture and Governance: Managing Higher Education Institutions

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

Yes No

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.

___ 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.

12. What other types of faculty training do you think are most needed? Please list types of training needed:

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?

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.

Many thanks for your participation.

This information will be kept confidential.

Please save you answers and send to Noor Tawil at:

ntawil@amideast.org

OR

FAX Survey: 02-240-8017

ANNEX C

Palestinian Faculty Development Program (PFDP)

&

Palestinian Rule of Law Program (PROL)

**Hosted by the College of Design, Construction and Planning
University of Florida**

2009 Joint Fellows' Conference

Schedule

*****All events will be held at J. Wayne Reitz Student Union unless otherwise noted*****

Location: Museum Road, University of Florida, Gainesville, FL 32611

Tel: 352.392.1649

Thursday, March 19

11:00am – 11:00pm Grantee Arrivals in Gainesville

Friday, March 20

8:00 am Breakfast – Holiday Inn -University Hotel Dining Room

8:45 am Walk to J. Wayne Reitz Union from Hotel as Group

9:00 am Grantee, Staff, and Participant Introductions

Martha Loerke, Director, OSI Network Scholarship Programs; *Chris Shinn*, AMIDEAST COP PFDP; *Joe Glicksberg*, Program Manager, PFDP

Welcoming Remarks: *Dr. Christopher Silver*, Dean, College of Design, Construction and Planning, University of Florida

Location: Reitz Union, Auditorium, 2nd Floor

9:30 am Keynote Speech

George Laudato, Special Assistant to the Administrator on the Middle East, USAID

Location: Reitz Union, Auditorium, 2nd Floor

10:15 am Break

10:30 am Talk and Discussion: “The Religious Factor in the 2008 Presidential Election”

Dr. Kenneth Wald, Distinguished Professor, Department of Political Science, University of Florida

Location: Reitz Union, Auditorium, 2nd Floor

11:45 am Walk as Group to College of Design, Construction and Planning

12:00 pm Lunch –Perry Construction Yard at College of Design, Construction, and Planning

1:15 pm Return Walk as Group to Reitz Union

1:30 pm Connexions Training Talk– Jonathan Emmons, Community Development Specialist, Connexions

Location: Reitz Union, Auditorium, 2nd Floor

2:30 pm Break

2:45 pm PFDP GRANTEES -- Interactive Group Session – Authoring and Searching for Teaching / Syllabi Materials in Connexions

Reitz Union Auditorium, 2nd Floor

2:45 pm PROL GRANTEES – Talk and Discussion: “Judicial Power and National Politics: Judicial Communities in Israel”

Dr. Patricia Woods, Assistant Professor of Political Science, University of Florida
Location: Reitz Union, Room 285

4:00pm End of Day's Activities for PROL GRANTEES (Judicial Power Talk Participants)

4:30pm End of Day's Activities for PFDP GRANTEES (Connexions Training Participants)

6:45pm Meet in Hotel Lobby to Walk as Group to Dinner

7:00pm Group Dinner at Leonardo's 706 Restaurant
706 West University Avenue (5 blocks east of hotel); Tel: 352-378-2001

Saturday, March 21

8:00 am Breakfast in Hotel Dining Room

8:45am Walk to College of Design, Construction and Planning as a Group (Architecture Building)

9:00 am Urban Planning Research Talk and Discussion – “How the Location of Schools Affects Students' Travel to School: A Case Study of Schools in the Tampa Bay and Orlando Areas”

Dr. Ruth Steiner, Associate Professor of Urban Planning, University of Florida
Location: College of Design, Construction, and Planning; Architecture Building, Room 411

10:15 am Coffee Break -- Dean's Conference Room, College of Design, Construction, and Planning; 331 Architecture Building

10:30 am Board Bus for St. Augustine

Location: Outside College of Design, Construction and Planning (Stadium Road just east of Newell Drive, next to Little Hall)

1:00 pm Group Lunch in St. Augustine – Columbia House Restaurant
98 St. George Street, St. Augustine, FL 32084 Tel: (904) 824-3341

2:00 pm Guided tour of City of St. Augustine Historic Area

Dr. Roy Graham, Director of Historic Preservation Programs, College of Design, Construction and Planning, University of Florida or a Local Representative of the Program

5:00 pm Grantee Free Time – Dinner On Own

8:00 pm Board Bus to Return to Gainesville

Sunday, March 22

8:00 am Check Out and Baggage Storage at Hotel

8:15 am Meet in Hotel Lobby – Breakfast in Hotel Dining Room

8:45 am Group Walk to Reitz Union

9:00 am Post-Fellowship Opportunities for OSI-NSP Alumni and Overview of NSP Communications

Zoë Brogden, Program Coordinator, Network Scholarship Programs

9:30 am PFDP GRANTEES: Group Work and Brainstorming Session -- “Bringing It Home: Engaging in the PFDP and Palestinian Community upon Your Return”

Chris Shinn, Chief of Party, PFDP, AMIDEAST

Location: Reitz Union, Room 282 (Lecture Hall), 2nd Floor

PROL GRANTEES: “Bringing It Home: Engaging in the PROL and Palestinian Community upon Your Return”

Joseph Glicksberg and Patrick Hynes, PROL Program Manager and Coordinator, OSI

Location: Reitz Union, Room 285, 2nd Floor

10:00 am Break

10:15 am PFDP GRANTEES: Disciplinary Interactive Grantee Workshops – Paired Presentations and Critiques

Group 1 – Political Science, Room 284

Group 2 – Public Policy and Social Work, Room 286

Group 3 – Education, Room 346

Group 4 – Urban Planning, Room 347

10:15 am PROL GRANTEES: Informal Discussion with Leaders of U. of Florida Coalition of Muslim, Jewish, and Int’l. Student Organizations Formed to Raise Awareness of the Situation in Gaza

Location: Reitz Union, Room 282 (Lecture Hall), 2nd Floor

12:15 pm Lunch – Reitz Union

1:15 pm Conference Evaluation and Group Discussion

Location: Reitz Union, Room 282 (Lecture Hall), 2nd Floor

1:45 pm Closing Remarks

Martha Loerke, Director, OSI Network Scholarship Programs; Chris Shinn, AMIDEAST COP PFDP; Joe Glicksberg, Program Manager, PFDP

Location: Reitz Union, Room 282 (Lecture Hall), 2nd Floor

2:00 pm Walk to Hotel as Group

2:30 pm Bus from Hotel to Airport
Afternoon Grantee Departures

Hotel:

Holiday Inn

Gainesville – University Center

1250 University Avenue (at 13th Street)

Gainesville, Florida 32601

Tel: 1-352-376-1661

Fax: 1-352-336-8717