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PREFACE AND AKNOWLEDGEMENT

This Summer Seminar was planned by the Deanship of Academic Development to achieve the following objectives:

1. Explore current trends and thoughts about becoming a learning-centered institution and creating a culture of teaching excellence at a large university
2. Develop a preliminary set of strategies for building a culture of teaching excellence at Jazan University

The participants were selected from deans and senior management of the university.

The seminar was conducted in Michigan USA.

From this seminar, it is hoped that all the recommendations and suggestions could be implemented at Jazan University.

We would like to express our deep appreciation to Jazan University for funding this seminar and to the following people for their contributions in the seminar and in preparing this booklet:

- Rector, Jazan University, Prof. M. Al-Hiaza for his constant support;
- Vice Rector for Quality and Development, Jazan University, Prof. Ali Al-Kamli for his valuable efforts that have contributed to the success of the seminar;
- Dean for Academic Development, Jazan University, Prof. M. Aqeel for organizing and planning the summer seminar;
- Dr. Virginia S. Lee, Virginia S. Lee & Associate and X. Ben Wu, Texas A&M University for their efforts in writing the summary report and organizing and conducting this seminar;
- Dr. Syed Othman & Mdm Fouziah Jamaludin, Professional & Education Consultants, Deanship of Academic Development, Jazan University for preparing this booklet;
- Mr. Anuwar Katrawi, from the Deanship of Academic Development, Jazan University for computer designing and production.

SCHEDULE OF ACTIVITIES

DAY 1 : MONDAY 9TH OF JULY 2012	
TIME	ACTIVITIES
8:00	Breakfast Buffet available in Seminar Room
9:00	Introductions and Review of Seminar Goals & Schedule
9:30	Brief Overview of Jazan Context led by members of the Jazan University delegation
9:45	The Learning (vs. Teaching) University facilitated by Virginia S. Lee
10:30	Break
10:45	Course and Curriculum Development Part I facilitated by Virginia S. Lee
12:00	Extended Break
12:30	Course and Curriculum Development Part II facilitated by Virginia S. Lee
1:30	Evaluation of Teaching Part I facilitated by X. Ben Wu
2:00	Close for the day
DAY 2 : TUESDAY 10TH OF JULY 2012	
8:00	Breakfast Buffet available in Seminar Room
9:00	Gather in Holiday Inn Lobby for Bus to University of Michigan
9:30	Visit to the Center for Research on Learning and Teaching (CRLT), University of Michigan
11:30	Return to Holiday Inn and Extended Break
12:30	Evaluation of Teaching Part II facilitated by X. Ben Wu
2:00	Close for the day
DAY 3 : WEDNESDAY 9TH OF JULY 2012	
8:00	Breakfast Buffet available in Seminar Room
9:00	Organizational and Leadership Development Part I facilitated by Virginia S. Lee
10:30	Break
10:45	Organizational and Leadership Development Part II facilitated by Virginia S. Lee
12:00	Extended Break
12:30	Blended Approaches and Enhancement of Student Learning facilitated by X. Ben Wu
2:00	Close for the Day
DAY 4 : THURSDAY 12TH OF JULY 2012	
8:00	Breakfast Buffet available in Seminar Room
9:00	Case Study of Texas A & M University Integrative and Lifelong Learning Initiative facilitated by X. Ben Wu
10:30	Break
10:45	Case Study of Texas A & M University Initiative continued facilitated by X. Ben Wu
11:45	Lunch
12:30	Leave by Van for Michigan State University
1:45	Visit to the Office of Faculty and Organizational Development (OFOD), Michigan State University

3:45	Return to Holiday Inn	
5.00	Arrive back at Holiday Inn, Ann Arbor, MI	
DAY 5 : FRDAY 13TH OF JULY 2012		
8:00	Breakfast Buffet available in Seminar Room	
9:00	Jazan University: Analysis of University Context and Identification of Educational Development Needs facilitated by Virginia S. Lee and X. Ben Wu	
10:30	Break	
10:45	Development of a Preliminary Set of Strategies to Build a Culture Teaching Excellence at Jazan University Part I facilitated by Virginia S. Lee and X. Ben Wu	
12.00	Extended Break	
12:30	Development of a Preliminary Set of Strategies to Build a Culture of Teaching Excellence at Jazan University Part II facilitated by Virginia S. Lee and X. Ben Wu	
1:30	Next Steps	
2.00	Close of the Seminar	

Jazan University Delegation:

1. Professor Ali A. Al Kamli
2. Professor Sultan Alhazmi
3. Professor Abdulwahab Zakari
4. Professor Mahmoud Sallah
5. Dr . Abdullah Yehya Alhossain
6. Dr. Mohammed Aalsalem
7. Dr. Mohammed Masshai
8. Dr. Hassan Jabour Alhazmi
9. Dr. Ali M. Medabesh
10. Dr. Marwa Bakri
11. Dr. Fatimah Haider Alshaikh
12. Dr. Hannan Abo Alkasem Bosley
13. Dr. Aisha Gassim Alshmakh
14. Ms. Saher H. Abotalib

PURPOSE OF SEMINAR, CONTENT AND RATIONALE

The idea of summer seminar was initiated by the Deanship of Academic Development after a successful one-week workshop at Jazan University on learning-centered university facilitated by Dr. Virginia Lee on October 2011. The week-long seminar, Building a Culture of Teaching Excellence at Jazan University, designed for Jazan University administrators, was an overview of current thinking on the characteristics of a learning-centered university and effective strategies for moving from a teaching-centered to a learning-centered institution. At the request of Jazan University, the seminar met for five hours each day with forty-five minutes of break time, adjourning each day at 2:00 pm. Also at its request, the seminar balanced formal presentations with opportunities to apply seminar concepts and develop strategies to address challenges faced in the Jazan University context. We also visited centers for teaching and learning at the University of Michigan and Michigan State University with a specific focus for each visit: assessment and leadership development, respectively.

The primary focus of the first two days of the seminar was the characteristics of a learning-centered university; of the third and fourth days, strategies for moving from a teaching to a learning-centered institution, and the final day, the development of a set of strategies for Jazan University. Within that conceptual framework, we addressed the following topics: characteristics of a learning-centered university, course and curriculum development, evaluation of teaching (including course-based and program-based assessment, student evaluations and peer review), using technology in blended approaches for the enhancement of student learning and organizational and leadership development (including the role of teaching and learning centers and educational development).

With respect to organizational development, the seminar offered three basic models of transformation from a teaching- to learning-centered institution: building a new institution or program from the ground-up; radical, top-down transformation; and slow, incremental change over time. While examples of all three approaches exist,

incremental change over time is the most common. For this approach, the seminar provided examples of when change of this kind is most successful for four different locations of reform: the individual course, the academic program, a university-wide program such as general education or a first-year seminar program, and the institution as a whole. The seminar also provided specific educational development strategies for each location of reform, arguing that institution-wide reform is most effective.

A framework for making student learning a central focus for institutions of higher education, developed by the Student Learning Initiative, provided an overall model for the seminar, tying the various threads together:

- achieving clarity about learning outcomes,
- coordinating teaching and assessment to promote student learning,
- aligning structure and resources to serve student learning, and
- working continuously to improve the environment for learning.

Another important consideration is the role of context at all levels of the learner-centered institution. In other words, course, curriculum and institutional planning must take into account the unique characteristics of the students served by the institution, its faculty, and the environment in which it resides. Context is a particularly important consideration for Jazan University as it looks at promising models developed primarily in the Western context and seeks to adapt them to suit the unique requirements of its own context

THE JAZAN UNIVERSITY CONTEXT

Jazan University, located in the southwest region of the Kingdom on the Red Sea and close to the Yemen border, was established six years ago, part of a larger project to promote development in the region. With the main campus in Jazan and seven branch campuses, the University enrolls about 50,000 students, both males and females, educated separately according to national custom.

There are 2573 faculty members, 73% of which are expatriate from India, Egypt, Sudan, Canada, Malaysia and other countries. The University comprises of fifteen faculties (offer baccalaureate degrees) and a community college (offers diploma degrees). The language of instruction is English in most Colleges.

Plans call for significant investments in the region as a major industrial area in the coming years with the University playing an important role in its development. Consequently the University most closely resembles the land-grant university and community college in the United States with their focus on regional development, service, corporate partnerships and a predominant technical and applied orientation, in addition to basic research. Land-grant universities and community colleges also serve a highly diverse student body by any measure including a large number of first-generation university students (that is, they are the first person in their family to attend university). Community colleges represent the largest share of higher education in the United States measured by student enrollment. In addition, in recent years they have become one of the most innovative and dynamic sectors of higher education in the United States.

At the opening of the seminar, we asked participants to introduce themselves and share a problem or issue they hoped would be addressed in the seminar. Then, from 9:00 – 11:00 am on the final day of the seminar, we returned to these issues, dividing participants into four groups, to discuss and develop preliminary recommendations to address each concern in light of what we had discussed over the past four days. Had we had more time we would have developed these recommendations further with feedback from the facilitators.

SEMINAR FEEDBACK BY PARTICIPANTS

At the conclusion of the seminar, Drs. Lee and Wu distributed a seminar evaluation form requesting participants' feedback on various aspects of the seminar (see Attachment). In general, the feedback was quite positive. Participants appreciated the seminar's focus and clarity; the presentations; the collaboration, brainstorming and free discussion among colleagues; the friendly atmosphere of the seminar, and the visits to teaching and learning centers. On the other hand, several participants felt that we needed more time and some suggested extending the seminar time to 4:00 pm. In addition, some participants expressed interest in more case studies and more opportunities for work in pairs and small groups. A number of participants wished that we had spent more time focusing on issues and problems faced by Jazan University and how to address and overcome them with more feedback from Drs. Lee and Wu.

In the planning for the seminar, the facilitators felt a need for more information about the Jazan University context. Only a limited amount of information is available in English on the Jazan University website. And while Dr. Lee had impressions of the Jazan University context based on her October 2011 visit, these impressions did not translate easily into specific information useful for planning purposes. Also a survey prepared by the University on the Teaching and Learning standard related to NCAAA accreditation, which would have been very useful to the facilitators, was not available in time for seminar planning. We also felt a tension between the request for formal presentations and the desire to focus more attention on planning in the Jazan University context. Our original plan had very few formal presentations, focusing almost exclusively on strategic planning on teaching and learning in the Jazan University context. We changed the plan when we received feedback that the Jazan University delegation wanted more formal presentations. Our second plan called for an increasing focus on the Jazan University context on the third and fourth days of the seminar with the final day devoted to planning for Jazan University. However, with the request on the fourth day to conclude the next day's session by late morning, so that the Jazan University delegation could hold a meeting among themselves in Arabic and then break by noon instead of 2:00 pm, we were not able to accomplish what we intended on the final day of the seminar.

The remainder of this report summarizes the early planning we were able to accomplish as well as some questions, thoughts and recommendations of the facilitators. We hope it will be helpful as a foundation for future planning in conjunction with other planning documents such as University's strategic plan, the survey related to the NCAAA Teaching and Learning standard and the evolving plan for the University's center for teaching and learning

THE ISSUES AND PROBLEMS WITH THE RECOMMENDATIONS (IDENTIFIED BY SEMINAR PARTICIPANTS)

Goals

Make Jazan University a leader in undergraduate teaching and learning in the Kingdom of Saudi Arabia (KSA)

Overarching Concerns

Quality

Closing the gap between KSA educational preparation and developed country standards

Specific Concerns

1. The Quality of Students

- How to address students who are not prepared for university-level work
- Selection of students into specific colleges
- How to motivate students to learn

Recommendations:

1. Students at high schools should study subjects according to their interest.
2. Tutorials should be activated.
3. Maximum number of students should be no more than 30 students per class

2. The Quality of Instructors

- Gap between curriculum and ability of teachers
- How to hire excellent instructors
- How to improve teaching of existing instructors
- How to increase commitment to teaching of instructors
- How to convince faculty of the value of a learning-centered approach
- Implementing alternative approaches to teaching other than the traditional lecture

Recommendations:

1. Establish a center for research on teaching and learning
2. Support JU plans to recruit high caliber faculty
3. Work out clear plans to develop current JU faculty in light of what we have seen at the University of Michigan and Michigan State University
4. Focus on what we can do instead of continuing to analyze problems and feel frustrated about them
5. Continue developing the advisory committee of deanship of academic development and attract new members
6. Form a small team of experienced faculty under the chairmanship of the vice president for academic development to be in charge of macro issues planning

3. Curriculum Development

- Curriculum development
- Improvement of academic skills across the curriculum
- Promotion of self-directed learning

Recommendations:

1. Increase the number of the General Subjects
2. Unification of basic courses required by all faculties (Math, physic, chemistry, etc.)
3. Benchmarking 0 with similar schools
4. Enhancing students skills such as:
 - a. Time work through projects
 - b. Communication skills
 - c. Leadership
 - d. Research skills
 - e. Technical writing
 - f. Self-directed learning

4. The Proper Use of Technology to Enhance Student Learning

- How to use available technology well and more extensively in the classroom
- Correct misunderstanding of e-learning as a substitute for teaching
- Develop strategic plans for e-learning in the departments
- Close the gap between faculty's and students' abilities with technology
- Strike the right balance between technology and humanizing teaching and learning
- Redesign the classroom to be suitable and interactive for the student

Recommendations:

1. Design workshops for the lecturers. It is the responsibility of the academic development department to support and arrange that with the E-learning department
2. Develop a clear policy from the University to support 1. above
3. Make a real investment in technology to set up a paperless system

The E-learning department has already provided these tools: laptop for each lecturer at the university, smart classroom, podiums, workshops, meeting with departments to explain our vision.

5. English as the language of instruction

It was another issue identified by all participants. After one year of intensive English preparation, most students' English is still not at the level of University instruction. In addition, some faculty members' English is not adequate for instruction in English, and many faculty members' ability to write in English fluently and with minimal spelling and grammatical errors is limited. Dr. Al-Kamli felt that the University was already working and developing strategies to address this issue.

FACILITATOR REFLECTIONS, QUESTIONS AND RECOMMENDATIONS

1. Building the Organizational Capacity of the University

Questions about the University

1. What is the relationship between Jazan University and the branch campuses? Do they have their own separate organizational structures? How independent or not are they?
2. Are there separate male and female colleges at each of the branch campuses?
3. Do the individual branch campuses have separate areas of expertise?
4. What is the enrollment at each branch campus?

5. Will the center for teaching and learning serve all of the branch campuses?

Given Jazan University's status as a new university and the challenges it faces, establishing excellence in undergraduate teaching and learning is a long-term goal that will require stable and committed leadership that supports the goal. The University faces some fundamental challenges related to the building of organizational capacity to accomplish its goals in a systematic and timely way, establishing systems of accountability for meeting desired goals (including desired student learning outcomes), the academic readiness of students including English language capabilities, the recruitment and retention of faculty members who are fluent in English and interested and/or proficient in alternative teaching approaches, the continued development of a curriculum that is appropriate for students and the needs of the region, and the use of appropriate technologies to enhance student learning.

The facilitators view the accreditation process and the desire to establish a culture of teaching excellence as highly related. University leadership should consider using accreditation to establish a sense of urgency about building organizational capacity to achieve its long-term goals. Further, in order to fulfill the requirements of accreditation it will need not only to present a compelling case that the university has the physical infrastructure, systems, procedures and resources, including human resources, to accomplish its mission, but also actually build and/or strengthen infrastructure, systems, procedures and resources where they do not exist or are weak.

We second the recommendation of one of the seminar working groups that the University establish and staff a center for teaching and learning. It is important to establish the center soon with a director and staff (at least 1-2 program staff plus an administrative assistant) that will be able to plan and implement basic programs for the center. There also needs to be an initial five-year implementation plan for the center as part of a broader plan to build organizational and educational capacity, which is also consistent with the University's strategic plan.

To staff the center, the University might want to consider limited term appointments (up to three years) to positions with clearly defined responsibilities for expatriates, a practice followed by other countries in the Gulf region.

2. The Hiring and Professional Development of Instructors

Questions about Instructors

1. How many faculty members/instructors are there at Jazan University, male and female?
At the branch campuses?
2. Are all subject areas covered?
3. Do faculty members have tenure at Jazan University? And/or what is the University's commitment to faculty members? How are they hired, promoted, and terminated, if necessary? Are there ranks as there are in the U.S. system?
4. What is the proportion of Saudi/non-Saudi faculty members?
5. Do non-Saudi faculty members come from Arabic speaking countries or speak Arabic? Do they all speak English?
6. What is the turnover of faculty members?
7. What is the typical course load for faculty members?

The hiring and retention of qualified instructors is essential to building a culture of teaching excellence at Jazan University. The facilitators support the recommendation of one of the working groups that the University recruit high calibre faculty who are interested in teaching and, ideally, experienced in designing courses with learning outcomes and using alternative teaching strategies. The faculty should also be proficient in English.

The problem of recruiting qualified faculty members is doubly challenging at Jazan University since separate groups of faculty members must be recruited for male and female colleges.

The University might consider ways through video conferencing, technology and the reconfiguration of physical space that faculty members could be shared by the male and female colleges. The University should also make ongoing professional development related to teaching a condition of employment and continued employment and promotion for existing faculty members. Once again, the facilitators support the recommendations of one of the working groups that the University, through its center for teaching and learning, work out clear plans to develop current faculty. We recommend developing different levels of faculty development focused on different segments of the faculty: for example, campus-wide workshops on accessible teaching strategies such as the interactive lecture and peer instruction approach advocated by Eric Mazur (Harvard University) and then

more intensive interventions that focused on entire programs, targeting initially programs that have urgent needs for curriculum design or redesign and exhibit readiness for such interventions along the lines discussed in the seminar. Program-focused interventions have greater impact, because a single intervention focuses on many instructors and courses simultaneously. Successful interventions can be replicated in other programs. The University may also wish to consider adopting a mandatory certification for teaching similar to the system used at Oxford-Brookes University and other universities in the UK.

The University should also implement a comprehensive system of teaching evaluation including peer review along the lines discussed in the seminar. Excellence in teaching should be the most important factor for promotion and retention given the University's goal of establishing a culture of teaching excellence.

3. Students

Questions about Students

1. How many male and female students are there at Jazan University?
2. How many students are there in courses typically? Smallest enrolment courses? Largest enrolment courses?
3. How does the University determine whether students are qualified for university-level education before they matriculate?

Beyond a certain point, the University needs to plan instruction for the students it has rather than the students it would like to have. At the same time the University may want to try to influence policy and practice in pre-tertiary education to improve the preparation of entering students. If instruction is going to be in English, then students' English must be adequate for university-level instruction. The facilitators recommended that the University consult with other institutions in the region that have more experience with preparing students for university level instruction in English and/or adapting instruction in recognition of students' developing capacity with English. We also suspect that ESL/TOEFL professional organizations in which Dr. Al-Hazmi participates would have some excellent resources in this regard.

Through testing, early advising and other means, the University should try to insure as much as possible that students are ready for university level work and enrolled in the appropriate course of study given their career goals and level of academic preparation. A four-year degree will not be appropriate for all students; two-year degrees with a vocational focus may be more appropriate for a large number of students or even shorter certification programs. The University should also consider providing developmental assistance in English and other essential academic skills such as reading, writing and basic mathematics through tutorials, technology-assisted instruction and correspondence type courses

Thinking more broadly, perhaps the first year or two of formal university-level instruction needs to be rethought, so that English and further academic skill development is embedded within a common set of courses taken by all students. Some of the University's faculty members with strong English proficiency and openness to alternative teaching approaches might take responsibility for these first two years of general education study with a limited number of courses offered. For example, The New Community College (New York, NY), which is opening its doors this year, has completely rethought a two-degree program for urban youth who have officially graduated from secondary school, but who are unprepared for university-level work.

It may also be beneficial to explore multiple models with respect to English instruction. Given that Jazan University is the only university in the region and responsible for developing the workforce for the economic development region, will English instruction be necessary or effective for producing successful professionals at all levels in all sectors of the workforce? If the program learning outcomes for producing successful professionals vary for different levels and sectors of the workforce, would it be more effective to use all English instruction for some of the academic programs and a mixed English-Arabic or primarily Arabic instruction for other programs? This approach may help overcome the practical limitations of insufficient and uneven English

proficiency of the students given the current government requirement of open-enrolment up to certain percentage of the secondary graduates.

4. Curriculum Development

Questions about Curriculum Development

1. What is the expected course of study for students?
 2. Are alternative degree programs offered? For example, two-year or even shorter programs?
 3. Are there a set number of courses required of all students, i.e., a general education program?
 4. Are there any gaps in the current courses? Courses that Jazan University would like to offer but for which it does not have sufficient faculty members to teach?

Once again, the facilitators recommend designing a curriculum for the students you have. In the United States, looking to community colleges, land-grant institutions or comprehensive universities for guidance may be more fruitful than appealing to elite research universities whose context and students are completely different. And following a recommendation of one of the working groups, the University may wish to benchmark its program and curriculum with similar institutions, whether in Saudi Arabia or in another country. As noted above, the University may wish to experiment with a longer preparatory period of instruction in which students improve their English language and basic skills (e.g., reading, writing, basic mathematics) in the context of a common set of general education courses. It may also wish to consider one and two-year vocationally oriented programs and even shorter certificate programs and modules rather than four-year courses of study, and possibly with a mixed English-Arabic instruction based on the program learning outcomes.

Given the challenge in recruiting and retaining qualified faculty members, following a recommendation of one of the working groups, the University should consider investing resources in the design of foundational courses taken by large numbers of students rather than having each instructor design his or her own course. This approach is being used increasingly in the United States, bringing together faculty

members with subject matter expertise with course design and instructional design specialists.

5. The Effective Use of Technology to Enhance Student Learning and Faculty Development

Questions about Effective Use of Technology

1. What is the availability of computer labs for students use outside of class?
2. What percentage of the students has computer and internet access outside of school?
3. What percentage of the students has mobile devices, such as iPhone and iPad?
4. What are the strategies in promoting faculty adoption of learning technologies?
5. Are there incentives for faculty to adopt learning technology and develop blended courses?

It appears that the IT infrastructure at Jazan University is well established, with technology-enabled classrooms, computer labs, laptops for all instructors, and an expanding integrated learning management system. Although the use of technology is promoted and support provided, it seems faculty adoption of the technology is still a challenge. Some possible strategies for promoting faculty adoption appear below:

- Provide incentive structures and support for training and community building targeting “early adopter” individuals and departments who can then be opinion leaders and trainers for colleagues. For example, intensive training institutes may be conducted with an incentive grant given to individual participants for technology innovation/adoption as well as explicit expectations of products and classroom implementations at the end of an institute.

- Facilitate and support faculty learning communities, groups of faculty with a shared interest in specific technologies who meet regularly (online and/or in person) to exchange ideas and support each other.
- Focus on innovative integration of technology and pedagogy to meet specific teaching and learning needs. Using technology in this way brings a clear purpose along with potential benefits to faculty and students, make the adoption more meaningful and sustainable.

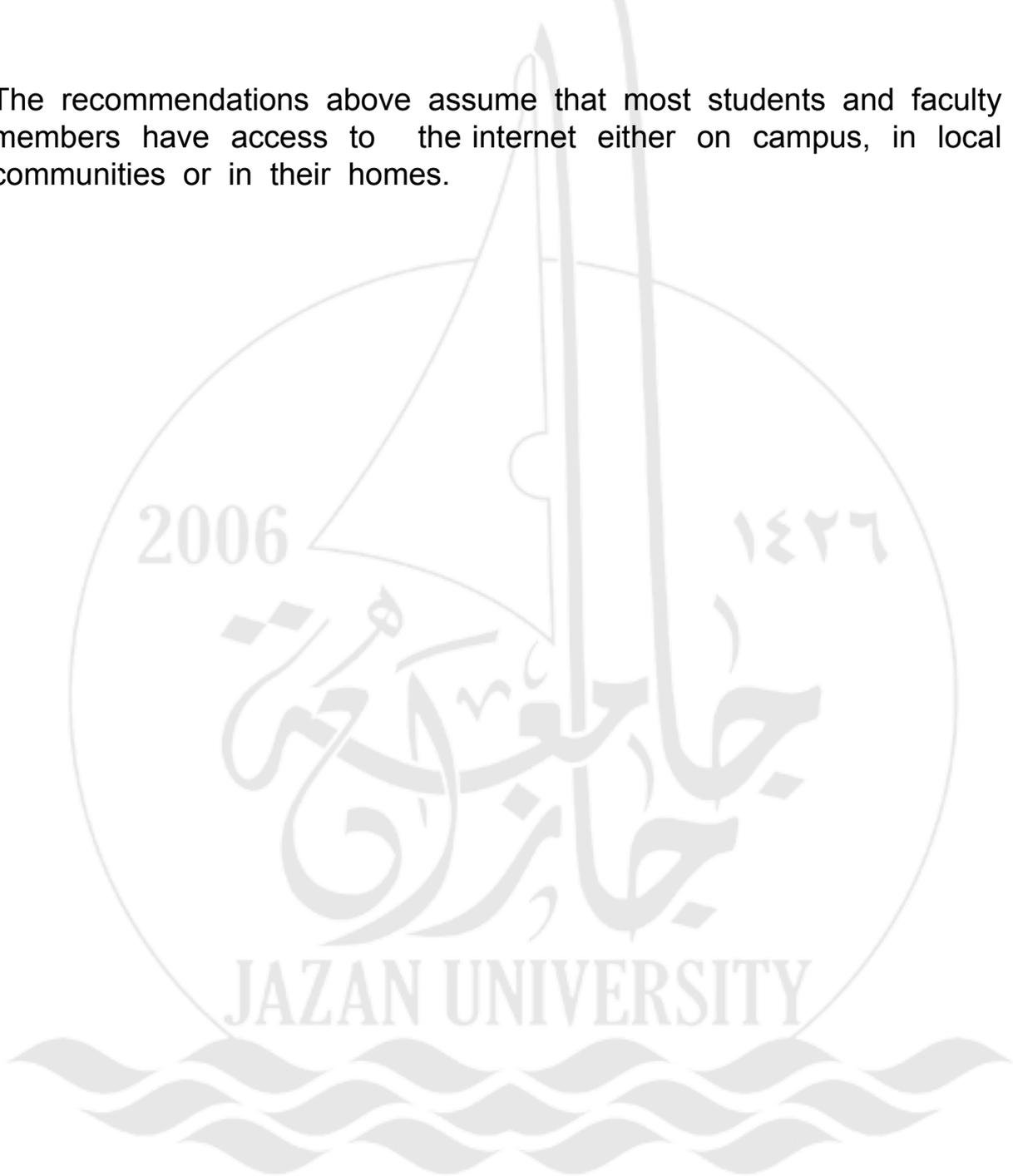
We believe that an emphasis on blended learning approaches can yield multiple benefits at Jazan University. We recommend that, in course and curriculum design processes, blended course should be considered and developed through thoughtful integration of face-to-face and online learning experiences, taking advantage of the new integrated Learning Management System and the modern technology-enabled classrooms and teaching labs. Online learning offers more flexibility for students, helps them develop learning skills in ways they will use beyond college, and allows more class time for active learning activities to develop deeper understanding and essential competencies. Development of online learning modules, resources and assessments, as well as face-to-face active learning activities and cases, can help ensure consistent, quality learning experiences for students even with considerable turnover of instructors and help new instructors to learn and adopt effective and efficient instructional practices. Close collaborations between the Deanship for E-Learning and the Deanship for Academic Development will be essential for successful endeavours in blended learning.

Blended approaches can also be especially useful for faculty development in the Jazan University context. It would be useful for the University to develop or acquire a set of online learning modules, resources and assessment for faculty development programming. They can be used to deliver blended programming for a larger number of faculty by a limited number of faculty development

staff and offer greater flexibility for faculty. They can also be the building blocks of a teaching certificate program for faculty as discussed above. With these online programs, it is possible to require applicants for faculty positions to take and pass certain

modules in order to qualify for specific positions, which can increase the pool of and help screen better prepared applicants. Similar requirements can be used for promotion of current faculty. Well developed online programs and associated teaching certifications can help faculty improve their teaching and enhance their qualifications for promotion or employment elsewhere, which can motivate faculty to engage in professional development in teaching.

The recommendations above assume that most students and faculty members have access to the internet either on campus, in local communities or in their homes.



SUMMARY

Recommendations and Suggestions for Improvements from Seminar Report at Holiday Inn Ann Arbor Michigan:

1. Building the Organizational Capacity of the University
 - a. The University establish and staff a center for teaching and learning.
 - b. There also needs to be an initial five-year implementation plan for the center as part of a broader plan to build organizational and educational capacity, which is also consistent with the university's strategic plan.
2. The Hiring and Professional Development of Instructors
 - a. The University recruit high caliber faculty who are interested in teaching and, ideally, experienced in designing courses with learning outcomes and using alternative teaching strategies.
 - b. The University should make ongoing professional development related to teaching a condition of employment and continued employment and promotion for existing faculty members.
 - c. Through its center for teaching and learning, work out clear plans to develop current faculty
 - d. Organize workshops on teaching strategies such as the interactive lecture and peer instruction and program-focused interventions
3. Students
 - a. The University may want to try to influence policy and practice in pre-tertiary education to improve the preparation of entering students.
 - b. The university should try to insure as much as possible that students are ready for university level work and enrolled in the appropriate course of study.
 - c. The University should also consider providing developmental assistance in English and other essential academic skills such as reading, writing and basic mathematics.

4. Curriculum Development

- a. The University may wish to experiment with a longer preparatory period of instruction in which students improve their English language and basic skills (eg. Reading, writing, basic mathematics) in the context of a common set of general education courses.
- b. It may also wish to consider one- and two-year vocationally-oriented programs and even shorter certificate programs and modules rather than four-year courses of study.

5. The Effective Use of Technology to Enhance Student Learning and Faculty Development

- a. In course and curriculum design processes, blended course should be considered and developed through thoughtful integration of face-to-face and online learning experiences, taking advantage of the new integrated Learning Management System and the modern technology-enabled classrooms and teaching labs.
- b. Online learning offers more flexibility for students, help them develop learning skills in ways they will use beyond college, and allows more class time for active learning activities and cases, can help ensure consistent, quality learning experience for students even with considerable turnover of instructors and help new instructors to learn and adopt effective and efficient instructional practices.
- c. Blended approaches can also be especially useful for faculty development in the university.
- d. Well developed online programs and associated teaching certifications can help faculty improve their teaching and enhance their qualifications for promotion or employment elsewhere, which can motivate faculty to engage in professional development in teaching.

CONCLUSION

ACTIONS	TIMELINE	PERSON INCHARGE
<p>1. CENTER FOR TEACHING AND LEARNING</p> <p>Establish and staff a center for teaching and learning with initial five-year implementation plan</p>		
<p>2. LECTURER</p> <p>Develop process and procedure of recruitment of instructors</p>		
<p>Organize workshops on quality teaching of learner-centered approach</p>		
<p>Organize workshops on quality assurance</p>		
<p>3. CURRICULUM</p> <p>Revise all program/course/field/ specifications to fulfil the requirements of NCAAA.</p>		
<p>Develop friendly LMS online learning to encourage blended learning</p>		
<p>Establish Center for Foundation Studies in .English and basic sciences or arts</p>		
<p>Conduct English Crash Course</p>		
<p>4. STUDENTS</p> <p>Conduct workshops in motivational and study skills</p>		
<p>Establish University Student Accommodation to ensure the students have the suitable .environment for quality learning</p>		
<p>Provide developmental assistance in English and other essential academic skills such as .reading, writing and basic mathematics</p>		

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Texas A & M University Faculty Teaching and Learning Portal. Peer Review of Teaching:

<http://learning.tamu.edu/category/resources/assess/peer-review-teaching>

Center for Research on Learning and Teaching (CRLT) website: <http://www.crlt.umich.edu/aboutcrlt/aboutcrlt.php> CRLT's website is one of the most frequently visited teaching center websites. Since the focus of our visit will be assessment, you may wish to focus on the assessment portion of their website (see link in the left sidebar).

Lee, V.S. (2010). Program types and prototypes. In K.J. Gillespie & D. L. Robertson (Eds). *A guide to faculty development* (2nd edition). San Francisco, CA: Jossey-DBass.

Lieberman, D. (2011). Nurturing institutional change: collaboration and leadership between upper- o level administrators and faculty developers. In C.M. Schroeder and Associates. *Coming in from the margins: faculty development's emerging organizational development role in institutional change*, 60-075. Sterling, VA: Stylus.

Garrison, D.R. & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in

higher education. *Internet and Higher Education*, 7, 95- 0105.

Texas A & M University's Vision 2020: Creating a Culture of Excellence:

<http://vision2020.tamu.edu/>

Texas A & M University's Teaching-Learning Roadmap of the Academic Master Plan: <http://provost.tamu.edu/initiatives/academic-master-plan/academic-master-plan-accelerating-excellence/teaching-learning-roadmap/teaching-learning-roadmap-committee>

Texas A & M University's Quality Enhancement Plan (QEP): Aggies Commit to Learning for a Lifetime: <http://provost.tamu.edu/initiatives/quality-enhancement-plan>

Office of Faculty and Organizational Development website: <http://fod.msu.edu/> Since the focus of our visit will be leadership development, you may wish to focus on the organizational and leadership portion of the website (see link of left sidebar).

ATTACHMENT: SURVEY OUTCOME

PARTICIPANTS' FEEDBACK ON SEMINAR

1. What did you find particularly helpful about the seminar?

- Very good
- Good
- Developed learning academic and how help teacher
- All what we have was some new; very good and helpful
- The seminar is very good, because it covered all points in development academy.
- Students more important in development.
- Straightforward and to the point
- Free discussion
- Collaboration from our colleagues

- It is very good and helpful.
- The last discussion asking faculty for real problems and how we can overcome them.
- The background of Dr. Lee about Jazan University context.
- Fields visits to UM and MSU
- Dr. Lee's reflections
 - Lecture, Power Points, visits
 - Friendly atmosphere, small group of homogenous people, clarity of seminar, place, timing
 - Excellent presentations, brainstorming opportunities, visits to learning centers at both universities

2. What could we have added or improved upon in the seminar to make it more useful for you?

- We need feedback after each seminar about our issues to help us to solve our problems
- We need more information about your universities' feedback, not Jazan University
- Good ideas on how to develop Jazan University and students
- Good glas (?) about our problems in Jazan
- Feedback continue (?) to improve development
- We get feedback from your side
- Finalized the result of the discussion
- Add more case studies
- How to impose teaching staff to be more committed to teaching
- What makes students more motivated to learn
- More time for discussion
- Extend the workshop time to 4 pm
- More organized participation in groups or pairs on the part of participants
- More visits, more time

- Some topics were covered quickly and would have been better to give more time to certain topics
- More time
- Specific items related to JU

3. The visit to the Center for Research on Learning and Teaching (CRLT) at the University of Michigan was

Very Helpful: 9 Helpful: 3 Somewhat Helpful: 1 Not Helpful

Comments:

- Ideas is not new
- Wide spectrum activities

4. The visit with Dr. Deborah DeZure, Office of Faculty and Organizational Development, Michigan State University was

Very Helpful: 9 Helpful: 4 Somewhat Helpful: 1 Not Helpful

Comments:

Teaching and Learning inquiry guided learning It's close to our environment
I like the open source culture
Number of ways and methods to benefit form and consider applying at JU

5. The Holiday Inn is a new hotel that wants to host more groups like ours. Please share your honest feedback here, which we will share with them so that they can continue to improve upon the services they offer.

Feature/ Rating	Excellent	Very Good	Good	Fair	Poor
Hotel Room	1	8	3	1	0
*Amenities	1	5	5	2	1
**Food	0	1	7	3	4
Seminar Room	3	6	5	0	1

*Includes business center, swimming pool, fitness center, internet service, shuttle

**Breakfast and breaks

Comments:

Friendly, helpful staff

Free shuttle service Availability of shuttle service all time

Free parking

Seminar room could have been larger

Not good Not good

Other Comments:

Need a service guide(?)

