A. Background.

ASDU is keen on providing the academic development opportunities for all of ASU academic members with the ultimate objective of enhancing the students' teaching and learning experience in a continuous manner. Doing so requires coordination with all colleges and departments of the university to support all academics, whether individually or in groups.

Fundamentals of the Planning Process

The unit built its planning process on a number of pillars, mentioned below, that were not dealt with separately as each variable of them interferes with and affects the other variables. We tried our best to integrate them in a way that fits with both, the university expectations and the individual's needs.

Such pillars are listed below:

1- The university's strategic objectives. Achievement of the strategic objectives of the university represent the umbrella under which all activities of academic members' development are directed. Strategic objectives of Applied Science University are framed with internationalization. This requires specific gearing and preparation of its academic staff. We need to get academics ready as soon as we can to meet the needs of modern age students with all their prospects, potentials, and expectations.

2- Self-recognized training/ development need forms. Forms were distributed to all academic members during the last semester of previous academic year to recognize the individual development of each one.

3- Issues related to training/ development that arose during meetings, conferences, workshops and reports of HEC.

Such pillars represented the guidelines for the analysis process that resulted in the tentative training/ development plan for the academic members of the university. Which get us to the following part of the report.

B. Discussion of achievements

The academic year was initiated with a training program packet that targeted the new arrivals of academic staff members, in addition to some of the then-current members. Some of the above courses were not held due to different variables, some were postponed, some were not approved, and some others had different dates based on the external providers' convenience. In addition, some other courses were conducted without being included in the plan due to the arising needs.

If we consider the activities in number, we find that the achievement was more than 100% of the planned. But we have to keep in mind the different variables mentioned earlier about postponing, delaying, disapproving, and similar variables.

The following table represents the courses achieved, whether within the university facilities or out of it. (Course in yellow were conducted by external providers).

Ser.	Dates		Subject	Delivered by	Target Members	Number of Attendees	Percentage of attendees to target	No. of Training Hours	Total Hours
	From	To							
1	17/9/2016		Course Portfolio Preparation	Dr. Bassam	52 Academics	38	73%	2	76
2	20/9/2016		Course Portfolio Preparation	Dr. Bassam	43 Academics	43	100%	2	86
3	21/9/2016		Electronic Search of the a Available Databases Turnitin	Dr. Ammar Al Jalamneh - Miss Maheera	New Arrivals 12	14	116%	1.75	24.5
4	21/9/2016		Importance of Research Research Teams Publishing	Dr. Sedeeq Ameen	New Arrivals 12	14	116%	1	14
5	22/9/2016		Research and work ethics	Dr. Sedeeq Ameen	New Arrivals 12	12	100%	1	12
6	22/9/2016		Electronic Search of the a Available Databases Turnitin	Dr. Ammar Al Jalamneh - Miss Maheera	New Arrivals 12	12	100%	1	12
7	25/9/2016		Moodle Course Building	Mr. Ammar Yousef	New Arrivals	21	175%	1	21

				Mr. Moath	12				
8	25/9/2006		Advanced teaching tools and features.	Mr. Ammar Yousef Mr. Moath	New Arrivals 12	21	175%	2	42
9	25/9/2006		The process of accreditation Requirements and procedures	President/ VP for Academic Affairs	New Arrivals 12	21	175%	1.25	26.25
10	26/9/2006		Mapping Method and Procedures	VP for Academic Affairs Dr. Roy	New Arrivals 12	11	91.60%	1.5	16.5
11	26/9/2006		Teaching pedagogies within ASU. Formal and informal assessment, oral and written. Feedback, Teacher/ Student	Dr. Ramzi Nekhili	New Arrivals 12	11	91.60%	1.5	16.5
12	26/9/2016		Design of the concerned program. Course specifications and requirements.	Program Leaders	New Arrivals 12	11	91.60%	2	22

13	13/10/2016		Student's E- mail Awareness Workshop	Admission/ Registration	Optional	12	N/A	2	24
14	20/10/2016		Academic Advising	Registration	Program Coordinators	10	66.60%	2	20
15	20/10/2016		Assessment & Feedback	Change Group	Program Coordinators	25	166%	2	50
16	20/10/2016		Academic Advising	Registration	All Academics Ex. Program Coordinators (90)	53	58.80%	2	106
17	30/10/2016	9/11/2016	PMP Course	Training Plus	Dr. Beshr Dr. Adel Al Samman	2	100%	36	72
18	10/11/2016		Performance Appraisal/ Misconduct/ Plaigiarism	Change Management Group	All Academics (106)	74	70.40%	2	148
19	17/11/2016		Academic Misconduct/ Plagiarism	Change Management Group	All Academics (106)	51	48.50%	2	102
20	18/11/2016	19/11/2016	Advance NQF Mapping	Ta'seel	25 Selected Academics	25	100%	16	400
21	25/11/2016	26/11/2016	Advance NQF Mapping	Ta'seel	26 Selected Academics	25	100%	16	400
22	15/1/2016	1/2/2017	Revit 2017	Training Plus Dr. Uday Dr. Waseem	Dr. Uday Dr. Waseem	1	50%	40	40

23	26/1/2017	26/1/2017	NQF Mapping Workshop	Dr. Bassam	BA Dept. & Selective Staff	23	100%	2	46
24	16/2/2017	On Going	English Program	Mr. Garth- Ms. Yvonne	Tested Academics	19	60%	3	57
25	23/2/2017	23/2/2017	Research Policies and Procedures	Prof. Sideeq Ameen	All Academic Staff	21	20%	2	42
26	26/2/2017	26/2/2017	Positive Influencing Skills	British Council	Ms. Diana El Hageova	1	100%	8	8
27	26/2/2017	28/28/2017	CSSA	SonicWALL	Refaat Othman	1	100%	7	7
28	26/2/2017	2/3/2017	SPSS	BSS	Dr. Rajab Dr. Tharwa Dr. Adel Al Samman	3	100%	15	45
29	7/3/2017	9/3/2017	Benchmarking	Clik	Dr. Assem- Dr. Radwan	2	100%	24	48
30	30/3/2017	31/3/2017	HEA TOT	Dr. Adrian Brockett	HEA Fellow	13	100%	12	156
31	1/4/2017	1/4/2017	HEA Senior Preparation	Dr. Adrian Brockett	HEA Fellows +2	15	100%	6	90
32	6/4/2017		Good Teaching	Prof. Ghassan- Dr. Assem- Dr. Ramzy- Dr. Yasser- Dr. Waseem- Dr. Murad- Mr. Rifaat	All Academics	66	65%	4	264

33	11/4/2017	11/4/2017	Student's as Partners	UoB	Dr. Adel Al Zioud Dr. Kamilia Kamel Dr. Shehbeldeen Dr. Hussein Beni Eissa	4	100%	6	24
34	13/4/2017	16/4/2017	HEA Fellowship	Dr. Adrian Brockett	26 Academics of Different Disciplines	25	96%	24	600
35	24/4/2017	24/4/2017	Presentation Skills	Dr. Bishr	College of Admin. Sciences	1	2%	3	3
36	25/4/2017	27/4/2017	Cyber Security in the Cloud	Royal University for Women(RUW)	Dr. Moayad	1	100%	24	24
37	26/4/2017	26/4/2017	Presentation Skills	Dr. Bishr	College of Art & Sciences, College of Law	2	2%	3	6
38	22/5/2017	23/5/2017	Good Teaching Conference	University Academics	All Academics	100	95%	10	1000
39	29/6/2017	29/6/2017	APRR	Dr. Yaser Al Tayeb	Study Managers-Law	5	100%	2	10
40	5/7/2017	5/7/2017	Creativity at Work Place	Dr. Shamsan	Available Academics-35	29	83%	2	58
41	5/7/207		SWOT analysis and institutional Risk Register	Governance and Strategic Planning Unit					

42	6/7/2017	9/7/2017	HEA Visit 2	Dr. Brockett (HEA)	26 Selected Academics	26	100%	24	624
43	9/7/2017	9/7/2017	Moderation Process	Quality Assurance	50 Available Academics	34	68%	2	68
44	10/7/2017	10/7/2017	Moodle Turnitin	Mr. Moath	BA Dept.				
45	11/7/2017	11/7/2017	ILO Matrix	Mr. Ammar Yousef	College of art & Sciences				
46	12/7/2017	12/7/2017	ILO Matrix	Mr. Ammar Yousef	College of Admin. Sciences	20	50%	1	20
47	13/7/2017	13/7/2017	ILO Matrix	Mr. Ammar Yousef	College of Law				
48	14/7/2017	14/7/2017	Class Observation	Prof. Dolina	Concerned Academics	22	90%	2	44
49	16/7/2017	20/7/2017	AutoCAD	Training Plus	Dr. Uday	1	100%	8	8
50	26/7/2017	26/7/2017	HEA Workshop	HEA Mentors	26 HEA Applicants	18	69%	1	18

	All Delivered Training Hours	**5000.75**

All Delivered Training Hours	**5000.75**
Total Academic	**105**
Hours Per Academic	**47.6**
Internal Hours Delivered	**2364.8**
External Hours Delivered	**2636**
Delivered External Training Hours	**52.7%**
External Hours per personnel	**25.1048**

C. Constraints Encountered

1- <u>Tight preparation time</u>. Due to the hand-over process that took place during the end of the previous semester, followed by the summer vacation, analysis and preparation period was so tight.

2- <u>Coordination</u>. Coordination within the university represented a challenge to ASDU with multiple parties that should be talked to in regards of specific activities.

3- <u>Lines of authorities</u>. Another challenge that sometimes was so complicated to represent a dilemma.

4- <u>Systematization</u>. It happened in numerous of times some disintegration, lack of coordination, and misunderstanding of "who does what" with some departments within the university.

D. Discussion of major highlights

There were some projects so important in enhancing the performance of some of the academic staff members that must be mentioned:

1- <u>English Program</u>. After a substantial time spent and endeavors that failed sometimes, and succeeded sometimes, a program was initiated to enhance the English language proficiency led by Mr. Garth Johnson, Director of Foundation and English Delivery Services. The program began with about 30 academic members that would be divided into two groups based on their English level. A placement test took place to decide the level of each academic member and the program was scheduled every Thursday.

Even though the attendance of the academics was not regular to their teaching schedule, but most of them agreed on its importance and how it supported them.

This year, because Mr. Garth had left the university, coordination shall be conducted with Mr. Leon, the new director of the foundation program to resume the program, especially that we have a substantial number of new academics.

2- <u>HEA program</u>. Based on our contract with the British Higher Education Academy, we initiated a program to qualify 26 academics for the academy fellowship, 12 for the senior fellowship, and 3 for the principal fellowship.

Even though the attendance and seriousness of participants were not as hoped, I hope in the coming time they would be better.

In addition, the university sent 8 academics to UoB to begin a similar program operated by them, which make the number prepared for HEA fellowship qualification to 34 academics.

Moreover, there had been 7 more colleagues, Bahraini nationals, received the same training program though HEC and are prepared to apply for the fellowship.

In the best scenario case, that all of the above achieve the fellowship, we hope, the total number of academics who gained HEA fellowship with all its kinds would reach around 59 academics within about 6 to 7 months, which represent almost 50% of the academics' workforce.

E. Improvement Recommendations:

There are some suggestions that would improve the process, they are summarized in the following:

1- Sources of data needed to recognize the needs for training/ development activities should include, in addition to the points mentioned under (A. Background), some other important sources of data revealing weakness sides of

academic members that could be translated into needs, such as the appraisal forms and the students' surveys.

2- Automation of TNA forms that are distributed on the academic members to facilitate distribution of information under process and should be in action beginning the next semester.

3- Required unplanned external training/ development activities should be accompanied by a justification letter from the academic member, in addition to a full report of the learned issues after the activity is conducted, and preferably if he/she could share the gained information with his/her colleagues, either in the form of a training course to be conducted, or in get together activity. This way, we can enrich the knowledge sharing within the university and enhance the learning culture.

4- Setting some sort of technicalities to clarify the knowledge gained by the different training/ development activities in the form of an assessment by concerned participants to evaluate how such knowledge/ information are gained and applied in the activity. Such forms were distributed to all academics, but the response was substantially weak and needs the support of the top management in this point.

5- Regular coordination meetings are recommended to be conducted for all parties concerned with the academic staff development activities to make sure we are on the right track, preferably on a monthly basis to discuss what was and what would be achieved, in addition to challenges and obstacles encountered.