



The 3rd MENA Higher Education Leadership Forum

"Where Leaders of Higher Education Meet"

Strengthening the Dialogue between Higher Education, Government and Industry: Working Together Towards a Common Vision

Forum Catalog



14th - 16th November, 2017 | The Address Dubai Mall, Dubai - UAE



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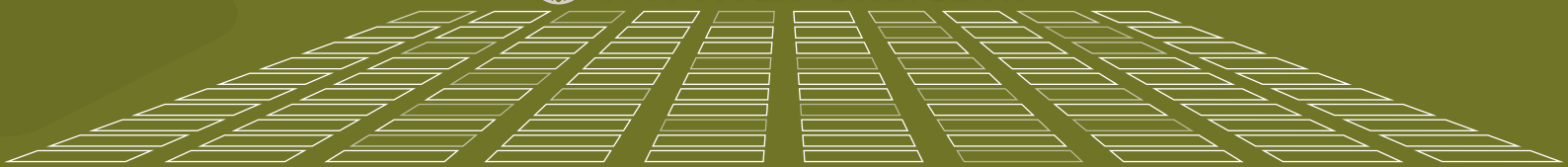
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WELCOME ADDRESS

Dear Colleagues,

On behalf of the Technical and Organizing Committees of the MENA Higher Education Leadership Forum (MENA-HELF), it gives me a great pleasure to welcome you to the 3rd edition of our Forum.

The MENA Higher Education Leadership Forum was launched in 2013 with the aim of offering a regular platform for Higher Education leaders and decision makers from across the globe to come together and discuss latest trends, developments and issues pertinent to the field; share 'know-how' and strengthen collaboration between institutions of higher education both regionally and globally. It has been a real honor and privilege to serve as the Chair of the Technical Committee for three consecutive editions of the Forum and I look forward to future editions of the MENA-HELF.



The biennial Forum organized this year under the theme ***“Strengthening the Dialogue between Higher Education, Government and Industry: Towards Developing a Common Vision”*** is aligned with the United Nations’ (UN’s) Sustainable Development Goals to provide quality tertiary education and relevant technical and vocational skills for employment by 2030 as well as with the ongoing efforts of governments across the region to improve the quality of education, enhance graduates’ skills and grow the research and knowledge creation capabilities to support a responsive knowledge based economy and society. Essential to this goal is the need to nurture a strong and effective partnership between academia, industry and government. The coming two days and a half will look into success stories, proposed strategies and models for a better academic- industry and government partnership. The Forum will include keynote addresses, three interactive panel discussions, three focus groups, and institutional case studies’ presentations, as well as plenty of formal and informal networking opportunities that will permit for participants to meet new colleagues.

To conclude, I would like to thank all those who have contributed to make this event happen. It would have been impossible to produce such a rich program without the commitment and dedication of many people including our partners, members of our Technical and Organizing Committees and our sponsors and supporters. I would also like to thank my team and particularly two people who have been working for months behind the scene to ensure everything runs smoothly: Mr. Shanavas Sainulabdeen and Mrs. Amal Javaid Asim.

My appreciation is also extended to all of our distinguished speakers, panel chairs and panelists, plenary and stream chairs, focus groups’ moderators and co-moderators and anyone who has directly or indirectly contributed to this Forum’s success.

On behalf of the entire team, I would like to welcome you to the 3rd MENA Higher Education Leadership Forum and thank you for your participation, and hope your experience during these days will be exciting, stimulating and rewarding.

Dr. Narimane Hadj-Hamou

Chair of the 3rd MENA Higher Education Leadership Forum
Founder and CEO of CLICKS



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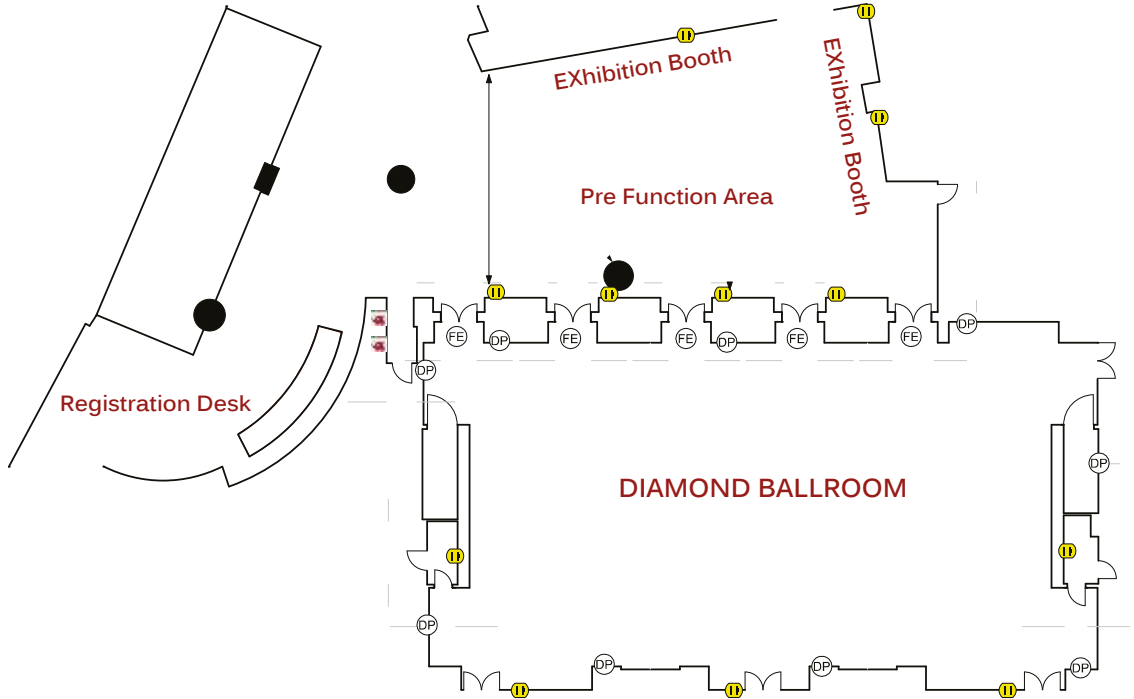
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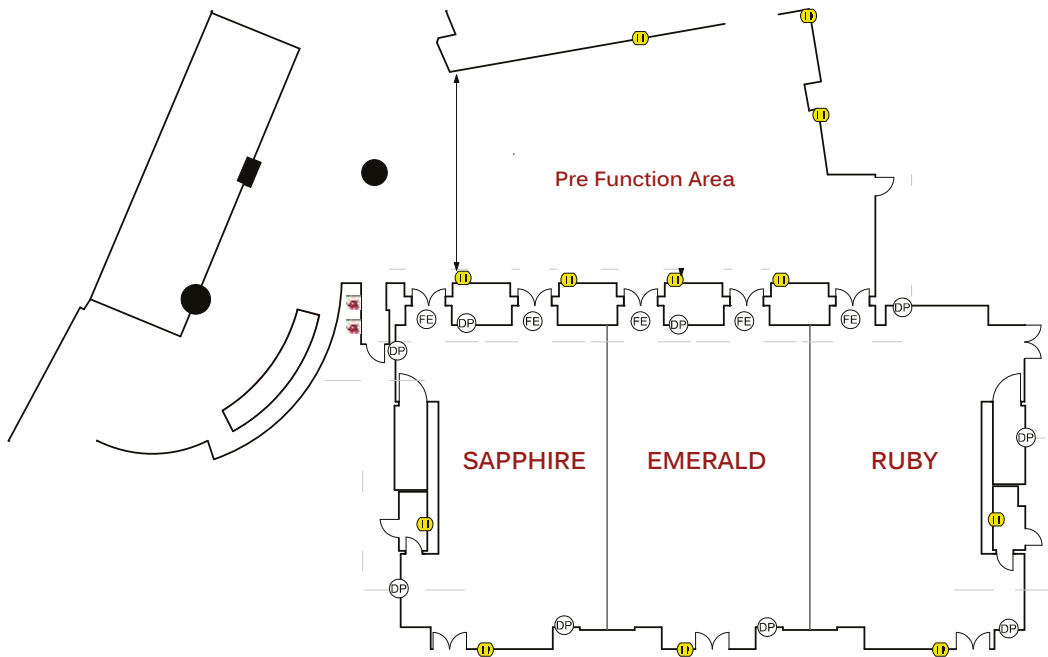


VENUE FLOOR PLAN

DIAMOND BALLROOM & PRE FUNCTION AREA (FIRST FLOOR)



BREAK OUT ROOMS & PRE FUNCTION AREA (SECOND FLOOR)



INFORMATION ABOUT THE FORUM

Our Venue

Home to the third MENA Higher Education Leadership Forum, is the 5-star luxury Address Dubai Mall hotel, attached to one of the world's largest shopping malls and just few minutes away from the world's tallest building and largest choreographed fountain system. Do not miss the Dubai Fountain spectacular dancing fountain show taking place every evening (every 30 minutes) or taking the time to go on the top of the Burj Khalifa.

Participants staying at the Dusit Thani may also indulge in true dining experiences at the all-day dining restaurants which offer an exceptional array of exquisite restaurants after the Forum's formal activities.

Registration Desk

The Forum Registration Desk located in the pre-function area will be open throughout the morning of the 14th of November and from 8:00 am - 11:00 am on the 15th of November. Participants, who may not have selected a focus group for the 16th of November, may still register in one of the focus groups during these timings. Moreover, if you have changed your contact details, please visit the registration desk to update your records as the certificate of attendance will be emailed to you after the Forum.

Registration Timings

The registration booth will be available as per the following timings:

| | |
|---|----------------------------|
| Tuesday 14th November, 2017 | 08:00 am - 01:30 pm |
| Wednesday 15th November, 2017 | 08:00 am - 11:00 am |
| Thursday 16th November, 2017 | 08:00 am - 09:00 am |

[Only for Focus Groups - next to each room]

Forum Information Desk

For the convenience of our delegates, an Information Desk is set in the pre-function area throughout the Forum. Delegates are welcome to approach the Information Desk for any inquiries and to return the Forum evaluation and testimony forms at the end of the Forum.

Forum Exhibition

The 3rd MENA Higher Education Leadership Forum is accompanied with an exhibition where a number of Higher Education providers will showcase their products and services; we encourage you to consult the last section of the catalog to familiarize with our exhibitors and visit their stands during coffee breaks. The exhibition will be open throughout the three days of the Forum as per the following timings:

Exhibition Opening Hours

| | |
|--|----------------------|
| Tuesday 14th of November, 2017 | 10:50 - 17:30 |
| Wednesday 15th of November, 2017 <i>(Special Event Planned during the Morning Coffee Break)</i> | 09:00 - 17:00 |
| Thursday 16th of November, 2017 | 09:00 - 13:00 |

Delegate Bags

All participants will receive a delegate bag that includes the Forum Catalog, The Forum Evaluation Form which we kindly ask you to fill and return to the Information Desk, some stationery, and promotional materials about the Center for Learning Innovations and Customized Knowledge Solutions (CLICKS) and some of our partners and sponsors. We are also pleased to include a special edition of the Magazine Quality 4.0. Please make sure not to lose the materials within your delegate bag as the Forum Organizing Team will not be able to replace any lost materials due to limited availability.

Delegate Badges

When completing your registration, you will receive your delegate badge for the Forum as well as for the Focus Group scheduled on the 16th of November; if you are attending any of the focus groups, please ensure you have both badges with you on the day.

We also kindly ask you to wear your badge at all times to enter the Forum different sessions and lunches. The Forum Organizing Team and hotel reserves full right to ask you to show your badge at any time during the event. Lost badges may be replaced for a fee of AED 50.

Internet Access

Wireless internet access is available throughout the venue. Delegates do not require any user name or password to connecting, only need to agree to the "terms and conditions" of the hotel for internet access.

Prayer Rooms

The hotel has prayer rooms (both male and female) available for Muslim delegates. Male prayer rooms are located on the ground floor; while female prayer rooms are one level up (from the ballroom). Please feel free to ask at the Information Desk for assistance in locating these rooms.

Smoking

Please note that the MENA Higher Education Leadership Forum is a non-smoking event. Outdoor designated smoking areas are located outside the hotel for delegates who need to smoke.

Lunches and Coffee Breaks

Lunch is included for all delegates on Tuesday the 14th and Wednesday the 15th of November and will be served at the Na3Na3 Restaurant on the ground floor. Please refer to the Forum program for the exact lunch hours. Lunch breaks are scheduled for no more than 50-60 minutes; therefore delegates are kindly requested to keep track of time and return to the sessions as per the timings allocated in the program structure. Please note that lunch is not included on the 16th of November and only snacks will be served during coffee breaks. All coffee breaks will take place in the pre-function (lobby) area and timings are indicated within the program for each day.

Certificates of Participation

Forum attendees will receive their certificate of participation via email within two weeks of the Forum. Thus, kindly ensure that you provide us with your up to date email address. In the instance where you have not received your certificate within the mentioned timeline, please email us at inquiries@menahelf.com

Forum Presentations & Proceedings

All Forum presentations and proceedings will be uploaded on the official MENA-HELF website at www.menahelf.com within two weeks from the event, please visit our website accordingly to download the presentations of our keynote speakers and the proceedings.



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FORUM PROGRAM

Forum Program | Day 1

Tuesday 14th November, 2017

| | | |
|--|--|-------------------|
| 8:00 - 9:00 | Welcoming & Registration | Pre-function Area |
| 9:00 - 10:00 | Forum Official Opening Ceremony | Diamond Ballroom |
| Morning Plenary Session Chair: Prof. Mohamed Zairi, Executive Chairman, The European Centre for Best Practice Management (ECBPM), UK | | Diamond Ballroom |
| 10:10 - 10:50 | Keynote Address I: Strengthening the Dialogue between Higher Education, Government and Industry: Working Together Towards a Common Vision Dr. Francisco Marmolejo, Lead, Global Solutions Group on Tertiary Education & Lead, Education Specialist for India, The World Bank | |
| 10:50 - 11:10 | Coffee Break & Official Exhibition Opening | Pre-function Area |
| 11:10 - 11:50 | Keynote Address II: Accelerating Innovation through Effective University-Industry Partnerships Prof. Max Lu, President and Vice-Chancellor, University of Surrey, UK | |
| 11:50 - 12:05 | Plenary Questions and Answers Session | Diamond Ballroom |
| 12:10 - 13:25 | Panel Discussion I: Making Industry- University Partnerships Work: Lessons Learned from Successful Collaborations Chair: Prof. Yousef Al-Assaf, President, Rochester Institute of Technology-Dubai, UAE Panel Members: <ol style="list-style-type: none"> 1. Dr. Abdullatif M. AlShamsi, Vice Chancellor, Higher Colleges of Technology, UAE 2. Ms. Sally Jeffery, Global Education & Skills Practice Leader, PWC, UAE 3. Dr. Yehya Al-Marzouqi, Executive Director, UAE Capability Development Special Projects, Tawazun, UAE 4. Dr. Tod A. Laursen, President, Khalifa University of Science, Technology and Research (KUSTAR), UAE | |
| 13:25 - 13:30 | Group Photo | |
| 13:30 - 14:25 | Lunch Break | Na3Na3 Restaurant |

| | | | |
|---|---|---|--|
| 14:30 -16:10 | Institutional Case Studies' Presentations * | | |
| Stream 1 Diamond 1 | Stream 2 Diamond 2 | Stream 3 Diamond 3 | Stream 4 Emerald |
| Promoting University- Industry Collaboration Chaired by: Dr. Adel Zairi | Improving Graduates' Skills & Employability Chaired by: Prof. Rachid Hadjhamou | Designing Innovation & Curricula to Support Market Needs Chaired by: Hanny AlShazly | Successful University- Industry and Academic Partnerships Chaired by: Prof. Jeff Michelman |
| 16:10 -16:30 | Coffee Break | | |
| Afternoon Plenary Session | | | Diamond Ballroom |
| Chair: Prof. Jeff Michelman, Professor of Accounting and International Business, University of North Florida, USA | | | |
| 16:35 -17:15 | Keynote Address III: Rankings as a Tool to Improve Transparency and Accountability in Global Higher Education Ashwin Fernandes, Regional Director – Middle East, North Africa & India, QS Intelligence Unit, UK | | |
| 17:15 - 17:30 | Questions and Answers Session & Closure of Day 1 | | |

* Please refer to the attached schedule for the presentations

Forum Program | Day 2

Wednesday 15th November, 2017

| | |
|---|--|
| Morning Plenary Session Diamond Ballroom | |
| Chair: Dr. Sandra Rizk-Jamati, Director, Honors and Freshman Programs, Lebanese American University, Lebanon | |
| 9:00 - 9:20 | Introduction & Recap of Day 1 |
| 9:20 - 10:00 | Keynote Address IV: Quality Assured: How UK Universities and Colleges Deliver Employable Graduates Mr. Douglas Blackstock, Chief Executive, The Quality Assurance Agency for Higher Education (QAA), UK |
| 10:00 - 10:40 | Keynote Address V: Quality 4.0 – The Magic Cure for the Unrelenting Disruptive Effect Caused by the Digital Revolution Prof. Mohamed Zairi, Executive Chairman, The European Centre for Best Practice Management (ECBPM), UK |
| 10:40 - 11:00 | Coffee Break Pre-function Area |
| 11:00 - 12:20 | Panel Discussion II: Improving Students' Employability: Opportunities and Challenges in an Ever Changing Landscape Chair: Prof. Jan Sadlak, President, IREG Observatory on Academic Ranking and Excellence, France Panel Members: 1. Prof. Riyad Y Hamzah, President, University of Bahrain, Bahrain 2. Dr. Karim Seghir, Chancellor, Ajman University, UAE 3. Prof. Muhammadou M.O. Kah, Vice President of Academic Affairs/Provost, The American University of Nigeria, Yola, Adamawa State, Nigeria 4. Prof. Ali Hamie, Assistant to the President for Quality Assurance & Dean of the College of Engineering, Arts, Sciences & Technology University (AUL), Lebanon |
| 12:20 - 13:00 | Keynote Address VI: A Roadmap for Student Success Dr. Stephanie A. Gordon, Vice President for Professional Development, NASPA – Student Affairs Administrators in Higher Education, USA |
| 13:00 - 13:15 | Plenary Questions and Answers Session |
| 13:15 - 14:15 | Lunch Break Na3Na3 Restaurant |

| | | |
|---|---|----------------------------|
| Afternoon Plenary Session | | Diamond Ballroom |
| Chair: Dr. Larry Johnson, President and CEO, EdFutures, Inc and Senior Fellow, Center for Digital Education, USA | | |
| 14:15 - 14:55 | Keynote Address VII: Developing a Sector Wide Approach to Employability Doug Cole, Head of Student Success, Higher Education Academy, UK | |
| 14:55 - 15:05 | Questions and Answers Session | |
| 15:05 - 15:20 | Coffee Break | I Pre-function Area |
| 15:20 - 16:45 | <p>Panel Discussion III: The Relation between Research & Innovation and Industry: Creating Impact</p> <p>Chair: Prof. Ghassan Aouad, President, Applied Science University, Bahrain</p> <p>Panel Members:</p> <ol style="list-style-type: none"> 1. Prof. Amr Adly, Vice - President for Graduate Studies and Research, Cairo University, Egypt 2. Prof. Barry Winn, Vice - Chancellor, Sohar University, Oman 3. Prof. Hossam Hamdy, Chancellor, Gulf Medical University, UAE 4. Dr. Malak AlNory, Provost, Effat University, KSA | |
| 16:45 - 17:00 | Closure of Day 2 | |
| 17:00 - 17:05 | Group Photo | |

Forum Program | Day 3

Thursday 16th November, 2017

| | | | |
|--------------|---|--|---|
| 8:30 -9:00 | Morning Coffee & Registration | | |
| 9:00 -10:45 | Focus Group 1 : Improving Graduates' Employability: Strategies and the Way Forward (Emerald) | Focus Group 2 : University-Government Partnerships: Why do they matter? (Sapphire) | Focus Group 3 : Innovation and Technology Transfer: from University to Industry (Ruby) |
| | Moderator: Dr. Larry Johnson, President and CEO, EdFutures, Inc and Senior Fellow, Center for Digital Education, USA Co-moderator: Prof. Ali Hamie, Assistant to the President for Quality Assurance & Dean, College of Engineering, Arts, Sciences & Technology University (AUL), Lebanon | Moderator: Prof. Amr Adly, Vice-President for Graduate Studies and Research, Cairo University, Egypt Co-moderator: Doug Cole, Head of Student Success, Higher Education Academy, UK | Moderator: Dr. Joel Armando, Senior Educational Consultant, International Consulting Services, Blackboard Inc. Co-moderator: Hanny Alshazly, Senior Regional Director, Blackboard Inc. |
| 10:45 -11:05 | Coffee Break | | |
| 11:05 -12:30 | Focus Group 1 Improving Graduates' Employability: Strategies and the Way Forward | Focus Group 2 University-Government Partnerships: Why do they Matter? | Focus Group 3 Innovation and Technology Transfer: from University to Industry |
| 12:30 -12:45 | Closure of Day 3 | | |

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- **The Arab Council for Higher Studies and Scientific Research:** To focus on setting scientific standards for the accreditation of graduate programs and encouraging research and joint Arab universities activities.
- **The Arab Council for Students Activities:** To encourage and plan students meetings to undertake joint cultural, artistic and sport activities.
- **The Center for Depositing University Theses:** To publish a semi-annual guide for university theses which are deposited by Arab member universities.

- **Fund of Supporting Palestinian Universities:** To support scientific research in Palestinian universities.
- **Arab Periodicals Centre:** to computerize all Arab periodicals published by Arab universities.
- **The Arab Scientific Research Fund:** To provide financial support to scientific research projects and support distinguished students through provision of study and research scholarships as well as supporting their higher education research programs.
- **The Council of Quality Assurance and Accreditation:** To assist Arab Universities to improve their quality, through spreading the culture of QA, preparing QA guides, providing advice and training to support the process of QA and Accreditation for institutes and programs.

- **The Arab Council for University Governance:** To enhance the role of governance and find a comprehensive methodology to ensure the autonomy of universities.

Has 22 Scientific Societies of Counterpart Faculties at Arab Universities.

GOALS OF AARU

- Enhancing cooperation amongst Arab universities and institutes of higher education and scientific research.
- Cooperating with counterpart associations and institutions to raise the level of higher education, to promote joint research projects, and to exchange knowledge.
- Maintaining close relations with many national, regional and international institutions and organizations to exchange ideas and experience in fields of higher education and research.
- Supporting and encouraging mutual mobility of students and staff members among Arab universities.
- Cooperating to promote quality assurance and accreditation in the Arab Universities.

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Strengthening the Dialogue between Higher Education, Government and Industry: Working Together towards a Common Vision

Dr. Francisco Marmolejo

Lead, Global Solutions Group on Tertiary Education & Lead, Education Specialist for India, The World Bank

Abstract

The MENA region is at a unique crossroads facing both unique opportunities and significant challenges. The still significant demographic bonus of the region paired with acute economic and social needs happening within a special geo-political-economic global juncture, make necessary for higher education to more effectively connect with government and industry in order to anticipate future needs and capitalize development opportunities. What is role that each of them should play? What key lessons can be taken in consideration from other countries and regions? In which way a stronger connection with industry may limit or enhance the capacity of higher education institutions to foster socio-economic development? Are stronger connections with government deterrent of higher education autonomy and academic freedom? Those are some of the questions and tensions to be addressed.

Profile

Francisco Marmolejo is the World Bank's Lead of its Global Solutions Group on Tertiary Education, and since July 2016 he also serves as the Lead Education Specialist for India, based in Delhi. In his capacity as the World Bank's most senior official in tertiary education, he serves as the institutional focal point on the topic of tertiary education (also known as higher education in several countries), and provides advice and support to country-level related projects that the Bank has in more than 60 countries. As part of his activities, he coordinates the Bank's internal thematic group on tertiary education, which helps to facilitate exchange of ideas among the more than 100 staff members and consultants involved in related initiatives across the globe. In India he provides technical expertise on a variety of educational projects ranging from early childhood to tertiary education. One of the Bank's initiatives in which he serves as Task Team Leader is the University Governance and Management Project under which more than 200 higher education institutions from 8 countries in the MENA region participate.

Previously, he served as founding Executive Director of the Consortium for North American Higher Education Collaboration, a network of more than 160 tertiary education institutions primarily from Canada, the U.S. and Mexico, based at the University of Arizona (UA), where he also worked as Assistant Vice President. At UA, he was Affiliated Researcher at the Center for the Study of Higher Education, and Affiliate Faculty at the Center for Latin American Studies. Previously, he was an American Council on Education (ACE) Fellow at the University of Massachusetts, and also he has been Vice President for Administration and Academic Vice President at the University of the Americas in Mexico.

He has worked as International Consultant at the Organization for Economic Cooperation and Development (OECD) in Paris, France, and has been part of OECD and World Bank peer review higher education teams in Europe, Latin America, the Middle East, Africa and Asia. He serves or has served on advisory boards and committees at a variety of universities and organizations, including the International Association of Universities, the American Council on Education's Commission on International Initiatives, NAFSA, World Education Services, the Lumina Foundation for Education, and the Centre for Internationalisation of Higher Education at UNICATT-Milan.



Accelerating Innovation through Effective University-Industry Partnerships

Prof. Max Lu

President and Vice-Chancellor, University of Surrey, UK

Abstract

The conventional definition of innovation is successful translation of new ideas to social benefits. In my definition, innovation is simply any significant advance in technology, process or policy that leads to benefits for humanity and our planet. However, the word "innovation" is often over-used whilst it is high on the agenda in every nation and region's government policy. How to accelerate innovation for social, health and environmental benefits under increasingly complex and challenging conditions, is a potent question which calls for some new thinking.

One of the new paradigms of innovation is no doubt "open innovation" which is all about finding new ideas and applying them to beneficial purposes from anywhere, everywhere. It involves producing the new knowledge and ideas both within and outside an organisation, and exploitation of these innovative ideas through multiple and diverse routes. Therefore collaboration and partnership will be key to successful open innovation. This is where universities and industry (business) do come in as key partners in the process, which renders perfect opportunities for taking new ideas from early stage to market-ready, an open collaborative framework. This paper builds on successful university-industry partnership examples, and highlights several key factors pertinent to the success of university-industry partnerships:

- A common objective including the values that the partners could add to each other must be established, before starting a relationship
- Establishment of a transparent and effective relationship recognising the technical strengths and weaknesses of both parties is essential
- It is imperative to recognise the difference in nature of academia and business thus understand and meet the different needs of the partners
- Constant communication in both formal and informal channels, virtual and face-time meetings is key.
- The most successful partnership emphasises on people dimensions including effective exchange of talent, skills training and reputation enhancement, besides the assessment of technology and innovation outcomes.

Profile

Professor Max Lu has been President and Vice-Chancellor of University of Surrey since April 2016. Previously he was Provost and Senior Vice-President at the University of Queensland, Australia. He has been appointed to the Boards of National Physical Laboratory, Universities UK, Leadership Council of the National Centre for Universities and Business and as Deputy Lieutenant of Surrey. He is also a patron of Transforming Housing.

Professor Lu lectured at Nanyang Technological University from 1991 to 1994, and had held academic and leadership positions at the University of Queensland from 1994 to 2016, rising from senior lecturer to chair professor. He founded the Australian Research Council Centre of Excellence for Functional Nanomaterials and served as its inaugural director for 8 years. He was awarded the Australian Research Council (ARC) Federation Fellowship twice, respectively, in 2003 and 2008.

As a Thomson Reuters double Highly Cited Researcher in both Materials Science and Chemistry, he has published over 500 journal papers on nanomaterials ($h=107$ and over 44,000 citations @Scopus). He is co-inventor of more than 20 granted international patents. He has been honoured with numerous awards including Orica Award, RK Murphy Medal, Le Fevre Prize, ExxonMobil Award, China International Science and Technology Award, Japan Chemical Society Lecture Award, Chemeca Medal, and P.V. Danckwerts Lecture. He was also recently honoured with a Medal of the Order of Australia (Officer in the General Division) for his distinguished service to education and international research in the field of materials chemistry and nanotechnology, to engineering, and to Australia-China relations.

Professor Lu has served on many government committees and advisory boards including those under the Australian Prime Minister's Science, Engineering and Innovation Council, ARC College of Experts, Australian Synchrotron, Stem Cells Australia. He is Fellow of IChemE, Royal Society of Chemistry, Australian Academy of Science, Australian Academy of Technological Sciences and Engineering, and World Academy of Science.



Rankings as a Tool to Improve Transparency and Accountability in Global Higher Education

Mr. Ashwin Fernandes

Regional Director – Middle East, North Africa & India, QS Intelligence Unit, UK

Abstract

There is sound evidence that rankings, on global and/or regional scale, affect public policy and the decision-making process of students and their parents. Often understood as a measure of quality, they create intense competition and have a profound impact also on academic decision-making and behaviour, with implications for internal and external strategies of institutions. Rather than a sole source of information pertaining to quality, rankings should also be seen as a tool that can help improve transparency and accountability in a global market of higher education.

QS has been producing rankings since the launch of the QS World University Rankings® in 2004. This ranking receives significant coverage in many national and international newspapers and media channels including the Guardian, BBC News, the Sunday Times, Chosun Ilbo, Al Jazeera, sina.com and The Times of India. QS developed and released the pilot project of the Arab Region Ranking in 2014, followed by the first edition in 2015. The Arab Region Rankings were developed to reflect priorities and challenges for universities in this region.

The presentation will cover case studies of leading countries that have used rankings as a key performance indicator (KPI) in measuring the growth and performance of universities. It will also touch upon some lessons from such exercises.

Profile

Ashwin has been with QS Quacquarelli Symonds since 2012, initially starting off from the regional base in Singapore. He is responsible for Middle East, North Africa and India operations of QS. He works closely with universities in the region in order to understand their current and future plans and help them optimise their resources. His role is to advise and consult with them on ways to improve their quality, internationalise themselves and create a global brand for their university.

He is also responsible to liaise with governmental and public agencies in these regions to create a strong affiliation with QS, which would help in better understanding the local institutions and helping them promote their country as a whole. In the course of his work, he has met with senior leaders from the region

Ashwin is also on the board of directors of a recent QS venture which is geared towards rating and assessment services in India, paving the way for the government to have confidence in private accreditation agencies. He is currently pursuing his PhD on the topic of branding and academic reputation in university rankings. He has a Master of Business Administration (MBA) in Marketing degree along with a Bachelor of Commerce degree in Financial Accounting, Auditing & Taxation.

Ashwin has visited universities in over 30 countries, and has a deep understanding of the working of many universities. He has lived in 4 countries and travelled to numerous ones.



Quality Assured: How UK Universities and Colleges Deliver Employable Graduates

Mr. Douglas Blackstock

Chief Executive, The Quality Assurance Agency for Higher Education (QAA), UK

Abstract

The UK's universities welcomed over 438,000 international students last year, with the majority of those students returning home to work and live following their study. Additionally, a further 701,000 students were enrolled on a UK transnational education (TNE) programme, working towards a UK HE qualification from their home countries.

Data shows that over 80% of graduates are in graduate level jobs, self-employed or had started their own business within 6 months of graduating with some universities recorded at well over 90%[1]. So what have we learned as a result? And what parallels are there internationally?

The UK's HE sector has invested heavily in measures to ensure that all graduates have the right skills and attributes to equip them for the workplace, and can contribute to the wider economy and society.

Douglas Blackstock, chief executive of the UK's Quality Assurance Agency, will introduce the UK's system of quality reviews, and how, among other issues, they monitor approaches to raising students' employability. This includes the UK's subject benchmark statements, which offer a shared understanding of the attributes and skills of a typical graduate in a given subject area, which universities draw on when designing their awards. QAA has worked with universities and colleges to explore employability measures in higher education and to identify graduate attributes, encouraging universities to shine a spotlight on the best practice that they deliver, allowing us to create useful case studies of practice and lessons learned to share with the wider sector. This supportive approach encourages positive change and can help raise standards across the board.

He will also address employability in the context of internationalisation of the HE agenda, including guidance from QAA that helps providers support and create positive international student experiences.

Douglas can also address how and why the quality and standards of UK TNE is assured. For example, 2014 QAA reviews of UK TNE delivered in UAE, with most providers in the MENA-HELF host city of Dubai, found that providers were generally good at embedding employability in the curriculum and in extra-curricular activities.

He will also address the increased focus on fostering entrepreneurial skills in students, looking at QAA-published guidance to help providers embed these skills in the curriculum, whatever the subject studied. At the request of UK Prime Minister Theresa May, QAA is updating and assessing the impact of this guidance. Douglas will explore how this guidance has been embedded in the curriculum by universities and colleges, its take up internationally, and how it can align with the UK Government's economic and industrial strategies. The rise of higher and degree apprenticeships in the UK will also be addressed, as universities, industry and the Government works together to raise the status of these important programmes in meeting the high level skills needed by employers.

Finally, he will talk about the UK's National Council for Universities and Business, which since its launch in 2013 has worked to foster world-class collaboration between universities and business.

Profile

Douglas Blackstock has been QAA's Chief Executive since October 2015. His work includes leading QAA's contribution to the current changes to the policy, regulatory and quality landscape in England and across the UK, and the Agency's role in developing the Teaching Excellence Framework alongside other sector partners. Douglas joined QAA in 2002 as Director of Administration, and has subsequently held the roles of Director of Resources and Chief Operating Officer and was QAA's Company Secretary from 2002 to 2016. He led QAA's work on student engagement for a number of years, and was a member of the NUS & UUK-led Student Charter Group and the subsequent Framework for Partnership Group. He is active in the European Association for Quality Assurance in Higher Education (ENQA), and chaired the ENQA Staff Development Group. He is a graduate in Public Administration from what is now Glasgow Caledonian University.



Quality 4.0 – The Magic Cure for the unrelenting Disruptive Effect Caused by the Digital Revolution

Prof. Mohamed Zairi

Executive Chairman, The European Centre for Best Practice Management (ECBPM), UK

Abstract

We live in an era where technology has pervaded our life, starting far back in the 18th Century when mechanization disrupted ordinary life, in rural settings with water and steam as the primary source of energy. This was followed by the 2nd Industrial Revolution of mass production and more sophisticated methods with electricity as the primary and preferred source of energy. During the 20th Century, the IT Revolution brought in further disruption to the work environment and introduced automation to drive quality, productivity and increase competitiveness. The net effect of the 3rd Industrial Revolution which is still impacting today was extraordinary to say the least. Computers pervaded beyond manufacturing and disruptive working environments in the Government Sector in Healthcare, Education and in the provision of Public Services.

Now entered the 4th Industrial Revolution which brought with it more significant disruptive power, creating cyber hyper-connected networks of relationships and partnerships and is re-defining the work environment, the way enterprises function and more important the way we live. Smart devices, mobile technology and connectivity is making the world more harmonious, creating unprecedented possibilities and making the future of possibilities almost limitless.

Industry 4.0 as a 21st century revolution has however created challenging issues for the Quality Profession and particularly how we assess quality, how we ensure consistency, predictability and durability of our standards and how we compete with it in every field. With hyper-connectivity, the delivery of value is changing significantly as collaboration is becoming the norm. Customers and Consumers are also wanting to be proactively engaged and will become more and more involved through co-creative approaches in determining their needs and expectations and personalizing their requirements. With everything that we need in our lives becoming 'commoditized' the emphasis is more and more shifting towards the provision of 'unique experiences' instead. All of these disruptive developments require a fresh approach that is compatible with the philosophy of Industry 4.0.

Quality 4.0 is presented as an emerging philosophy which supports a new meaning and relevant requirements for quality and value totally compatible with a digital enterprise, with a redefined approach to value creation, with a customer centricity orientation that is based more on proactive engagement and collaboration and with commoditization becoming a fact thus requiring enterprises to constantly transform themselves and use innovation for that purpose and not just for the purpose of product/service enhancement.

Profile

Recognized as a Guru and International Expert in the field of Total Quality and Excellence Management. Professor Zairi has influenced Quality Management Thinking for over 35 years. He was one of the pioneers of the Benchmarking concept, has published 5 books in this field, the first case study book on benchmarking applications. He is the founder of the Benchmarking International Journal which is now in its 27th volume. He was appointed as the first Professor in Best Practice Management. He is the only Academician who has written extensively about the role of Quality in all the 4 Industrial Revolutions. His latest focus is on quality in the digital era, and is one of the originators of the concept of Quality 4.0.

Professor Zairi has acted as an advisor and consultant to private and government sector organizations in different parts of the World. He has considerable expertise in Performance Measurement, Business Process Management, Change Management, Innovation Management, Governance, Service Improvement, in addition to Quality and Excellence Management. He has held several prestigious Endowed Chairs sponsored by Unilver PLC, SABIC and held the unique and prestigious Juran Chair in TQM for 10 years. He is an Emeritus Professor at the University of Bradford School of Management, Executive Chairman of the European Centre for Best Practice Management, Executive Chairman of Zairi Institute and CEO of Excellence Tetralogy.

Professor Zairi has published over 70 books and 400 scientific papers. He has been recognized international for his unique contributions. He was the recipient of the Lancaster Medal, the Grantt Medal from the American Society of Quality (ASQ), the Ishikawa – Harrington Medal from the Asia Pacific Quality Organization (APQO), the Yoshio Kondo Medal from the International Academy of Quality (IAQ), Lifetime Achievements Medal from the Australian Quality Organization (AQO) and several other international recognitions and awards.

Currently Professor Zairi is acting as a Senior Advisor at the Prime Minister's Office (UAE Government). He is the chairman of the Jury of Abu Dhabi Government Excellence Program, Dubai Government Excellence Program and Sheikh Khalifa Government Excellence Program. He has played a significant role in growing the quality movement in the MENA Region over the last 25 years. He is the originator and co-founder of the Middle East Quality Association, the co-founder of the first eLearning University in the region (Hamdan Bin Mohammad Smart University) and the founder of 19 awards and medals.



A Roadmap for Student Success

Dr. Stephanie A. Gordon

Vice President for Professional Development, NASPA – Student Affairs Administrators in Higher Education, USA

Abstract

We are in a time of unprecedented change in higher education and a time where education plays an increasingly important role in the economic and social growth of societies across the globe. Intense scrutiny from a wide range of external stakeholders and pressure to improve access and completion, with a focus on employability are some of the challenges facing higher education today. This program will discuss innovations in technology, predictive analytics, career preparation, mental health, and support services designed to create high-quality student outcomes. Dr. Gordon will provide a fast-paced overview of these issues and how they are changing the very nature of the work we do with students.

Profile

Stephanie Gordon serves as the vice president for professional development at NASPA - Student Affairs Administrators in Higher Education. NASPA is a higher education association located in Washington, DC in the United States. She joined the Association in 2003 as the director of educational programs. Since that time, the Association has more than doubled in size to more than 15,500 members. She supervises a professional development team at the largest, most comprehensive student affairs association in the United States.

Prior to joining NASPA, Stephanie served as director of residence life and coordinator of first-year programs at Chatham University, assistant director of residence life, staff development, and training at Colgate University, and assistant director of undergraduate admissions at Simmons College.

Her research interests focus on student retention, persistence, and readiness to learn. Stephanie also focuses on assisting student affairs educators in their daily work on campus. She has co-authored a chapter in the Student Services: A Handbook for the Profession and authored a chapter in The Handbook of Student Affairs Administration.

Stephanie received her B.A. in English literature and political science from Simmons College and earned her Ed.M. in higher education administration from Harvard University Graduate School of Education and an Ed.D. in higher education management from the University of Pennsylvania.



Developing a Sector Wide Approach to Employability

Mr. Doug Cole

Head of Student Success, Higher Education Academy, UK

Abstract

Employability has become a buzzword in recent years, which has not helped in our understanding of what it means and why we should pay attention to it. All those involved in higher education have a responsibility to help students prepare for the world beyond it. To this end, we need to be clear about what our focus on employability should be and how we can help to achieve it.

With this in mind, the HEA has developed the Framework for Embedding Employability in Higher Education, that offers a structure and methodology that supports staff and will also help to 'join up the dots' which students often struggle to see the connection between. The Framework has been designed to bring people together, engaging and supporting a diverse range of audiences including staff, students and employers.

The HEA Framework for embedding employability in higher education has the potential to transform the way that institutions approach and embed employability. At a critical time for the future of teaching and learning in HE as the world is changing globally, now is the time to reflect on current provision and ask if we are doing everything we can to help students develop their full potential.

Profile

Doug is a Senior Fellow of the Higher Education Academy and a Fellow of the Chartered Institute for the Management of Sport & Physical Activity with over twelve years industry experience and nine years in Higher Education. Previously Doug spent seven years working in Asia, including China, Hong Kong and Thailand, returning to England in 2007.

Doug joined the Higher Education Academy as their Head of Academic Practice in June 2015. Prior to this Doug was Head of Employability and Enterprise at Northumbria University, one of the largest universities in the UK with over 32,000 students. Before joining Northumbria Doug was Employability Project Manager at Buckinghamshire New University where he taught students in a number of areas including; Personal Development, Employment Practice, Employability, Sports Coaching & Development and International Football Business Management, before going on to take an institutional lead role in employability. Doug was also previously a Course Leader for the BA (Hons) Sports Management & Football Studies programme and a personal tutor for these students.

In 2012 Doug developed the concept of a framework for employability to support institutions in developing graduates with the knowledge, skills, behaviours and attitude that are vital for success in securing employment, developing a career and more broadly in life too. This framework was developed to support institutions in creating a university wide approach to curriculum design that was more consistent and comprehensive than current approaches observed in the UK sector.

In 2013 Doug went on to develop this work further and co-authored the Higher Education Academy publication *Defining & developing your approach to employability: A framework for higher education institutions* with Maureen Tibby and both then led on the refresh of this framework in 2015. In 2014/15 37 Institutions across the UK were introduced to the employability framework as part of the HEA's Strategic Enhancement Programme.

Doug has spent the last 4 years supporting institutions to embed this framework both in the curriculum design process working with Senior Management, Academic Registry, Faculties, departments and programme teams to engage with all staff and more broadly across institutions through engagement with other key stakeholders such as Student Unions' and Careers Services. During this period Doug has worked at all levels within institutions from Vice Chancellors to academics and students. Doug has a national profile in employability and regularly speaks on this topic which interlinks with a number of related areas including enterprise, assessment and feedback, retention and attainment and staff development.

Doug has worked with institutions across the UK and internationally, including; the Ministry for Education, Higher Education Council and British Council in Bahrain, fourteen universities across Bahrain, the University of Adelaide and University of Tasmania and most recently the Association of Higher Education Careers Services in Ireland.

Doug is currently studying parttime for a PhD focused on higher education institutional employability policies and practice.

PANEL DISCUSSIONS & FOCUS GROUPS

Panel Discussion 1 | Making Industry- University Partnerships Work: Lessons Learned from Successful Collaborations

Panel Brief:

Universities and industry have been working together forever; but very often these partnerships and collaborations are of an 'ad-hoc' nature and lack a clear strategic vision. With the emergence of today's global knowledge economy, the need for establishing more strategic partnerships where careful thought is given to the structure, nature and working mechanisms of such partnerships to ensure better results has become a must. University- industry partnerships need to look beyond simply employing graduates and funding small-scale research projects; they need to be able to join forces to tackle social challenges and drive economic growth. Governments on the other hand have to provide the required support to encourage more effective partnerships to be established through sustainable policies' frameworks, providing incentives, enabling universities' autonomy to form such partnerships, etc.

Panel Objectives:

- Highlight examples and structures of successful strategic industry- university partnerships and key lessons learned
- Discuss the role of governments in cultivating and supporting industry- university collaborations
- Share some of the key challenges and tensions of bridging the industry-university divide from the perspective of different stakeholders
- Propose strategies used/adopted/employed to promote successful Industry- University partnerships

Panel Chair:

Prof. Yousef Al-Assaf, President, Rochester Institute of Technology-Dubai, UAE

Panel Members:

- Dr. Abdullatif M. AlShamsi, Vice Chancellor, Higher Colleges of Technology, UAE
- Ms. Sally Jeffery, Global Education & Skills Practice Leader, PWC, UAE
- Dr. Yehya Al-Marzouqi, Executive Director, UAE Capability Development Special Projects, Tawazun, UAE
- Dr. Tod A. Laursen, President, Khalifa University of Science, Technology and Research (KUSTAR), UAE

Panel Discussion 2 | Improving Students' Employability: Opportunities and Challenges in an Ever Changing Landscape

Panel Brief:

Youth unemployment is one of the biggest challenges facing our global economy; according to the World Economic Forum, there are today 73 million young people between the age of 16 and 24 that are unemployed. This issue is especially relevant to the Arab region which is considered one of the most youthful regions in the world. Youth unemployment rates are of 27.2% in the Middle East and more than 29% in North Africa (1) which is more than double the global average. With more than half of the region's population being under the age of 25 entering the labor market every year this makes the issue a key priority to be considered by Higher Education.

Equipping graduates with the necessary skills and competencies required to find a job and maintain a career is one of the key responsibilities of Higher Education institutions and so is the issue of trying to address the education-employment gap. Employers have constantly been reporting their concerns about graduates' skills and job readiness and as a result several accreditation agencies nationally and internationally have been looking at how HEIs are integrating industry views within the development and revision of their curricula. There are several strategies that can be adopted to help bridge the education-employment gap that require the Higher Education sector to join forces with the public and private sectors and policy makers. Some of these strategies are primarily of the concern of universities such as curriculum reforms to ensure these reflect the 21st century skills and are up-to-date; new pedagogies to be integrated within the teaching and learning process that support student centricity and competency based learning; increasing the partnership between universities and employers for the purpose of ensuring programs respond to the market needs, developing the workforce through experience and, 'on the job training' and exploring how technology can be used to deepen and improve students skills. Others are concerned with policy makers who will need to devise funding strategies to sustain the increasing demand on higher education coped with the need to maintain quality; establish incentives and mechanisms to increase the collaboration between universities and both the public and private sectors and constantly provide information about their respective country and region's job requirements. Employers on the other hand will need to enhance the dialogue with universities and be willing to develop the workforce. This panel will highlight and discuss some of these strategies and how these were adopted in specific contexts and institutions. It will also look at some of the key challenges associated with this process.

Panel Objectives:

- Highlight the role of universities in addressing the education-employment gap and how other stakeholders including government and private sector may contribute to narrowing the gap
- Address how market needs and requirements can best be communicated and shared with higher education to improve alignment
- Discuss some of the key challenges universities may face in addressing the issue of education-employment gap
- Provide examples/ good practices of specific initiatives that proved to be effective within institutions/ regions
- Propose strategies used/adopted/employed on how to collectively address the education-employment gap

Panel Chair:

Prof. Jan Sadlak, President, IREG Observatory on Academic Ranking and Excellence, France

Panel Members:

1. Prof. Riyad Y Hamzah, President, University of Bahrain, Bahrain
2. Dr. Karim Seghir, Chancellor, Ajman University, UAE
3. Prof. Muhammadou M.O. Kah, Vice President of Academic Affairs/Provost & Professor of Information Technology & Computing, American University of Nigeria, Yola, Adamawa State, Nigeria
4. Prof. Ali Hamie, Assistant to the President for Quality Assurance & Dean, College of Engineering, Arts, Sciences & Technology University (AUL), Lebanon

Panel Discussion 3 | The Relation between Research, Innovation and Industry: Creating Impact

Panel Brief:

Partnering between university and industry is perceived nowadays as a key enabler for innovative sustainable economic growth; where academic-industry partnerships are becoming increasingly robust and collaborative as a result of growing economic volatility, high competition and a rapidly evolving technological landscape that has changed the way in which we work, communicate and create and exchange knowledge. Such partnerships have become even more significant with the decline of public funding to support university research and the pressure private sector is facing to innovate and do more with less.

In many regions and countries; academic institutions and private industry share a rich history of collaboration where industry is encouraged to become part of consortia for research projects within different schemes; research councils are set at national levels to encourage academic-industry partnerships through a number of different funding routes and incubating centers are established to help new startups.

Panel Objectives:

- Debate the new role of universities in today's knowledge based economy and highlight what universities in the region should be doing to adapt to this new role
- Highlight conditions for successful industry- academia research partnerships and how can institutions establish an entrepreneurial mindset
- Share success stories/ models for effective university-industry research partnerships
- Discuss the role of governments in cultivating and supporting industry- university research collaborations
- Propose strategic incentives and action plans to support research and knowledge development within the region

Panel Chair:

Prof. Ghassan Aouad, President, Applied Science University, Bahrain

Panel Members:

1. Prof. Amr Adly, Vice-President for Graduate Studies and Research, Cairo University, Egypt
2. Prof. Barry Winn, Vice-Chancellor, Sohar University, Oman
3. Prof. Hossam Hamdy, Chancellor, Gulf Medical University, UAE
4. Dr. Malak Al-Nory, Provost, Effat University, KSA

Focus Group 1 | Improving Graduates' Employability: Strategies and the Way Forward

Focus Group Brief:

Employability means that higher education institutions and employers have come together to support students' acquisition of the knowledge, skills and attributes that lead to career success for graduates.

Research in the field shows that there are several strategies that can be adopted that provide evidence of successful outcomes in graduate employability; these include aspects such as considering practical field experience as part of curricula through coordinating capstone projects and field visits; maintaining a close link with industry and government to ensure that curricula designed are responsive to the rapidly evolving job market needs; integrating courses on entrepreneurship; focusing on developing specific employment skills as part of the overall learning experience including through extracurricular activities among others. However, a major enabler for improving employability is to ensure that universities and employers relationships are established and strengthened in an effective, comprehensive and ongoing manner.

There is evidence of gaps between the perspectives of students, graduates, employers and higher education personnel in how to approach the overall higher education experience for heightened employability. How can different stakeholders come together to resolve the issue of high unemployment of graduates that the region is facing is the key question that the focus group will look at tackling.

Key Questions to be addressed during the Focus Group Include:

- What is the situation of student employability in the region?
- How universities can improve students' graduate employability? What strategies can be used?
- What sort of barriers to employment exists?
- What does it take produce employable graduates? What are the most important selection criteria for employing your graduates?
- What is the role of various stakeholders (i.e. Educators, employers, the students, graduates, government, etc.) ?

Moderator: Dr. Larry Johnson, President and CEO, EdFutures, Inc and Senior Fellow, Center for Digital Education, USA

Co-moderator: Prof. Ali Hamie, Assistant to the President for Quality Assurance & Dean, College of Engineering, Arts, Sciences & Technology University (AUL), Lebanon

Focus Group 2 | University-Government Partnerships: Why do they Matter?

Focus Group Brief:

Universities play a crucial role in supporting human, social and economic growth and in contributing to the achievement of national priorities set as part of government strategies. The higher education system within the Arab region is highly diversified in term of its capacity to contribute to both the national and regional economic development and its ability to support national priorities in terms of research and innovation and the creation of a skilled workforce.

Initial findings show that for many countries the relationship between government and universities is still limited and confined to a funding and/ or regulatory relationship with limited dialogue between the two occurring.

Research for example is one of those areas that may require both parties to come together to identify priorities and set directions. Broadly speaking, research and innovations continuous to be perceived as a low priority to governments within the region and very small budgets in terms of % of GDP are allocated by the government to support research; despite few countries now showing an increasing interest in encouraging and supporting research and innovation. However, promoting university – government partnerships entails more than just funding and supporting research and innovation; both universities and government also need to work together to ensure that a skilled workforce that can support a strong, sustainable and balanced economic growth is developed. Equipping the workforce with the skills required for the jobs of today and those of tomorrow is a strategic concern in the national growth and development outlooks of most countries in particular with the rapidly evolving markets in which we operate and the emergence of globalization. The key challenge is to identify ways to enhance the responsiveness of our educational systems to these changes and to improve access to training and skills development; to support this national strategic policy framework are needed to be developed in a collaborative manner.

Universities also have an important civic function to achieve which should be of focus to both governments and higher education.

Key Questions to be addressed during the Focus Group Include:

- What are the global drivers for strengthening university-government partnership?
- To which extent are universities able to contribute to the government strategy and in which capacity? What role do they play?
- What are the key enablers to support a better university-government engagement?
- Where are the priorities for the region?
- Are there examples of successful partnership between regional government and universities where returns on investment were achieved? What lessons were learned?

Moderator: Prof. Amr Adly, Vice-President for Graduate Studies and Research, Cairo University, Egypt

Co-moderator: Mr. Doug Cole, Head of Student Success, Higher Education Academy, UK

Focus Group 3 | Innovation and Technology Transfer: From University to Industry

Focus Group Brief:

Technology transfer is defined as “the process of transferring scientific findings from one organization to another for the purpose of further development and commercialisation” (The Association of University Technology Managers). The process typically includes: Identifying new technologies; protecting technologies through patents and copyrights and forming development and commercialization strategies such as marketing and licensing to existing private sector companies or creating new startup companies based on the technology.

Technology transfer is the first step towards technology commercialization; which implies that unless a technology is actually used, it has not been successfully transferred and will not ultimately provide public benefits.

University technology transfer activities are increasingly recognized as an important source of regional economic development and revenue for the university. The setting up of research laboratories, venture incubators, startup accelerators and emphasis on entrepreneurial programs within universities have all provided a fertile ground for originating, transferring and commercializing new discoveries not only in technology but also in other disciplines such as science, medicine, engineering etc. But the process of turning great ideas into great startups with great investment potential can be as challenging at times as it is rewarding. There are key underpinnings required to promote successful innovation and technology transfer. Universities must be able to provide the infrastructure to support technology transfer and commercialization and define the entire process whereby technology is transferred from universities to the commercial sector. They need to be able to recognize the realities of the business world that will enable them to do more than simply procuring a patent and look for someone to license it to.

Key Questions to be address during the Focus Group Include:

- What are the critical factors for boosting technology transfer and commercialization within universities?
- What models and frameworks for technology transfer have proven to be most successful?
- What are the key challenges that face technology transfer and commercialization within the region?
- To which extent is the issue of patent and copyrights hindering technology transfer and innovation in the region?
- What have been the accomplishments and results of the technology transfer activities of universities within the region?
- How do universities provide incentives to companies to develop university technologies into commercial products?

Moderator: Dr. Joel Armando, Senior Educational Consultant, International Consulting Services, Blackboard Inc.

Co-moderator: Mr. Hanny Alshazly, Senior Regional Director, Blackboard Inc.



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Prof. Yousef Al-Assaf

President, Rochester Institute of Technology-Dubai, UAE

Dr. Al-Assaf is a widely published and academic and senior education management professional with extensive international experience.

He is currently President of Rochester Institute of Technology- Dubai, a leading not for profit American University, established in conjunction with the Dubai Government in Dubai Silicon Oasis.

Prior to this he was Dean of the College of Engineering (CEN) at the American University of Sharjah (AUS) where he was one of the founding members of the electrical engineering and computer engineering programs. Dr. Al-Assaf was also one of the founding members and Chair of the Industrial Engineering Department at University of Jordan where he headed Outreach and External relations, focusing on industry links.

During his tenure at RIT Dubai, he has ensured that the university plays a major role in the ecosystem of Dubai Silicon Oasis and has introduced a number of new programs to meet the needs of industry and technology partners including: Smart City Sciences, Industrial Engineering, as well as Energy majors. He has established two research centers in Energy & Sustainability, and Mechatronics in collaboration with local industry as well as securing ABET accreditation. As Dean of the College of Engineering at AUS, it became the largest college at AUS and introduced a range of programs in chemical, civil, computer, electrical and mechanical engineering.

Dr. Al-Assaf's research focuses on using soft computing to model and control various industrial and medical systems. Applications include materials modeling and classification, prostheses control, industrial quality control and optimization. His industrial experience is in the areas of adaptive and predictive control, soft computing and industrial instrumentation and control. He has designed and developed various automated control systems for a range of industries including agriculture and the textile and sheet-cutting sectors.



Prof. Jan Sadlak

President, IREG Observatory on Academic Ranking and Excellence, France

He is internationally recognized and highly cited academic and expert in higher education and science as well as international relations, in particular policy development, policy and practices related to quality assurance, governance and management at the system and institutional level [h-index 24, i10-index 23], international governmental organizations.

In the past 30 years he has been involved in senior-level policy advice to international governmental [UNESCO, The World Bank, OECD, the Council of Europe] and non-governmental organizations, governments and higher education institutions in a number of countries in Europe, Asia, Africa, North America and Arab Region. He was directly involved in the policy formation for the Bologna Process [in the years 2000-2009]. He has an extensive record of being a member of the governing boards, scientific councils of various academic bodies and organizations.

In the period September 2009 – January 2011, he has been Professor and Vice-rector at the University of Social Sciences and Humanities/SWPS in Warsaw, Poland.

From October 1999 to July 2009, he has been Director of UNESCO-European Centre for Higher Education (UNESCO-CEPES) and Representative of UNESCO in Romania. Prior to this position he was Chief of Section for Higher Education Policy at UNESCO, Paris [1992 – 1999].

Jan Sadlak was awarded several high-level national and academic distinctions, among them eight honorary doctorates (Doctor honoris causa) from leading universities. He is Member Correspondent of the European Academy of Arts, Sciences and Humanities – Academia Europensis, France, Fellow of the World Academy of Art and Science, USA, and Honorary Member of the National Academy of Sciences of Kazakhstan.

He holds PhD in Educational Administration and Comparative Education from the SUNY/ University of Buffalo, USA, and MA in Economics from the University of Economics in Wroclaw, Poland.



Prof. Ghassan Aouad

President, Applied Science University, Bahrain

Professor Ghassan Aouad has been the President of the Applied Science University, Bahrain, since November 2014. He was named as one of the top ten academic leaders shaping executive education in the Middle East by the Middle East Economic Digest. He spent five years in the Department of Civil and Building Engineering of Loughborough University (sponsored by Hariri Foundation), where he obtained his MSc in Construction (1987) and his PhD entitled Integrated Planning Systems for the Construction Industry (1991). In 1992, Professor Aouad joined the University of Salford as a Research Fellow and progressed through to the role of Pro Vice-Chancellor for Research and Innovation and Dean of the College of Science & Technology before he left in December 2011. During that time, he successfully supervised 24 PhD students, externally examined 52 PhD students, authored 3 major research books and co-authored one book, generated more than £10M in research funding as Principal Investigator and £8M as Co-Investigator, published 92 papers in top rated refereed journals, delivered more than 50 keynote speeches and invited lectures, and presented his work in more than 42 countries. In January 2012, he became President of the University of Wollongong in Dubai (UOWD) where he led the development of the Strategic Plan 2013-2018 and the preparation of the documentation for the institution licensure renewal and the University achieved during his time an increase of 13% in student recruitment. In May 2013, he became Vice-President for Academic Affairs at Gulf University for Science & Technology (GUST) based in Kuwait. Furthermore, Professor Aouad was appointed as Vice-President of the Chartered Institute of Building (CIOB) in March 2010 and became President in June 2014 for a year. He is the first ever president with a Middle Eastern background. The Chartered Institute of Building is the world's largest and most influential professional body for construction management and leadership established in 1834 with a membership of 45,000 from across the globe. Professor Aouad sat on the REF (Research Excellence Framework 2014) sub-panel 16: Architecture, Built Environment and Planning. REF is in charge of assessing national research in the UK. In July 2016, he was awarded an Honorary Doctorate of Technology (DTech) by Loughborough University in the UK.



Dr. Abdullatif M. AlShamsi

Vice Chancellor, Higher Colleges of Technology, UAE

Dr. AlShamsi received his Ph.D. in Mechanical Engineering from Duke University, USA in 1997 and earned his Master's Degree and Bachelor's Degree from Boston University. Previously, Dr. AlShamsi held the position of Managing Director of the Institute of Applied Technology (IAT) for seven years, where he founded Applied Technology High Schools, Fatima College for Health Sciences, and Abu Dhabi Polytechnic. Dr. AlShamsi is Associate Professor in the Mechanical Engineering Department at UAE University. His appointments at UAE University included Assistant Vice Chancellor for Research. He also led efforts to establish the Internship and Work Integrated Learning program. Dr. AlShamsi has more than thirty five publications in world-class scientific and peer reviewed journals and has appeared at international conferences. His latest series of books published in Arabic is titled: The Making of Education. In March 2015 Dr. AlShamsi was appointed Vice Chancellor of the System of Higher Colleges of Technology by virtue of a federal decree.



Ms. Sally Jeffery

Global Education & Skills Practice Leader, PwC, UAE

Sally is based in Dubai and leads PwC's global education and skills practice. She has a broad range of strategic and operations consulting experience across all the sectors of education. Sally joined PwC's ME advisory practice in early 2007. Prior to PwC, Sally worked for over 15 years as a strategy consultant with a Big Four Firm, and has worked extensively across the US, Europe and the Middle East. She is driving the development of PwC's education service offering including: transformational services for higher education, capacity expansion and quality improvement services for primary and secondary education and the development of new types of applied degree programmes that meet employer needs in developing markets.

Representative assignments include:

- Ministry of Higher Education Oman – Design and implementation planning of a new elite, multi-disciplinary national university focused on science, technology and medicine
- Ministry of Education Kuwait – Development, training and implementation of the strategic planning programme management office for reform in the K-12 sector.
- Private school investors – Market entry and feasibility studies for a variety of investors in K-12 schools in the Middle East and developing markets. Including national capacity planning and operating partner search, selection and negotiation.
- Bahrain Ministry of Higher Education – Development of a strategic plan for the higher education sector.
- Abu Dhabi Education Council – Funding model for higher education. Current state assessment, international best practice research, funding model options analysis and implementation support.

- Ministry of Labour/HRDF, KSA – Design and implementation support for the strategic partnerships programme under the HRDF. Developing partnerships with leading employers to expand training and job opportunities for Saudi's.
- T4E – Tatweer for Education (KSA) – SME for organisational structure re-design to support reform strategies and initiatives.
- Public Education Evaluation Commission (KSA) – development of an evaluation framework for an independent government funded entity responsible for improving K-12 education quality.
- Qatar Supreme Education Council – Design and implementation of a private sector school fee approval system, based on international best practice.



Dr. Yehya Al-Marzouqi

Executive Director, UAE Capability Development Special Projects, Tawazun, UAE

Dr Yehya Al Marzouqi joined Tawazun in 2009 after working in Abu Dhabi Company for Onshore Oil Operations (ADCO), for over 16 years. Prior to that, he had worked in Resources Centre in a major bank in the USA. At Tawazun, he has led various people development initiatives such as:

- Leadership Development Program
- Establishment of MBA in Manufacturing Excellence
- Integration of Female Emirati National in manufacturing
- Facilitating the process of articulating vision, mission and values for the organization
- Conducting various people development workshops for senior staff
- Attracting and enticing young Emirati National to pursue their education in STEM-C (Science, Technology, Engineering, Math and Coding)

Dr Yehya served on the Executive Committee of Tawteen Program and later as a Chairman of the Executive Committee. He currently serves on:

- Board Member of Emirates Post Group
- Board Member of Wall Street Financial Institution
- Member of the Executive Board of UAE University, College of Business and Economy.
- Member of the Board of the Academic Affairs at Zayed University.
- Member of the Evaluation and Assessment Executive Committee of Ministry of Interior's Quality Award.
- Member of Khalifa Innovation Center Executive Committee.
- Member of the executive judging panel for Federal Authority for Government Human Resources.

He has co-authored articles that were published in the National HRD Journal and American Society for Training and Development (ASTD) publication. Dr Yehya has participated as a keynote speaker in local and international conferences. Dr Yehya has completed his undergraduate and graduate studies in the USA and has obtained his Doctorate Degree from the Bradford University in the UK. He is currently Executive Director, Capability Development at Tawazun.



Dr. Tod A. Laursen

President, Khalifa University of Science, Technology and Research (KUSTAR), UAE

Tod A. Laursen is the President of Khalifa University of Science, Technology in Abu Dhabi, United Arab Emirates. Prior to becoming President of Khalifa University, Dr. Laursen was a member of the faculty of Duke University (USA), between the years of 1992 and 2010, during which time he had appointments in civil engineering, biomedical engineering, and mechanical engineering. He served as Chair of the Department of Mechanical Engineering and Materials Science from 2008-2010, and served as Senior Associate Dean for Education in the Pratt School of Engineering from 2003-2008. In the latter capacity, he had oversight responsibility for all undergraduate and graduate engineering programs at Duke.



Prof. Riyad Y. Hamzah

President, University of Bahrain, Kingdom of Bahrain

Prof. Riyad Y. Hamzah, President of the University of Bahrain, Kingdom of Bahrain (since 2016) holds a Ph.D. in Biochemistry from the University of Houston, U.S.A. and is a Professor of Biotechnology. Prof. Hamzah served as Secretary General for Higher Education, Kingdom of Bahrain 2011-2016, Vice-President of Arabian Gulf University and in other key academic and administrative posts. Prof. Hamzah is a founding member and Member of the Board of Trustees of the Arab Forum for Environment and Development and Member of the Board of Trustees of the Arabian Gulf University.



Dr. Karim Seghir

Chancellor, Ajman University, UAE

Dr. Karim Seghir is currently the Chancellor of Ajman University since the 1st of January 2017. A distinguished scholar, Dr. Seghir has served as Dean of the School of Business at the American University in Cairo (AUC) since July 2014. Dr. Seghir has also served as Associate Dean for Undergraduate Studies and Administration at the AUC School of Business from June 2011 to June 2014 and was in charge of international accreditations, such as AACSB, EQUIS and AMBA, among other things.

Dr. Seghir has an extensive and geographically diverse professional experience. Born in France and raised in Tunisia, Seghir earned a Bachelor of Science in Mathematics in 1997 from the University of Tunis. He earned a Master of Science in Mathematical Methods in Economics and Finance and a PhD in Mathematical Economics and Finance from University of Paris 1 Sorbonne in 1998 and 2002, respectively.

Dr. Seghir has also served as a Visiting Professor at Pontificia Universidade Catolica in Rio de Janeiro in 2003 and at Universidad de Chile in 2010. He also served as a visiting researcher at Universidade NOVA in Lisbon from September 2002 to September 2004. Prior to joining AUC, he worked as an Assistant Professor of Economics at the American University of Beirut from September 2004 to September 2006.

Dr. Seghir has also served as a panelist in various regional and international events including AACSB, EFMD, PRME, Economic Research Forum and the World Bank. He also served as Peer Review Team member for AACSB and EQUIS accreditation visits in the region and beyond. Recently, he has been appointed on the advisory board of the Harvard Business Review Arabia.



Prof. Muhammadou M.O. Kah

Vice President of Academic Affairs/Provost, The American University of Nigeria, Yola, Adamawa State, Nigeria

Prof. Kah was recently named as Vice President of Academic Affairs/Provost & Professor of Information Technology & Computing at American University of Nigeria. He is the outgoing Vice Rector for Technology & Innovation and Founding Dean of the School of Information Technology & Engineering at ADA University in Baku, Azerbaijan (2015-2017). He accepted this assignment immediately after completing a six-year term as the third Vice Chancellor/President of University of The Gambia (UTG) (2009-2015), where he also held the position of Professor of Information Technology & Communications and Overseer of the Teachers College. Prof. Muhammadou M.O. Kah was the first Gambian born to lead UTG.

In his 20-plus years in higher education, Kah has held teaching and leadership positions in the U.S. and abroad. His first full-time academic position was as director of institutional research and strategic planning at Bloomfield College, New Jersey. He would go on to cement his career in academia at Howard, George Washington and Rutgers developing and teaching courses in information technology, computer science and information systems. In addition, he also served in the Middle East at the American University of Sharjah (AUS) as Department Chairman.

Prior to becoming UTG's President (Vice Chancellor) in 2009, Prof. Kah spent 4 years in Nigeria as the Founding Dean of the School of Information Technology and Communications at the American University of Nigeria (AUN) where he doubled for a year as Interim Dean of the School of Business & Entrepreneurship. While at AUN, he founded the African Center for ICT Innovation and Training, and served as Interim CIO and later as a Board of Trustee member. Prof. Kah was honored to be a regular contributor of the Africa Module in the Advanced Leadership (ALP) Program at the Cambridge Judge Business School and was appointed an honorary Fellow in 2016-2017 of the Judge Business School and the Digital Innovation Center, University of Cambridge.

Prof. Kah is passionate about advancing the human condition by strengthening computing, engineering, science, innovation and IT education and higher education. He serves in many boards in banking (Zenith Bank-The Gambia) and higher education in The Gambia and Nigeria. He also serves as a member of the Malabo Montpellier Panel and the EuroScience Forum 2018, amongst others.

Prof. Kah completed his BS, MS. and Ph.D. at the Stevens Institute of Technology, Hoboken, NJ, one of the top engineering and technology management universities in the USA. Prof. Kah also holds a Masters of Science in Finance (Financial Engineering) from George Washington University, Washington, DC. In addition, he completed the Advanced Leadership (ALP) Program of the Cambridge Judge Business School, University of Cambridge and a Postgraduate Diploma (DipSI) in Strategy and Innovation from the Said Business School, University of Oxford, Oxford, UK.



Prof. Ali Hamie

Assistant to the President for Quality Assurance
Dean, College of Engineering, Arts, Sciences & Technology University in Lebanon (AUL), Lebanon

Ali HAMIE, Professor and Dean of the Faculty of Engineering at Arts, Sciences & Technology University in Lebanon (AUL), a senior member at Institute of Electrical & Electronics Engineers (IEEE), coordinator of the Federation of the Arabic Russian University Presidents and member in the Council of Quality Assurance and Accreditation of Arab Universities. He earned a Bachelor degree in Electronics and Automatics in the year 2000 from the Lebanese university, pursued his Master degree in Sciences and Technology of Telecommunications at Ecole Nationale d'Ingénieurs de Brest (ENIB), as well as his Doctoral studies at Université de Bretagne Occidentale (UBO). In 2014 he received his Habilitation to Direct research (HDR) degree in Optical Communications from UBO.

In 2005 he was appointed the Chairperson of the Computer and Communications Engineering (CCE) department at AUL, in 2009 the Dean of the Faculty of Sciences and Fine Arts and Advisor to the President of AUL for quality assurance, and later in September 2017 the Dean of the faculty of Engineering, in addition to being responsible of all external relations with American, European universities.

He participated in more than 40 local and international pedagogical meetings, seminars, workshops and conferences revolving around: Distant learning, standards and guidelines for quality assurance, accreditation, competency-based approach, key performance indicators and governance in higher education institutions.

He is as well a member in the European Tempus project "Distant Learning and Pedagogical Innovation", a referent Member of the "Digital Education Committee" of CONFREMO, and Coordinator of "Quality Assurance Development 2020" Project to set the Governance Framework, Strategic plan, Operational plan, Quality Assurance and Institutional Effectiveness Manual for AUL. Moreover, he is a member in the "University Governance Screening Card Program" to improve quality and governance in tertiary Education in the MENA region supported by the World Bank, a member in the "Higher Education Quality Assurance Ad hoc committee" and a member in the "Specialized Committee for Engineering" assigned by the Lebanese Directorate General of Higher Education. In collaboration with French, British and Lebanese institutions, he co-supervised 10 PhD theses in the domain of high speed optical communications systems, in addition to supervising over 50 Master theses and final year projects in Lebanon.



Prof. Amr Adly

Vice President, Graduate Studies and Research, Cairo University, Egypt

Prof. Amr A. Adly, received the B.S. and M.S. degrees in Elect. Power Eng. from Cairo University (CU), and the Ph.D. degree in EE from the University of Maryland (UMD), College Park, USA, in 1992. He also worked as a Magnetic Measurement Instrumentation Senior Scientist at LDJ Electronics, Michigan, USA, during 1993–1994. Since 1994, he has been a faculty member at the Faculty of Engineering, CU. He also worked in the USA as a Visiting Research Prof. at UMD during the summers of 1996–2000. He worked as a consultant to the UNESCO Cairo office and as an expert to the EU Commission to develop an 11 Million Euro Grant Research Development and Innovation Program for the Egyptian Government. He also established and directed the R&D Division at the Egyptian Industrial Modernization Center in the period 2006-2007. Prof. Adly has published more than 125 reviewed papers and holds one U.S. patent. He has been awarded the 1994 Egyptian State Encouragement Prize, the 2002 Shoman Foundation Young Arab Scientist Prize, the 2006 Egyptian State Excellence Prize, the 2016 University of Maryland ECE Dept. Distinguished Alumni Award and the 2016 Egyptian State Merit Prize in Engineering Sciences.

He has been promoted to IEEE Fellow in 2011 and is currently serving on the Editorial Board of Elsevier JAR, IEEE Trans. Magnetics and served for more than 10 years as a member of the IEEE Magnetic Society Technical Committee. He chaired numerous sessions in IEEE Conferences, reviewed more than 300 papers, acted as the PI of several international research projects and supervised more than 15 PhD and MS students. Prof. Adly served as the CU Faculty of Engineering Vice Dean of Education in the period 2010-2012 and as the Vice Dean of Graduate Studies and Research in the period 2012-2014. He also served in the period 2014-2015 as the Executive Director of Egypt's Science and Technology Development Fund (STDF). Since January 2016 Prof. Adly has been appointed as Cairo University Vice President for Graduate Studies and Research.



Prof. Barry Winn

Vice-Chancellor, Sohar University, Oman

Professor Barry Winn was took up the post of Vice Chancellor at Sohar University on the 1st April 2015 and was previously Deputy Vice-Chancellor (Academic) at the University of Bradford, UK. He was Pro-Vice-Chancellor for Research and Enterprise at the University of Hull between 2003 and 2008. He served on a number of community and business related groups such as the Wilberforce 2007 Committee, World Trade Centre steering committee, the Humber Economic Partnership Strategy Group and was a board member and non-executive director of the Institute of Knowledge Transfer. He worked at the University of Bradford between 1994 and 2003 as Professor of Optometry, Head of Department and as the inaugural Dean of Life Sciences. He has served on a number of national committees such as EPSRC KT panel and has Chaired the Quality Assurance Agency benchmarking group on Subjects Allied to Medicine. He is a Fellow of the Royal Society of Medicine and a former educational advisor to the General Optical Council.



Prof. Hossam Hamdy

Chancellor, Gulf Medical University, UAE

Prof. Hossam Hamdy is Professor of Surgery and Medical Education. An internationally known medical educator and active Pediatric Surgeon. A scholar, professional, and leader in higher education in the Middle East and renowned internationally for the last 40 years, he has established several Medical Colleges in Egypt, Bahrain, UAE, and Qatar. He has served in different senior academic and administrative positions, Vice Chancellor Medical & Health Science Colleges at Sharjah University, UAE, Advisor to the President, Qatar University. Director of the Institute of Leadership in Higher Education, and Dean College of Medicine and Medical Sciences Arabian Gulf University, Bahrain and a WHO Consultant in Medical Education. He is one of the founders of the Suez Canal University Medical College in Egypt, a leading institute in medical education in the region.

Prof. Hamdy is a member of the Editorial Board of the Journal Medical Education, and Editorial Board of the Journal Health Profession Education. He is active in research and has published more than 70 studies that are highly cited and introduce several innovation and best practices in Medical Education.

His work and contribution to Medicine and Medical Education over more than 40 years has been acknowledged and has won him many awards: The Sheikh Khalifa Award for Higher Education for "Distinguished Professor in Teaching", led the College of Medicine, Arabian Gulf University to win the "Sheikh Hamdan Bin Rashid Al Maktoum Award" for Best Medical College in the Arab world, "Fellow of the Royal College of Surgeons of England "By Election" 2010", and "Fellow of the Royal College of Physician of England 2016".

Prof. Hossam Hamdy was decorated by the Republic of France with the prestigious decoration as "Chevalier Dans L'ordre Des Palmes Academiques" / "Knight of the Order of Academic Palms" from the Republic of France for his life achievements.



Dr. Malak Al-Nory

Provost, Effat University, KSA

Dr. Malak Al-Nory is a technologist, academician, strategic planner, and clean water and clean energy supply chain researcher and expert. Dr. Al-Nory created decision models and tools for strategic water and clean energy resource management and planning based on analytical assessment and mathematical optimization models. Her applied research on the Saudi Arabian desalination supply chain decision analysis and optimization has been proposed to aid Water and Clean Energy resource planners and decision makers in Saudi Arabia in a sustainable and an economic development for desalination capacity expansions. Her related work has been published in highly regarded scientific journals and international conference proceedings. She is also a member in the editorial board of the npj Nature Clean Water Journal.

Dr. Al-Nory held a post as a Postdoctoral Fellow in Massachusetts Institute of Technology (MIT), Cambridge, USA and was the first Ibn Khaldun Fellow at The Center for Clean Water and Clean Energy at MIT and KFUPM. Currently she is a Visiting Scholar at the Mechanical Engineering Department at MIT studying innovative solutions to Renewable Energy integration in collaboration with MIT Lincoln Lab.

Dr. Al-Nory served as the Department Chair of Information Systems Department at the College of Engineering in Effat University, Jeddah. She is also served as the Dean of Graduate Studies and Research and now she is the Provost of Effat University. For several years, she organized the annual Learning and Technology Conference and organized and chaired the Women in Engineering and Women in Energy sessions in Saudi Arabia Smart Grid and Sustainable Energy Conference to encourage Saudi women participation in Science and in Engineering.



Dr. Larry Johnson

President and CEO, EdFutures, Inc and Senior Fellow, Center for Digital Education, USA

Dr. Larry Johnson is a globally acknowledged expert on emerging technology and its impacts on society and education. He is the author of five books, seven chapters, and more than 175 papers and research reports on the topic, and speaks regularly on educational trends, creativity, leadership, and innovation. He has delivered nearly 225 keynote addresses to a long list of distinguished groups and organizations all over the world.

As the CEO of the New Media Consortium (NMC), he founded the acclaimed Horizon Project and directed it for 15 years. He is widely considered a technology visionary, and was named in 2015 as one of the "Top 50 Influencers of Education in the Asia/Pacific Region." His work on educational technology futures has been used in nearly 200 countries.

For more than 20 years, Johnson has convened thought leaders from across the globe to define and explore emerging trends and issues. In his talks and workshops, Johnson continues to share what he has learned with audiences around the world.



Dr. Joel Armando

Senior Educational Consultant, International Consulting Services, Blackboard Inc

Joel Armando is a Sr. Educational Consultant at Blackboard based in London. She has more than 18 years of experience in Higher Education, working on online and blended learning projects and fulfilling different roles including leadership, curriculum design, learning design, research, and teaching.

Before working for Blackboard, Joel worked at City University of London (UK). Previously, she led the Professional Development Institute for Córdoba's Judicial Power (Argentina) and the Educational Technology Department at Universidad Nacional de Córdoba (Argentina). In that position she took part in and conducted international research and innovation projects in collaboration with other Latin American and Spanish universities.

Key Info

- 18+ years of experience teaching, learning and researching in the field of Educational Technologies.
- International perspective in Higher Education with a strong understanding of both pedagogical and technological challenges.
- PhD in Education (Spain), PGDip in Learning Technologies (UK), MSc in Educational Research (Argentina), BSc in Education (Argentina).
- Fellow of the Higher Education Academy (UK).



Mr. Hanny Alshazly

Senior Regional Director, Blackboard Inc.

Having been a part of the online education field since its early days, Hanny possesses pragmatic insights into the online teaching and learning industry, which encompass both corporate and academic perspectives. His extensive experience allows him to serve on several educational boards, including the Gulf Education Advisory Board. Being a regular speaker at multiple conferences worldwide, Hanny is also well known for his interactive keynote presentations on education and educational technologies. Hanny's contributions to the elearning field have garnered him many awards and recognitions, the most recent being the Distinguished Alumni Award from Athabasca University in Canada, where he received his Masters of Education degree. During the ceremony, Hanny was also honored to have been added to the Nova Scotia Legislature for his career achievements.

ORGANIZER, PARTNERS, SPONSORS AND EXHIBITORS' PROFILES



Center for Learning Innovations &
Customized Knowledge Solutions

The Center for Learning Innovations and Customized Knowledge Solutions (CLICKS)

CLICKS has been established in 2012 with the aim of supporting Higher Education Institutions in specific areas that are new, emerging and very much required by institutions of learning today.

With the mission of providing innovative and customized knowledge solutions that build education institutions' internal capabilities in the MENA region and beyond. CLICKS provides services and solutions including capacity building programs (public and in-house), consultancy services (i.e strategic planning facilitation, development of internal QA system, setting governance frameworks, building strategies, etc.), knowledge transfer and mentorship and coaching at both individual and institutional level in the following key areas:

- Leadership Development and Governance
- Strategy Development
- Quality Assurance and Accreditation
- Innovation in Teaching and Learning
- Research in Higher Education

Beyond its own internal capabilities, the Center is associated with several international organizations and institutions as well as with an impressive pool of international experts at the disposal of its clients and is guided by the knowledge and expertise of a formidable advisory leadership board whose membership includes some of the top leaders in the field.

The Center has also a strong emphasis on research and development and engages in publishing best practices, reports and working series as well as organizing conferences and setting up networks to promote the dialogue between and among Higher Education key stakeholders.

To date the Center has been involved with more than 95 Universities and Colleges and have trained over 4500 Higher Education leaders, faculty members and staff from more than 32 countries.



Association of Arab Universities

The Association of Arab Universities

The Association of Arab Universities is a non-governmental organization that was founded in 1969. The Association maintains close relations with many national, regional and international institutions and organizations. Currently AArU has 300 Arab member Universities and its permanent headquarters is in Amman, Jordan.

AArU has many goals, mainly to enhance cooperation amongst Arab universities and to promote joint research projects, to support mutual student activities, to promote student and staff mobility, and to promote quality assurance and accreditation.

AArU has affiliated institutions that are hosted by various member universities. These institutions are: The Arab Council for Training of Arab Students; The Arab Council for Higher Studies and Scientific Research; The Arab Council for Students Activities; The Council of Quality Assurance and Accreditation; the Arab Council for Governance; The Center for Depositing University Theses; Fund of Supporting Palestinian Universities; The Arab Periodicals Centre; Fund of Scientific Research and 22 Societies of Counterpart Faculties at Arab Universities.

AArU has built many relations with universities around the globe through organizing conferences and events with universities in Europe, ASEAN countries, Turkey and China as well as through involvement in many EU projects.



NASPA Student Affairs Administrators in Higher Education

NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession. The Association serves a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of their colleges and universities. Established in 1918 and founded in 1919, NASPA is comprised of over 15,000 members in all 50 states, 30 countries, and 3 U.S. Territories.



Turning Technologies

Founded in 2002, Turning Technologies began with a commitment to education that is driven by our belief in the pedagogical benefits of response technology. Our products have proven to enhance effective instructional methods by providing presenters with the tools to assess understanding, report participant progress indicators and view measurable gains in retention and learning. Today, Turning Technologies is the leading provider of assessment delivery and data collection solutions with more than 20 million ResponseCard keypads being used in over 100 countries.



Intaglio

The Leadership Foundation for Higher Education is the central agency for leadership development across the higher education sector in the UK and has experience of working internationally with over 30 countries. It was associated with the first MENA Higher Education Forum and is pleased to have been asked to partner with CLICKS for the Forum in 2015.

It sees the Forum as an opportunity for leaders in Higher Education to share innovative developments in a way that will enable higher education institutions across the Region to develop further their capacity to both respond effectively and efficiently to the increasingly complex demands on the sector in a way that best serves the broad interests of the various external stakeholders and provide a relevant and stimulating experience for their students and staff. For this to happen, effective leadership is vital and the Forum provides opportunities for leaders to reflect and to gain confidence for innovating.



QS Intelligence Unit

Building on over 20 years of collecting institutional data, beginning with a global survey of MBA employers, our portfolio of research projects include the QS World University Rankings®, which has been in existence since 2004.

With over 20 team members in the London and Singapore offices, QSIU is a highly skilled and culturally diverse team.

Committed to the key values of rigorous integrity, undeniable value and charismatic presentation, QSIU strives to be the most trusted independent source of global intelligence on the higher education sector.

In addition to the research personnel already part of QS, QSIU is growing its London, Singapore, Mumbai and Bucharest operations to deliver the detailed analysis in increasing demand from many institutions in the market.



C&K Management Limited

Since its inception in 2000, C&K Management Limited's solutions helped corporate, public and academic organizations create professional development road maps for their learning and development departments. We developed approximately 10000+ hours of e-Learning courseware and over 6000+ hours of classroom materials besides custom content for the web and print media.

C&K Management has been serving the client's needs in almost all industry verticals like Education, Banking and Financial Services, Information Technology, Insurance, Telecom, Manufacturing, Healthcare. C&K develops e-learning courses and deploys training across all the major training areas that include HR, Induction, Product, Process, Public Policy, Sales, Quality, Business & Management Development, Leadership, Domain Knowledge and Skills Development.

We have a clear view of the vast variety of e-learning solutions possible and the potential benefits it offers your organization while we realize that e-Learning is not a single, one-size-fits-all solution to every problem that besets training. Along with the time tested ID methodologies, creative and innovative methods such as:

- Guided Discovery Learning
- Game-Based Learning
- Story-telling
- Video/Audio-enhanced learning
- Scenario-Based Learning
- Simulations
- Process/Workflows
- Instructor-Led Training
- Blended learning
- Webinars
- Mobile learning



The Accreditation in Higher Education

The Accreditation in Education Publishing House is implementing the international project Higher Education Discovery (HED) which aims to develop a comprehensive global communication platform.

As part of the project, Accreditation in Education publishes the information and analytical journal HED and has created the online community for higher education professionals HED Club.

Here you can find the latest news on international exhibitions and conferences, seminars and courses, sponsor and partner search information.



e-Learning Industry

eLearning Industry is a network-based media and publishing company founded in 2012. It is the largest online community of elearning professionals in the industry, and was created first and foremost as a knowledge-sharing platform to help elearning professionals and instructional designers connect in a safe online community where they can stay up to date with the latest industry news and technologies, and find projects or jobs.



Emerald Publishing

"Emerald Publishing was founded in 1967 to champion new ideas that would advance the research and practice of business and management. Today, we continue to nurture fresh thinking in applied fields where we feel we can make a real difference, now also including health and social care, education and engineering.

We publish over 300 journals, more than 2,500 books and over 1,500 case studies. Our priority is to build long-term relationships with a global community of authors, teachers and librarians who want to find, share and apply research that matters.

We employ more than 350 people worldwide in 11 international offices in locations ranging from the UK, United States and Brazil, across the Middle East and north and sub-Saharan Africa, to India, Malaysia, China and Australia, giving us and our communities truly global reach.

Our heritage is publishing research that translates theory into reality. Set up by business school faculty in 1967, Emerald was born of the communities it was set up to serve, with a commitment to help communities make decisions that count, based on research that matters. Emerald's aim has always been to publish rigorous academic research and more applied content that helps students, researchers, educators and practitioners at all stages of their career".



The European Centre for Total Quality Management

The European Centre for Total Quality Management, the oldest and most respected centre of its kind in Europe and one of the most successful in the world has moved forward and rebranded as The European Centre for Best Practice Management under the continuing leadership of Professor Mohamed Zairi.

ECBPM – refuelled, replenished and rejuvenated by the extension of the Juran Chair will continue to build upon the proud heritage of ECTQM with a mission to be the pioneering and preferred centre for supporting industry at large with education, training and advisory work in all aspects of organisational excellence, with the purpose of supporting organisations both in the public and private sectors with their quest for progress and advancement.



WizIQ

WizIQ.Com is an E-Learning Software Company which provides Virtual Classroom and Learning Management System that enables teachers and trainers to conduct online classes and courses. Many key Organizations from across the Globe use WizIQ for E-Learning. We have a huge customer base in Middle East as well. Just to name a few, Tabouk University, Islamic Online University, Umm Al Qura University, Sudan Open University, Tatweer use WizIQ for delivering Online Classes and Courses.



Higher Education Academy

The Higher Education Academy (HEA) is a UK-based non-profit organisation working to raise the profile and impact of teaching in higher education worldwide.

We work with governments, ministries, universities and individual academics. We provide value by focusing on teaching quality as part of the wider student learning experience.

The HEA reveals what works best to make teaching more effective, offering strategic advice, accreditation of staff development programmes, and courses and events to suit every point on the career spectrum.

The HEA manages and operates the Professional Standards Framework (PSF) for teaching and supporting learning. The PSF is an internationally recognised benchmark through which we confer HEA Fellowship and accredit institutions' initial and professional development courses. We run the annual Global Teaching Excellence Award which recognises excellence at institutional level.

More than 92,000 individuals in 80 countries enjoy the title of HEA Fellow, forming a global community of best practice committed to excellent teaching.

Blackboard

Blackboard

Blackboard's mission is to partner with the global education community to enable student and institutional success, leveraging innovative technologies and services. As the leading provider of learner success-focused technology solutions and services, Blackboard serves over 16,000 clients across 90 countries reaching 100 million users. The company's product portfolio is unmatched in the marketplace, spanning teaching and learning, analytics, community engagement, campus transactions, bill payment (powered by Cashnet), and security solutions, as well as student services.

THE 3rd MENA HIGHER EDUCATION LEADERSHIP FORUM COMMITTEES

The Technical Committee

Chair:

Dr. Narimane Hadj Hamou, CEO, Center for Learning Innovations and Customized Knowledge Solutions, UAE.

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