



AMERICAN
UNIVERSITY
OF BEIRUT



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FOUNDATION



COMMITTED TO OUR WORK WITH THE PILOT UNIVERSITIES

Newsletter #13 | August 2024

PILOT UNIVERSITY PROGRESS IN 2024

As we stated in our previous [newsletter](#), in the second phase of the project, a profound, broad, systemic, and sustainable change in universities is expected, impacting university culture, students, their families, and communities. This change will build on the success of the first phase, which introduced the 5 Elements of Success in four pilot universities in Mexico and Haiti, and now in the American University of Beirut (AUB). The goal is to strengthen and expand the achievements reached, ensuring that higher education institutions adopt and maintain these improvements in their structure and operations in the long term.

By measuring and showcasing these effects, the project aims to validate and reinforce the importance of these success elements in educational transformation, thus promoting a model that can be replicated in other universities to achieve similar outcomes.

What have our pilot universities made so far? Let's take a closer look.

NEW HORIZONS IN THE SECOND PHASE OF THE TRANSFORMING HIGHER EDUCATION PROJECT AT ITESCAM

In the second phase of the Transforming Higher Education project, the Higher Technological Institute of Calkiní in the State of Campeche (ITESCAM) focuses on training professional leaders in the agricultural sector. The goal is to promote the social, economic, and environmental well-being of communities by ensuring sustainable practices and knowledge that contribute to sustainable development and improve the quality of life in the region.

To strengthen its academic model, ITESCAM is placing special emphasis on experiential learning, allowing students to engage in concrete and active experiences. This approach aims to develop both specific and general competencies, providing comprehensive training that prepares students to face professional and personal challenges.

Additionally, the Entrepreneurship program for the Sustainable Agricultural Innovation Engineering (IIAS) degree is highlighted, designed to develop entrepreneurial skills and foster an entrepreneurial mindset among students. The community development program for IIAS will also be continued, enhancing students' ability to observe, analyze, and make decisions to solve community problems.

ITESCAM not only trains leaders in the agricultural field but also generates a positive and lasting impact in the region. Community participation and experiential learning are highlighted as fundamental pillars of the project.

The Technological Institute of Superior Education of Calkiní in the State of Campeche (ITESCAM) focuses on training professional leaders in the agricultural sector, with the aim of promoting the social, economic, and environmental well-being of the communities within its area of influence. This commitment is developed under a sustainability approach, ensuring that the practices and knowledge imparted contribute to sustainable development and the improvement of the quality of life in these communities. In this regard, ITESCAM not only trains leaders in the agricultural field but also generates a positive and lasting impact in the region, says Dr. Mario Ben-Hur Chuc Armendariz, Full-Time Professor and Facilitator of the Transforming Higher Education Project.

HAPPY 5 YEARS OF THE PROJECT AT THE TECHNOLOGICAL INSTITUTE OF CONKAL

As part of the visits to the pilot universities, the National Technological Institute of Mexico in Conkal, celebrated 5 years of implementing the Transforming Higher Education Project in its Agronomic Engineering program.

During the event, informational sessions were held to share the overall status of the project implementation, as well as progress in the programs associated with the Five Elements of Success. Some of the most notable are:

1. Collaborative work for the development of systemic programs for the project's elements of success.
2. Formation of the first student brigade for training in vegetable cultivation techniques for rural communities.
3. Formation of the first student group for the development of the Pedagogical Productive Project of Poinsettia.
4. Annual increase in enrollment. In 2024, we will have 7 new intake groups, each with 40 students (280 in total).

When the project started, there were an average of only 4.5 groups. As the project progresses, more teachers are getting involved, which strengthens the project. For Jorge Gamboa, Project Facilitator at the institution, "the progress we have made in these five years has been very significant. We have worked with great enthusiasm with the intention of seeing improvements not only in student behavior but also in nearby communities, with whom we now have strong, lasting, and sustainable relationships."



Contact us



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NEWS FLASH

Follow-up Visits and External Evaluation

Dr. Dowlat Budhram, external evaluator of the project, and Dr. Jim French, Project Director, visited the pilot universities to assess the progress in implementing the changes. Each institution has successfully updated its strategic change agendas and action plans, integrating success elements into their educational models and working with specialists to develop a document on the systemic incorporation of these elements into academic programs.

"Each of the three institutions has made great progress in updating their strategic change agendas and action plans focused on institutionalizing the changes initiated in the first phase of the project," said Dr. Jim French, project director.



Inauguration Of The Second Phase At The American University Of Beirut

The Faculty of Agricultural and Food Science (FAFS) at AUB is initiating the implementation of the transformation process. The project inauguration was followed up by a series of training workshops, and individual meetings with members of the faculty, and university leaders. Meetings included President Fadlo Khuri, Trustee Jose Zaglul, Interim Dean Ammar Olabi, Chairperson Hadi Jaafar, Directors Maya Nabhani and Rabih Shibli, Professors Bana Bashour and Saouma Boujaoude, among others. This culminated in the submission of a series of recommendations for the transformation of the FAFS.

Also, as a result of the recommendation, AUB has identified the priority objectives, the elements of success that will be the focus of the transformation process and named leaders for each of these areas.



Creation Of A Steering Committee

A Steering Committee has been created to oversee the impact evaluation study of the project. This committee, made up of representatives from each pilot university, project facilitators, and other researchers, will evaluate cultural changes in the universities and their impact on students, graduates, and rural communities.

The committee worked on the development of an implementation plan, calendar of activities, expectations, and the purpose and objective of the impact evaluation as part of a day long workshop.



Refreshing Our Website

We are pleased to announce that we have completely renovated the Transforming Higher Education website. This update includes the addition of new sections on the homepage, designed to offer a more attractive and modern presentation of information.

New visual formats have been implemented to facilitate navigation and make the user experience more intuitive and enjoyable. Users can now more easily access relevant and updated information, thanks to a more organized structure and the inclusion of interactive content.

The main objective of this improvement is to provide a more user-friendly and accessible platform that reflects our commitment to transparency and effective communication.

We invite you to visit www.transforminghigher.education to explore and interact with our content.

