



COLLABORATIVE PROGRAM TO IMPROVE GRADUATE AND UNDERGRADUATE EDUCATION IN FINANCE AND BANKING IN IRAQ

Grant GR#CO3-010 Phase I Final Technical Report

Shippensburg University Team

1/19/2013

Shippensburg University Team: Dr. John Kooti, Dean, John L. Grove College of Business and Professor of Finance; Dr. Sarah Bryant, Professor of Finance; and Dr. Melodye Wehrung, Executive Director of Social Equity

Table of Contents

	Page
EXECUTIVE SUMMARY	1
PROGRESS REPORT OF TASK 1 ACTIVITIES	2
PROGRESS REPORT OF TASK 2 ACTIVITIES	6
PROGRESS REPORT OF TASK 3 ACTIVITIES	8
APPENDICES	
Appendix A: Program for Teaching Excellence (PTE) for Iraqi Colleges of Management and Economics Status Report.....	10
Appendix B: Collaborative Program to Improve Graduate and Undergraduate Education in Finance and Banking in Iraq, Phase I, Task 3.....	33

EXECUTIVE SUMMARY

On November 2, 2011, the John L. Grove College of Business at Shippensburg University was retained by the Iraq Financial Development Project on behalf of USAID to conduct three tasks among which is fostering quality assurance and development of administrative capacity through AACSB accreditation standards. Established in 1871, Shippensburg University is a public regional comprehensive university and a unit of the Pennsylvania State System of Higher Education. The John L. Grove College of Business was the first of the state schools to earn AACSB International accreditation in 1981 and has held it proudly since.

Phase I consisted of three tasks designed to improve Iraqi graduate and undergraduate education in finance and banking. These tasks are outlined below:

- Task 1 Feasibility study to establish a Program for Teaching Excellence in Finance and Banking, more likely at Baghdad University;
- Task 2 Structure a Program for Teaching Excellence for Iraqi Colleges of Management and Economics; and
- Task 3 Fostering quality assurance, development of administrative capacity and guidance through AACSB accreditation process

This report summarizes activities and accomplishments for each task under this contract for the period of October 2, 2011 to July 19, 2012.

**COLLABORATIVE PROGRAM TO IMPROVE UNDERGRADUATE EDUCATION IN
FINANCE AND BANKING IN IRAQ**

**Comprehensive Grant Activity Completion Report
Phase I Summary Report
Grant GR# C03 -010
January 18, 2013**

INTRODUCTION

This report summarizes activities of the Shippensburg University’s John L. Grove College of Business Administration during October to July 2012. In that time, we performed three tasks for improving graduate and undergraduate education in Finance and Banking in Colleges of Administration and Economics in Iraq, specifically targeting University of Baghdad College of Administration and Economics. These tasks were:

- Task 1. Feasibility Study to establish a Program for Teaching Excellence in Finance and Banking,
- Task 2. Structure a Program for Teaching Excellence for Iraqi College of Administration and Economics; and
- Task 3. Fostering quality assurance, development of administrative capacity and guidance through AACSB accreditation process for the University of Baghdad College of Administration and Economics.

Signing of Agreement - November 2, 2011

Preliminary Work: October 2011 – January 2012

Preliminary preparation included power points for Tasks 1 and 2 presentations, as well as studying documents that were provided to us, and web research.

TASK 1	DELIVERABLE
I. Program for Teaching Excellence in Finance and Banking Education (CEFBE)	
a. Focal point: Graduate education in finance and banking	Feasibility study
b. Existing <i>Institute for Higher Studies</i> at University of Baghdad to possibly be elevated to Program for Teaching Excellence status	Completed initial steps. Project stopped – July 19 th , 2012.

Baghdad Site Visit 1: January 7 – 13, 2012 - led by Dr. Sarah Bryant

January 7, 2012

The three Shippensburg University School of Business (Kooti, Bryant, Wehrung) consultants attended “Three Pillars of a Healthy Banking System: Towards a Unified Banking System,” to meet major players in the banking sector and to understand some of the issues in Iraqi banking.

January 8, 2012

Iraqi Stock Exchange - Meeting with Mr. Taha Ahmed Al Rubaye, Chief Executive Officer. Mr. Taha discussed how the stock exchange works and trains its employees, since the universities do not educate students in modern private-sector financial concepts. He emphasized the need for curricular change and for faculty re-education in global concepts of finance and banking. According to Mr. Taha, a Program for Teaching Excellence in Banking and Finance Education (CEFBE) can help the University of Baghdad, as well as other universities in the country. For Iraq to be globally competitive changes to the curriculum are needed, as well as professional skills upgraded for faculty in the finance and banking areas. He suggested that theory needs to be included as the basis, but praxis of application needs to be included. Faculty need to work at least one month in business. Many companies would help by providing externship opportunities for faculty to work with them to gain practical experience.

Courses might include Financial Markets, Instruments, and Institutions; Bank Management; Money and Banking; Corporate Finance, Financial Statement Analysis, Investments, among others. Universities are at the forefront of ideas for future development, as students take with them the concepts learned while in school. Without the knowledge of private-sector theory and practice, Iraq will struggle to move beyond a government/public-sector mentality. Students do not realize what they do not have exposure to.

January 9, 2012

Business meeting at IFDP/Al Mansour Campus Presentation given on the initial proposal for a CEFBE – Prof. S.K. Bryant Faculty, business partners, bank representatives, undergraduate & graduate students, and alumni discussed views and needs of each constituency for the need for the CEFBE and curricular changes, along the lines of the what Mr. Taha at the Iraqi Stock Exchange said the day before. Faculty did not show understanding of the need for private-sector concepts in their curriculum. They expressed that they train students for current jobs in the government. To them, this is what students want, and the private sector is currently not developed enough to be relevant.

Business partners and private bankers expressed the opposite views from faculty, that students must be educated and trained for future entry of Iraq into global markets. They said that they cannot find workers who are capable of taking higher-level, or even entry-level jobs who are graduated from Iraqi universities.

About 20 undergraduate, masters, and doctoral students privately discussed their curriculum with the consultant. They have a broad base of subjects to study, but consultants could tell that students had no understanding of private-market concepts in accounting, finance, banking, or other business areas.

There is desperate need for alignment of university curricular offerings with the hiring companies' needs.

January 10, 2012

Post-Graduate Institute of Accounting and Financial Studies (PGIAFS) - The visit allowed the consultants to meet the dean and faculty, as well as other major players in the PGIAFS, to determine what interest and resources there were for establishing the CEFBE. The dean expressed interest in this project.

January 11, 2012

Discussions were held with related IFDP/AECOM component directors (Components 1 and 2) to gain their perspective on the need for the CEFBE. This activity was helpful to obtain a fuller picture of the concurrent work being accomplished in Iraqi banking and financial sector reform.

Baghdad Site Visit 2: April 7 -15, 2012 - Led by Dr. Sarah Bryant

During this visit, presentations were made to explain the concepts and benefits of a potential CEFBE. The CEFBE was a new concept to the participants in each group, and well received for its potential to reach various high-level audiences, such as professors teaching private-sector concepts to other professors from within and without the host university, and professionals who would return for continuing education. Interviews were conducted with three major groups to determine the level of interest in the CEFBE:

Group 1: Post Graduate Institute for Accounting and Financial Studies (PGIAFS) Dean and Department Chairs of Finance and Banking, and Economics Departments (Graduate level)

This group was interested in housing the CEFBE, as they saw themselves positioned to offer courses to other faculty and to banking and finance professionals.

Group 2: President of Baghdad University and representatives of the Ministry of Higher Education and Scientific Research (MoHESR)

There were presentations with Dr. Zuhair Humadi at The Prime Minister's Office on Higher Education, by both Dr. Sarah Bryant and Dr. Melodye Wehrung; a presentation to the Dean of the College of Management and Economics, Dr. AbdulJabbar; President of Baghdad University, Dr. Moses Mose; and, Ministry of Higher Education Scientific Research (MoHESR), Senior Advisor Dr. Abdul Sahib. At this meeting Dean AbdulJabbar appointed three members of Baghdad University College of Administration and Economics (CAE) faculty to work with Dr. Sarah Bryant on the Feasibility Study for the Program for Teaching Excellence in Banking and Finance. As with the PGIAFS, there was interest in housing the CEFBE and offering necessary courses to retrain faculty and professionals.

Group 3: Private Banks/Non-Bank Financial Institutions (The group included hiring managers, not just senior executives.)

The representatives of the private banks emphatically expressed their need for universities to modernize the curriculum and to offer courses that meet the needs of the private sector, not just public sector, as is currently done. They also offered to house the CEFBE, so that they could ensure courses being offered

would meet their needs. However, they also offered to work with the universities to help them update curriculum and to hire graduates of such programs.

April 12, 2012

Dr. Sarah Bryant presented a 30-minute presentation on “Using Technology in the Classroom” to an audience of approximately 150 faculty and administrators attending an E-Learning conference being held at the University of Baghdad. The conference was sponsored by Baghdad University’s Office of Professional Development. Later that day, there was a discussion and presentation at the Iraq Stock Exchange on the proposed Center for Banking and Finance Excellence, its purpose, and why an Iraqi public/private partnership must begin to take responsibility for it.

April 17 – July 19, 2012 Off Site (Shippensburg, Pennsylvania)

A final report on the feasibility for a Program for Teaching Excellence for Finance and Banking Education was being drafted when the project was suspended. On July 19, 2012, Shippensburg University was notified of the suspension order by AECOM home office. Unrelated to the work suspension order, but relevant nonetheless, it was at this time that Shippensburg University and AECOM Senior and Technical Advisors decided that the CEFBE project was unfeasible and unworkable. This decision was made from post-Baghdad meeting debriefings and because of the lack of materials able to be collected during the January and April site visits. Items were unable to be collected given the unstable security conditions, and more pointedly - simply unavailable due to overall lack of private sector development in Iraq.

TASK 2	DELIVERABLE
II. Center of Teaching Excellence for Iraqi Colleges of Management and Economics	
a. Observe existing undergraduate teaching delivery system within colleges of management and economics at several universities	Assessment and written report Completed Appendix A
b. Structure and deliver several workshops on teaching excellence (University of Baghdad)	Workshops for deans and faculty Completed
c. Establish and monitor performance of a Program for Teaching Excellence at one partner university (University of Baghdad)	Program for teaching excellence Ongoing

Baghdad Site Visit 1: January 7 – 13, 2012 – led by Dr. Melodye Wehrung

January 9, 2012

Presentation to dean and faculty of the Post-Graduate Institute of Accounting and Financial Studies (PGIAFS) and College of Management and Economics of an overview of establishing a Program for Teaching Excellence (CTE).

January 10, 2012

Interviews and round-table discussions with 6 members of the faculty leadership in the PGIAFS.

Following the January 10, 2012, round-table discussion, the content of three presentations were discussed: Introduction to the Development of a Center of Teaching Excellence at Baghdad University; An Overview of Recognized Characteristics of Good Teachers; and, Indicators of Quality Teaching. Attendees then distributed to faculty members in the PGIAFS a survey to collect data on major elements identified as contributing to the quality of teaching and learning. Some of the elements included the ability to utilize appropriate teaching methodologies, the importance of peer observations, establishing a positive learning environment, and teaching students how to learn, among others. Twenty-three surveys were completed and returned in which faculty members ranked the importance of these elements, as summarized below and in the final report in Appendix A.

As reported in the “Program for Teaching Excellence (CTE) for Iraqi Colleges of Management and Economics, Status Report,” June 2012:

As a group, the teachers indicated that they believe the ability to utilize appropriate teaching methodologies was a most important attribute, followed by the ability to establish a positive learning environment and motivate

student engagement. Teachers felt that utilizing classroom (peer) observation, the use of study groups, and openness to change in outlook and attitude were of relative less importance.

These beliefs varied by years of teaching experience and can be studied further by reviewing the attached full report.

A group of interested faculty developed the Program for Teaching Excellence mission and vision statements, with the guidance of the consultant.

The mission statement of the Program for Teaching Excellence:

Training and developing skills required to react with the real life and the needs of different institutions for the expertise towards enhancing the relation between the academic side and the needs of the market.

Vision Statement:

To rise up to the standards of objective need at the level of experience and reason.

Baghdad Site Visit 2: April 7 -15, 2012 - led by Dr. Melodye Wehrung

Workshops delivered in April are listed below:

Date	Workshop	Objectives	Primary Audience
April 9, 2012	Leadership and the Center of Teaching Excellence (Wehrung)	To Develop Mission and Vision Statements, and the Role of Leadership and Strategy	Faculty from the High Institute, and Management and Economics
April 10, 2012	Creating a Learning Centered Syllabus (Wehrung)	Review the purpose of a syllabus, and identify components of a syllabus	Faculty from the High Institute and Management and Economics
April 10, 2012	Methods Overview (Wehrung)	To understand what makes a great class, To review Major Philosophies of Education, To review Classroom Structures that Encourage Student Participation	Faculty from the High Institute and Management and Economics
April 11, 2012	Indicators of Quality Teaching and Observation	Understand the methods of Assessing Teaching Practice,	Faculty from the High Institute, and

	Checklists for Peer Review (Wehrung)	Using peer observation as an assessment technique	Management and Economics
April 11, 2012	E-Learning in Finance and Banking (Bryant)	To increase the awareness of e-learning and select instructional modalities for enhanced learning	Faculty from the High Institute, and Management and Economics. Open to others
April 13, 2012	Review Session: Leadership, Assignments, and Questions	Opportunity to Review, Ask Questions, Work on Assignments, and Plan for the CTE.	Invitation to those faculty who participated in previous workshops

June 2012 – Final report of Task 2 Phase I completed and submitted. (Attached as Appendix A)

TASK 3	DELIVERABLE
III. Fostering of Quality Assurance, Development of Administrative Capacity and Guidance through the AACSB Accreditation Process	
a. Propose a strategy to foster quality assurance and develop administrative capacity through AACSB accreditation process at Baghdad University	Strategic plan Completed Appendix B
b. Describe how SU team will support Baghdad U through AASCB process	Completed

Baghdad Site Visit 1: January 7 – 13, 2012 – led by Dr. John Kooti

January 9, 2012

Business meeting at IFDP/Al Mansour Campus:

A PowerPoint presentation was made to explain Shippensburg’s approach to helping guide Iraq’s universities achieve AACSB membership and eventual accreditation

A meeting was conducted with the dean and select members of the Baghdad University College of Administration and Economics faculty to form a working mission statement, goals, and objectives for the college. Baghdad University College is refining this document.

January 10, 2012

Post-Graduate Institute of Accounting and Financial Studies (PGIAFS)

The visit allowed the consultants to meet the dean and faculty, as well as other major players in the PGIAFS. Discussions were on explaining the three tasks that we were to complete and the PGIAFS's potential role in these tasks. (See above explanations in other task descriptions.)

June 2012– Final report of Task 3 completed and submitted. See Appendix B.

APPENDIX A

Teaching Excellence Program(TPE) for Iraqi Colleges of Management and Economics Status Report

Teaching Excellence Program (TPE) for Iraqi Colleges of Management and Economics Status Report

June, 2012

Melodye Wehrung, Ph.D.
Shippensburg University of Pennsylvania

This document outlines the status and findings relative to Program 2: the Teaching Excellence Program for Iraqi Colleges of Management and Economics, as proposed by the Grove College of Business in Shippensburg University of Pennsylvania. A description of the (a) needs assessment for teacher support, (b) a proposed schedule of workshops/seminars/and training, (c) a description of seminar events to date, and (d) a current list of identified resources will follow in the paragraphs below.

The overall desired outcome for the Teaching Excellence Program is the establishment of a self-sufficient center, staffed by Iraqi professionals, and supported with strong professional contacts and teaching resources in the United States. In short, we are looking to collaborate with Iraqi faculty and staff, by helping them establish a center that can be a focal point for improving the quality and effectiveness of teaching in business schools.

Teacher Needs Assessment

On January 10, 2012, members of the faculty leadership in the Higher Institute of Financial and Accounting Studies were interviewed through round table discussion. Three themes emerged: Through the first part of the discussion, information was discussed and collected relative to the perceived challenges that teachers and students face. Initially, responses focused on the consequences of attempting to recover from societal instability, coping with ongoing security difficulties and logistics, while attempting to deliver instruction. The most favored method of instruction has been identified as the class lecture. Interviewees proceeded to express considerable concern that the abilities and commitment of new teachers could result in lower standards of education. Members in this round table discussion indicated that all teachers were encouraged to seek avenues to improve their abilities.

Part two of the discussion focused on the exchange of ideas relative to the critical aspects of being a good teacher and how centers of teaching excellence supported those elements. Identified characteristics of good teachers included:

- Well organized lesson plans and objectives
- Providing well-paced challenges
- Establishing positive learning environments
- Motivating student engagement
- Responding to student's learning needs

- Assessing student learning fairly
- Awareness and use of effective teaching methodologies
- Effective communication skills
- Knowledge and enthusiasm for subject matter
- Availability to students and
- Responsiveness to student concerns and opinions.

The final aspect of the round table discussion focused on common components of teaching excellence program and how those components supported the identified characteristics of good teachers. The teaching excellence program maintains instructional documentation in support of identified characteristics of good teachers and resource space. Such programs maintain information and access to professional development or training and staff to assist in managing a program.

While the round table discussion provided an essential exchange in the consideration of establishing the basic rationale for an appropriate teaching excellence program, the investigators sought to expand the inquiry through a survey among additional faculty members of the High Institute. Following the January 10, 2012 round table discussion, a survey to collect data on major elements identified as contributing to the quality of teaching and learning were distributed to faculty members in the Higher Institute of Financial and Accounting Studies in the University of Baghdad. Twenty three surveys were returned in which faculty members ranked the importance of those elements.

Survey Data and Charts

The Pre-Assessment Survey instructions (Appendix A) asked respondents to rate the extent to which they felt educational properties were important. Results from the instrument increase our understanding of the levels of appreciation for important indicators. The ranking scale ranged from 1 to 4 with 1= not important; 2=less importance; 3=some importance; and 4=very important. The response averages are shown below in Charts 1, 2, and 3.

As a group (Chart 1), the teachers indicated that they believe the ability to utilize appropriate teaching methodologies was a most important attribute, followed by the ability to establish a positive learning environment and motivate student engagement. Teachers felt that utilizing classroom (peer) observation, the use of study groups, and openness to change in outlook and attitude were of relative less importance.

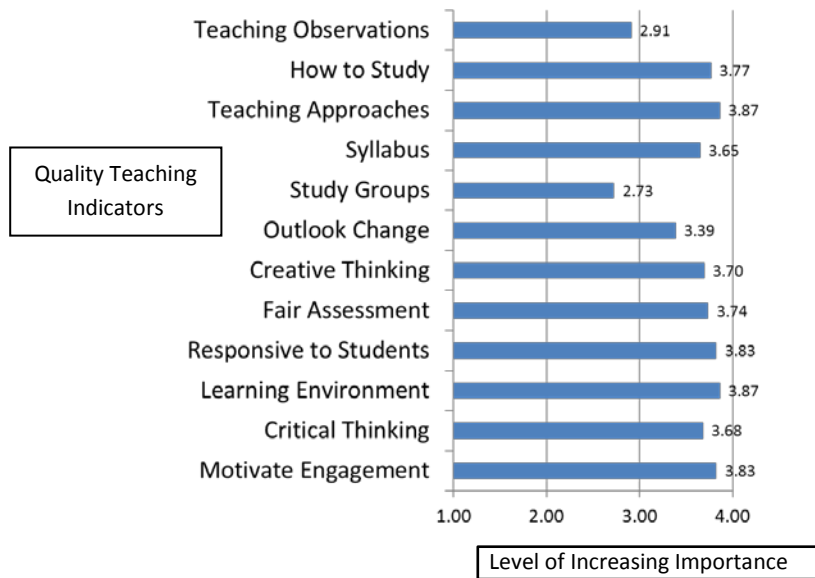
Teachers with 5 years or less teaching experience (Chart 2) indicated that they felt establishing a positive learning environment and teaching students how to learn (3.75= very important) were most important while making the most of classroom observations (2.13= less importance) and utilization of study groups were of relative less importance. Teachers with 6 to 10 years of teaching experience were most likely to highly rank (4.0 = most important) most of the teaching characteristics, though characteristics associated with change in attitudes , use of study groups, and classroom peer observations were ranked on average 3.25 or of some importance. The most experienced teachers with 11 or more years of teaching, felt fairness in student assessment (4.0),

the ability to be responsive to student learning (3.91), and to increase the critical thinking of students (3.82) were of most importance while the use of study groups (3.20) and peer classroom observations (3.36) were considered less important.

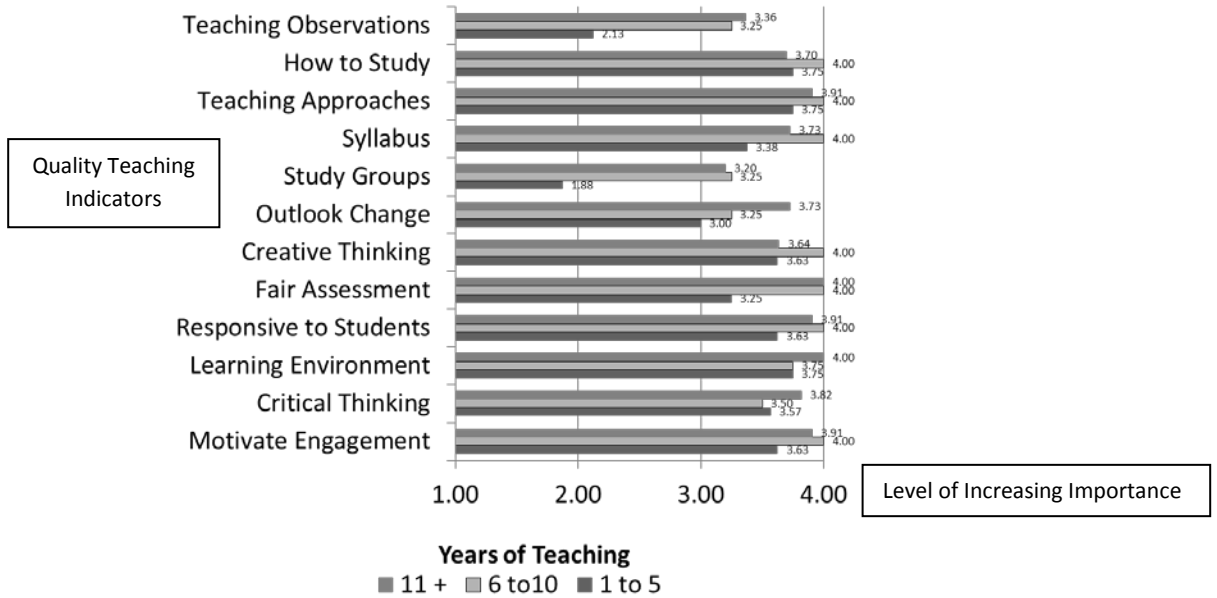
Female teachers ranked 5 of the identified characteristics as most important (4.0) and the use of study groups as less important (2.60). The male teachers tended to rank 9 of the characteristics relatively high (3.6 or higher) though they felt the use of study groups (2.76) and peer classroom observations (2.83) were of some or less importance. See Chart 3.

CHART 1: Perceptions of Selected Indicators of Quality Teaching

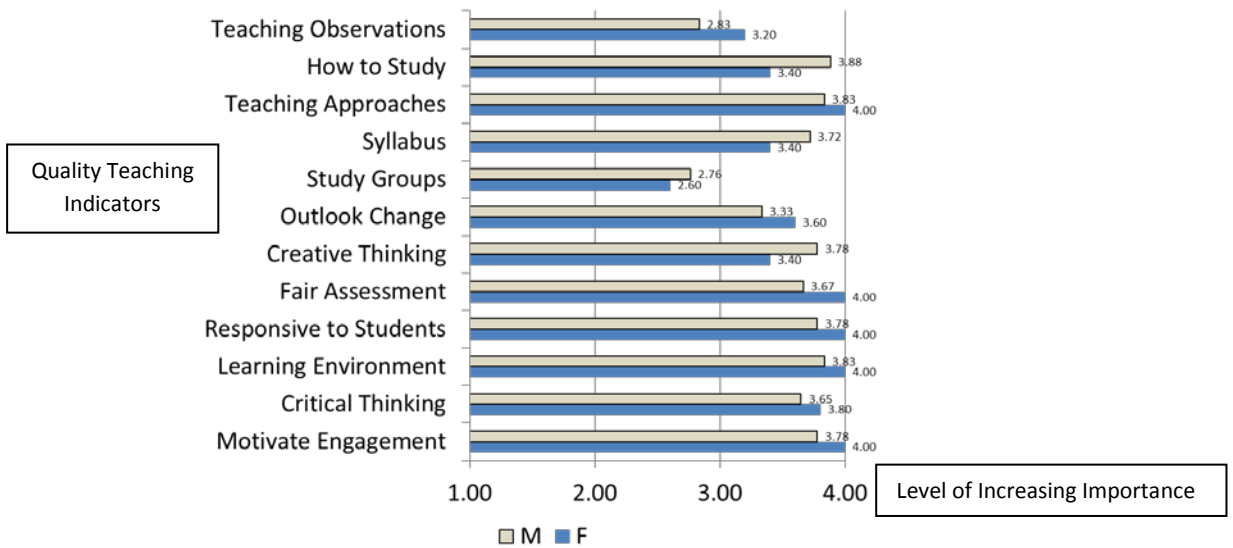
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**CHART 2: Perceptions of Selected Indicators of Quality Teaching
By Years of Teaching Experience**
N-23



**CHART 3: Perceptions of Selected Indicators of Quality Teaching
By Gender**
N-23



Teachers were also asked to respond to a number of brief essay questions (see appendix for survey instrument). Teachers indicated an appreciation for the support of each other and the administration; they also indicated a pride in the university's history and academic prestige. Teachers indicated a number of teaching challenges that could be characterized into three categories: matters related to negotiating an environment with basic security challenges, catching up with research and materials, and engaging student enthusiasm.

Survey responses are an indication of readiness to engage in activities often associated with enhancing learning effectiveness and global competitiveness of business graduates. Increasingly competitive graduates are utilizing the experience of co-workers and innovate. Their ability to respond creatively and quickly becomes increasingly important. This type of dexterity requires a shift from passive learning to increased active manipulation of concepts applied to changing scenarios confronting business, government, and other societal institutions in general.

Workshops / Seminars / and Training

Based on the identification of characteristics associated with quality instruction producing globally competitive students, the following schedule of possible workshops is presented below. Selection of workshops may be adjusted to respond to changing conditions and needs.

Date	Workshop	Objectives	Primary Audience
April 2012	Leadership and the Center of Teaching Excellence (Wehrung)	-To Develop Mission and Vision Statements, and the Role of Leadership and Strategy	Faculty from the High Institute, and Management and Economics
April 2012	Creating a Learning Centered Syllabus (Wehrung)	-Review the purpose of a syllabus, and identify components of a syllabus	Faculty from the High Institute and Management and Economics
April 2012	Methods Overview (Wehrung)	-To understand what makes a great class, -To review Major Philosophies of Education, -To review Classroom Structures that Encourage Student Participation	Faculty from the High Institute and Management and Economics
April 2012	Indicators of Quality Teaching and Observation Checklists for Peer Review (Wehrung)	-Understand the methods of Assessing Teaching Practice, -Using peer observation as an assessment technique	Faculty from the High Institute, and Management and Economics
April 2012	E-Learning in Finance and	-To increase the awareness of	Faculty from the High

	Banking (Bryant)	e-learning and select instructional modalities for enhanced learning	Institute, and Management and Economics. Open to others
April 2012	Review Session: Leadership, Assignments, and Questions	Opportunity to Review, Ask Questions, Work on Assignments, and Plan for the CTE.	Invitation to those faculty who participated in previous workshops
Fall Offering 2012	Preparing Students for Greater Class Participation	How to prepare students to increase their engagement.	Two Sections: Faculty; Doctoral Students: UB College of Admin & Econ
Fall Offering 2012	Introduction to the Case Study Method	Introduction to the philosophy and structure of case discussion.	Two Sections: Faculty; Doctoral Students: UB College of Admin & Econ
Fall Offering 2012	Indicators of Quality Teaching and Observation Checklists for Peer Review (Wehrung)	-Understand the methods of Assessing Teaching Practice, -Using peer observation as an assessment technique	Doctoral Students: UB College of Admin & Econ
Fall Offering 2012	Creating a Learning Centered Syllabus (Wehrung)	-Review the purpose of a syllabus, and identify components of a syllabus	Doctoral Students: UB College of Admin & Econ
Winter 2012	Discussing a Case: Leading a Case Discussion	Leading a Case Discussion. Actual case material will be distributed and discussed.	Two Sections: Faculty; Doctoral Students: UB College of Admin & Econ; Open per availability
Winter 2012	TBA	Course content designed to reinforce learner focused instruction.	Two Sections: Faculty; Doctoral Students: UB College of Admin & Econ; Open per availability

Seminars and Workshops

Seminars from the January presentations included an *Introduction to the Development of a Center of Teaching Excellence at Baghdad University, An Overview of Recognized Characteristics of Good Teachers, and Indicators of Quality Teaching*. In the introduction to Centers of Teaching Excellence seminar common components often found in premier institutions of higher education such as resources on best practices, professional development, and assessment for teaching and learning, peer review, and attention to course design, planning, and materials, as well as documentation and space were reviewed. The seminar overview of the

characteristics of good teachers (professors) identified the establishment of positive learning environments, motivating student engagement, providing well-paced challenges, responding to student’s learning needs, and fairly evaluating learning, as highly desirable. The seminar on indicators of quality teaching focused on the importance of the effective choice of methodology and materials, attention to the organization of subject matter and the course, effective communication skills, knowledge and enthusiasm for the subject matter, teacher availability to students, and responsive behaviors to student concerns and opinions.

Course selections for the April seminars were based on the initial groundwork presentations offered in January and the data collected from the Pre-Assessment Instrument which was also conducted in January 2012. The teacher responses to the Pre-Assessment survey were used to gauge the appreciation or acceptability of major established indicators of quality teaching. As discussed earlier in this report, faculty members were appreciative of the concepts associated with motivating students and the fair assessment of learning. Faculty also acknowledged the importance of understanding various teaching methodologies and being responsive to students. Among the least appreciated concepts mentioned in the survey was the utilization of peer/teacher observations.

April Seminars

Seminar

Content Rationale and Summary

Learning Centered Syllabus

Communicates clear expectations for students leading to increased fairness in evaluation. Communicates course content across the discipline and among all faculty and leadership. Provides a vehicle for increased transparency relative to teaching methodology, coordination, and evaluation.

Teaching Methodology

Presents an overview of teaching philosophies and methods given learning centered goals. Focused on student centered techniques and alternatives designed to engage students. Designed to introduce and prepare participants for the foundations of the case study method. Designed to move the focus of instruction to the student.

Quality Teaching Indicators and the Role of the Observer

While peer observation is one of the most dreaded topics among teachers everywhere, the ultimate goal of this seminar was to sensitize teachers to those best practices known to be associated with quality teaching.

Leadership and the Center for Teaching Excellence

This workshop was designed to assist participants in developing their own vision, mission, and “methods to achieve” within a center of teaching excellence.

Review Session

This seminar provided a comprehensive review of the major concepts presented in the earlier sessions, provided an opportunity to ask and discuss questions, and provided further engagement toward the establishment of the CTE.

Seminar Discussion

Groundwork for the establishment of a Center for Teaching Excellence was explored through a leadership discussion on the center's mission, vision, goals, strategic direction and action priorities. The purpose of this workshop was to support and engender ownership and self-direction of the Center among those ultimately responsible for its success. The Dean of the college of Administration and Economics as well as those deemed to be influential teachers actively participated in the initial workshop discussion as well as in a follow-up review session. (For a list of participants and the diagram used to guide the discussion, please see the appendix.) A draft of a proposed center mission, vision, goals, etc. were presented to the participants in English and Arabic to initiate discussion for further refinement toward the development of their own strategic plan. While discussions on the mission and vision continued outside these formal seminar dates, some faculty members volunteered to assist in the promotion, course development, and acquisition of reference materials for the Center. *Dr. Abdul Ghaffar Mughal*, Curriculum Design /Accreditation Rollout Specialist for the Iraq Financial Development Project, has since been importantly identified to support and assist in the direction of this work, on site in Baghdad.

Those associated in the development of the revised mission and vision statements for the Center on Teaching Excellence were:

- Dr. Amar Hamad Khalaf (Administration and Economic College)
- Dr. Ashwaq Al Sheikhly (Post Graduate Institute)
- Dr. Hamza Fai'q Whaiyib (Post Graduate Institute)
- Dr. Ayad Taher Al-Jubouri (Administration and Economic College)
- Dr. Thuraya Abdul Rahim
- Dr. Mahmoud Abdul-Jabbar Fattah (Dean of the Faculty of Administration and Economics)

Center for Teaching Excellence

Mission Draft: The Center for Teaching Excellence is committed to the advancement of teaching and learning at Baghdad University. We act as a resource for the academic community by offering a wide array of research-based programs and services that support teaching and reflective practice. We encourage instructional practices that focus on student learning and develop critical thinking skills. We serve as a catalyst for dialogue that fosters a shared vision of teaching excellence in Iraq and advances scholarly activities related to teaching and learning.

Core Values / Vision Draft: Baghdad University Program on Teaching Excellence for Finance and Accounting will be widely recognized as the leading program for interweaving research based indicators of effective quality teaching toward the advancement of business education.



Revised Mission: Training and developing skills required to react with the real life and the needs of different institutions for expertise towards enhancing the relation between the academic side and the needs of the market.



Revised Vision Statement: To rise up to the standards of objective need at the level of experience and reason.

Faculty members from the Administration and Economic College and the Post Graduate Institute for Accounting and Financial Studies are assuming responsibility for developing course selections, lecturers, and the materials associated with CTE courses related to Strategic Directions and Action Priorities. *Drs. Ashwaq Al Sheikhly and Hamza Fai'q Whaiyib*, both of the Post Graduate Institute for Accounting and Financial Studies are assuming primary responsibility for developing course selections, lecturers, and the materials associated with CTE courses

As discussed earlier, the most favored method of instruction was identified as the class lecture. To support and encourage a variety of teaching methods, two seminars were offered: An Overview of Teaching Methods and Constructing a Learner Centered Syllabus. Seminar participants were asked to incorporate two additional presentation and teaching techniques (besides the lecture method) into a revised syllabus of their choosing. A scoring sheet was devised to help focus attention to the details of a standardized format. Participants were encouraged to utilize the score sheet as they updated their syllabi during the summer. Coupled with this assignment, was the introduction of increased student participation through learner focused instruction and the expansion of teaching skills.

Not surprisingly, seminar participants found the practice for peer observation difficult. This is not to infer that the participants did not understand the desirability of the best practices identified to be observed. As an interim step towards actual peer observation, the teachers were asked to become sensitive to the best practices listed on the Observation Checklist (see appendix) and to self-monitor their own behavior in their classrooms. Initially, it was reported that the College Dean did not approve of peer observation. It appeared that there was some lack of clarity about the purpose and process of the assignment. *Dr. Mughal* indicates that the volunteer faculty members were open to discussing the concepts and adds that the Dean needs to be involved and convinced of the value of peer observation.

Seminar Evaluation

Faculty members were asked to respond to an evaluation instrument (see appendix) at the completion of each seminar presentation. Response data was collected for the seminars relative to teaching methodologies, syllabus construction, and indicators of good teaching and assessment. A review of individual responses indicates that scoring within each group was rather consistent relative to the presentations on Teaching Methodologies and Teaching Indicators, while one respondent recorded low marks for the presentation on Constructing the Learner Focused Syllabus. *Dr. Mughal* reports in his follow-up meetings with teachers that he addressed the questions concerning seminar assignments, particularly, the assignment on designing of a model syllabus. The content for this seminar will be particularly reviewed by this investigator and the opportunities to review the concepts will be explored.

CHART 4: Evaluation of the Teaching Methodologies Seminar

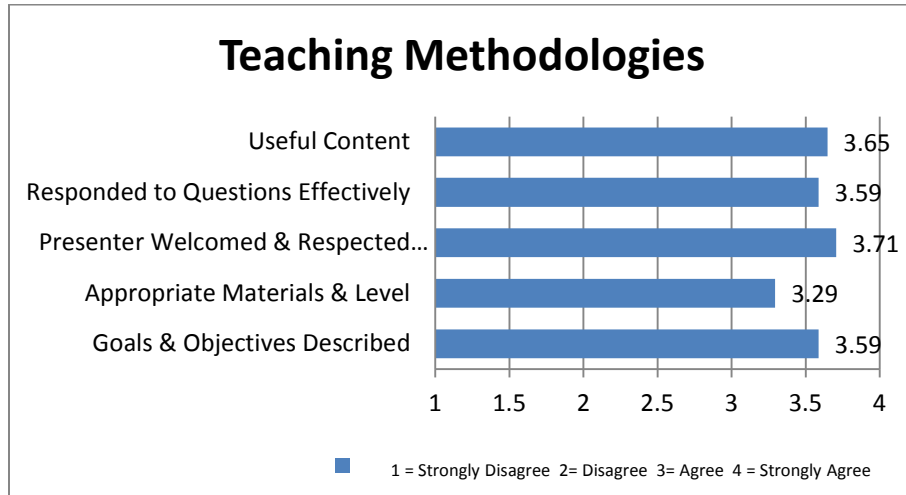


CHART 5: Evaluation of the Learner Centered Seminar

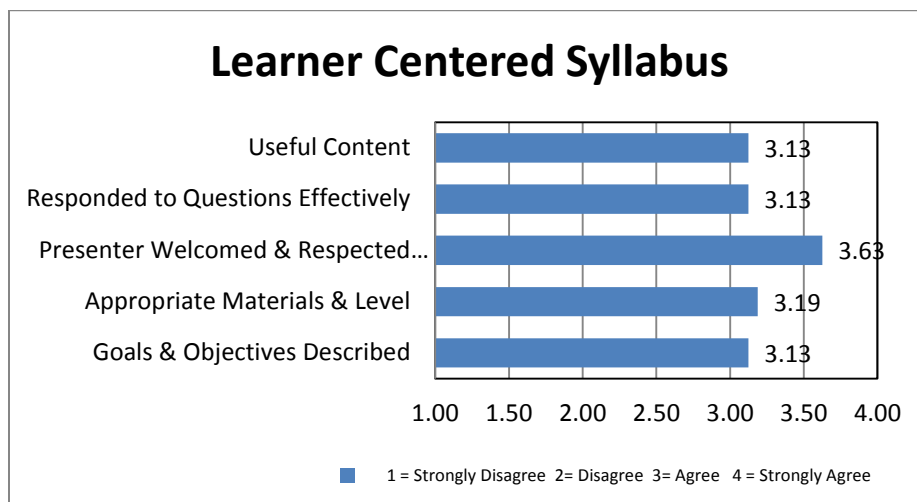
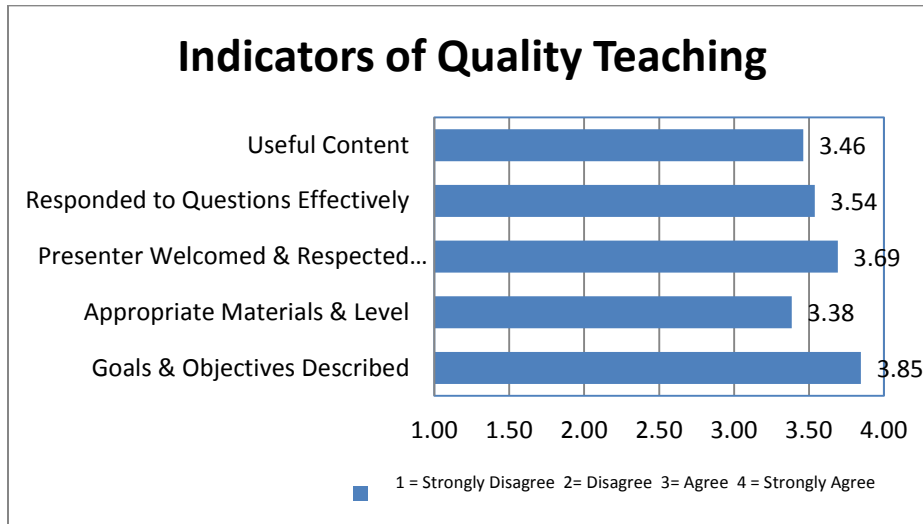


CHART 6: Evaluation of the Indicators of Quality Teaching and the Role of Peer Observation



Continuing Work Toward CTE Establishment

Location

After consultation with the Dean of the Institute of Higher Studies Accounting and Finance, *Dr. Mowaffaq Mohammed Abdul-Hussein* (May 14, 2012) about linking the proposed CTE and IHE and its operation, and after reviewing the relevant aspects and examining the documentation on it, the following proposal was reached:

Given the fact that a center developed as a separate administrative unit will require legal, administrative and financial actions, which could take a relatively long time, it was suggested that the proposed center be established initially as a ‘program’ within the scope of the Centre for Development and Continuing Education University. It was further proposed to later review the issue in light of the resulting outcomes of the Center’s business, paying attention to have it housed at the UOB as it will provide services to all Baghdad University college, as well as to other universities.

The following commentary and observations were offered in support of this conclusion:

1. The College of Management and Economics / University of Baghdad is one of the most prestigious colleges and has a unique and efficient staff of professors in all disciplines of management and economics.
2. The proposed center can take advantage of the available staff of the college to teach courses at the center.
3. The College has a large numbers of students.
4. The College has the infrastructure necessary to create the center.
5. Housing the center within the College will add strength to the status of the College in acquiring accreditation.

6. The proposed Centre of Excellence in Teaching is the first of its kind in Iraq, and it is the best to have the college adopting the establishment of the center.

Funding

Contributing to this discussion were *Drs. Thurayya Abdul Rahim al Khazraji and Amar Hamad Khalaf*. It is proposed that the CTE offer two courses with 20-25 students each per month. Additional funds may be provided by bankers. Other considerations include:

- Efforts underway to find at least two rooms to physically house the center. After getting approval of the Dean of the College and the President of the University, one room would be reserved for the Director and his staff, and the other for the lectures.
- If the courses offered by the Center are for free, the center will need at least two million dinars for each session to cover the cost of lecturers and the hosting requirements costs.
- The costs for furnishing the lecture rooms includes of the following estimates (dinars):

Item	Estimated Cost
Lecture Hall	
LCD display – 60”	2000
Smart blackboard	3,000,000
Projector (Data Show)	1,000,000
Round Table	1,500,000
Chairs - 25	100,000 per
Lecturer Desk & Chair	250,000
Laptops – 25	500,000 per
Printer	750,000
Room decorations	50,000
Director’s Room	
Laptop	500,000
Printer	200,000
Desk and Chair	750,000
Couches	1,000,000
Refrigerator	750,000
Chest Freezer	150,000
Glass Bookshelves – 2	400,000
Other Accessories	1,000,000

Professional Development Opportunities

It is proposed to form a supervising committee for the program, comprised of representatives from the Center of Development and Continuing Education, Post Graduate Institute for Accounting and Financial Studies, College of Business and Economics at the University of Baghdad, College of Business and Economics / Mustansiriya University and Al Mansoor University College. The committee will support, develop, and prepare the courses and their materials and manage the selection of those entitled for accessing the courses and the selection of lecturers.

Drs. Ashwaq Al Sheikhly and Hamza Fai'q Whaiyib, both of the Post Graduate Institute for Accounting and Financial Studies are assuming primary responsibility for developing course selections, lecturers, and the materials associated with CTE courses.

Status Report End Notes

While the evaluations of the seminars and workshops have been very positive, I am pleased that Dr. Abdul Ghaffar Mughal has joined the team in Iraq to reinforce the presentations. Inasmuch as the seminars have been comprehensive, I believe that it requires considerable study and practice to integrate and accept the concepts among the Master Teachers before they can lead and teach the concepts themselves. The opportunity to discuss the material is to everyone's benefit.

We have also received feedback from doctoral students. This information indicates that this population is eager and open to also receive the benefits of the seminar concepts. I would look forward to the opportunity to offer appropriate versions of the seminars in the coming visits for these students in separate sections.

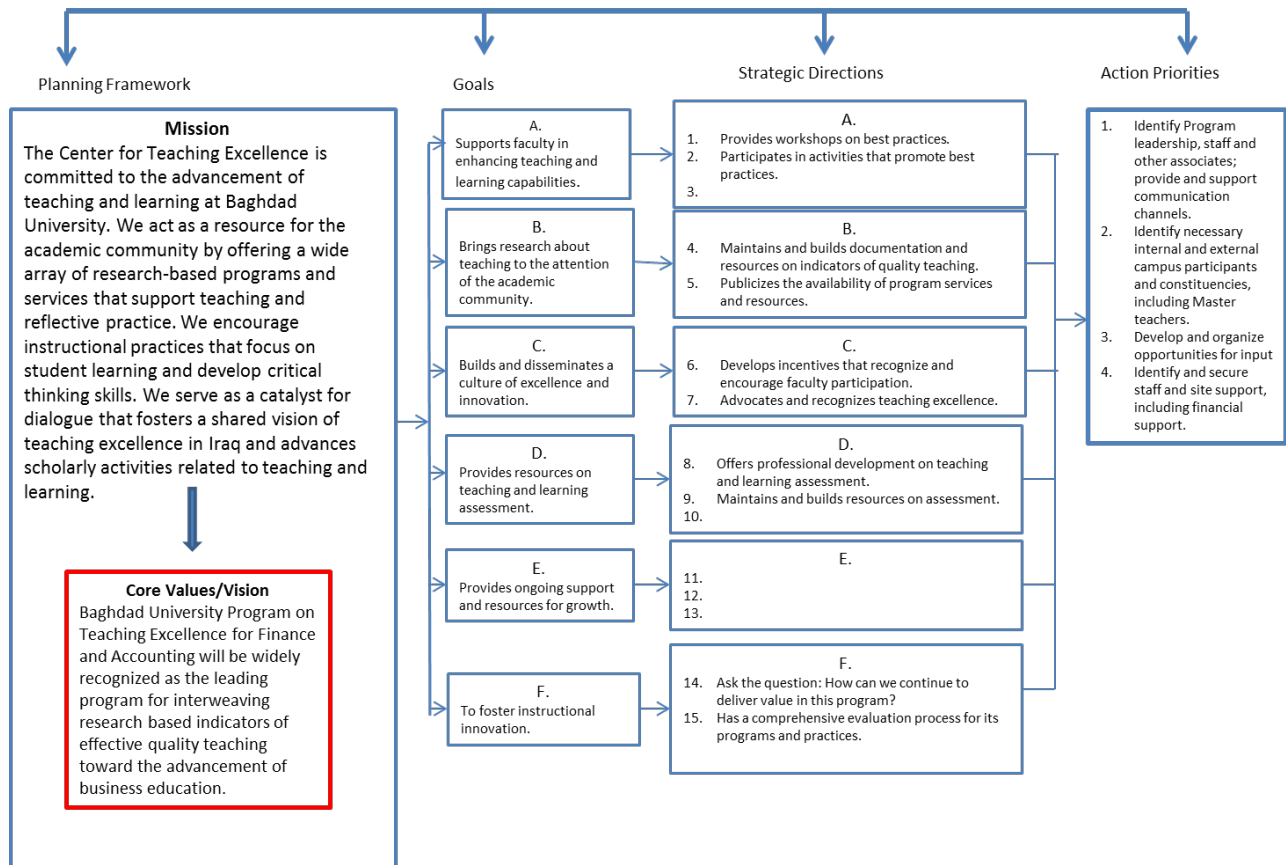
I anticipate the progression of the coming seminars to reinforce instructional modalities toward the learner. These seminars are designed to introduce a change in perspective and focus.

I also commend the efforts of the IFDP in Baghdad to continue the necessary steps to advance the firm establishment of the Center, and to continue working with the volunteer teachers and administrators toward that end.

Appendix

A: Framework for Planning the Strategic Plan (Leadership and the CTE Seminar)

Teaching Excellence Program



B: Observation Checklist
(Indicators of Quality Teaching Seminar)

Teaching Observation Checklist

Mechanics

Begins and ends class on time

Scholarship

- Includes applications for problem solving and decision-making
- Distinguishes between fact and opinion, data and interpretation
- Emphasizes ways of solving problems rather than solutions
- Are important points properly emphasized?

Opening

- Focuses student attention (by demonstration, activity, questions, etc.) before launching into lecture proper
- Presents broader framework within which day's topic can be placed and related
- States goals or objectives for class sessions
- Starts slowly, allowing class to "warm up"

Structure and Clarity

Indicates transitions

Pace

- Seems about right
- Seems too slow
- Seems too fast
- All one speed; no variation

Classroom Relationships

- Calls students by name
- Gives motivational cues
- Shifts easily from presentation mode to questioning or discussion mode
- Provides opportunities for and encourages audience participation and questions
- Makes sure that comments or questions have been heard by all
- Checks to see whether answer has been understood
- Are questions from students treated seriously or as interruptions?
- What are they doing? – taking notes; looking over prepared notes?
- General attentiveness

Conclusion

- Draws together contributions of various members of the group
- Summarizes and draws new conceptualizations at end

Involving Students

- Prevents or terminates discussion monopolies
- Encourages and guides critical thinking
- Demonstrates a rapport with students

Quality and Content of Discussion

- Pursues student ideas when they are not clearly expressed
- Intervenes when discussion gets off the track
- Summarizes discussion periodically

Role of Teacher

Paraphrases student comments for his own or students' understanding

Controversial Issues

Encourages students to interact directly by asking students to comment on each other's remarks and/or by asking one student to respond directly to another

Encourages students to examine a variety of points of view before drawing conclusions or making judgments

Mechanics

Sees that everyone hears question and answer

Calls on non-volunteers as well as volunteers

Allows time after question for formulation of good answers

Allows time after answer to consider it

Invites alternative or additional answers

Involves a large proportion of the class

Design of the Questions

Questions are easily understood, clear in intent and precisely expressed

Prompts with hints, rephrased or simplified questions

Asks questions on matters of opinion, where any answer is right

Asks questions that relate to the experience of the student

Requires student to support answer with evidence or argument

Class Atmosphere

Lets students know they are free not to respond

Makes it:

"safe" to speak

"safe" to be wrong

Allow students to respond to one another

Reception of Answers

Follows up short or inadequate answers with a probing response that requires student to extend or improve his answer

Accepts and acknowledges all answers ("I see what you mean,") or by reflecting, clarifying, or summarizing

Praises answer

Encourages students to evaluate their own or one another's answers (what would happen if you did it that way?)

C: Observation Checklist Score Sheet

Constructing a Learning Centered Syllabus Assignment 1

Necessary Syllabus Category	Element	Points	Score
Course Identification		10	
	Course Title and Number	4	
	Teaching Term (Semester and Date)	3	
	Faculty Name	3	
Faculty Information		10	
	Biography (optional)	2	
	Office Address	1	
	Office hours	2	
	Email	1	
	Office Phone Number	1	
	Teacher Assistant (if available)	1	
	Where to go for help or assistance	2	
Course Overview		10	
	Course Goals and Objectives	2	
	Synopsis of Content	2	
	Relationship of Course to Overall Curriculum	2	
	Pedagogical approach to learning	2	
	Prerequisites for entering the class	2	
Course Objectives		10	
	Learner-centered?	2	
	Measurable?	1	
	Clear and Concise?	1	
	Complete?	1	
	Specific?	1	
	Competency based? (what should students be able to do as a result of the course)	2	
Instructional Strategies - (Your teaching approach for learning this material; include 2 approaches other than lecture method)		15	
	Content delivery – reading assignments		
	--Discussion forums		
	--Individual and group activities		
	--Written assignments		
	--Student reflections		
	--Self-assessment		
	--Quizzes		
Requirements and Expectations		10	
	Primary textbooks and other materials		

	--Optional Texts and reading materials		
	--Web Resources		
	--Library resources		
	--Laboratory materials		
	--Hardware and software requirements		
Assessment Procedures & Criteria		10	
	Participation standards – quality and quantity of discussion postings	1	
	Individual and group activities	2	
	Quizzes and exams	1	
	Extra credit criteria	1	
	Grading rubric for all requirements	5	
Relevant Institutional Policies		5	
	Academic integrity		
	Students with disabilities		
	Other important policies		
Course Schedule		10	
	All Meeting Dates	2	
	--Teaching topic for the day	2	
	--Reading due dates	2	
	--Individual and group assignments due	1	
	--Assessments, quizzes, exams	2	
	Calendar information	1	
Optional Extra Credit		10	
Total		90	

Assignment 2:

Include 2 Teaching Strategies (other than lecture) into the Instructional Strategies in the Syllabus above

Strategies	Description	Points	Score
		20	
		20	

Total Points for Assignments 1 and 2

		130	
--	--	-----	--

Resources

For more information on developing a learning centered Syllabus, see the workshop materials and PowerPoint slides: *Constructing a Learning Centered Syllabus*.

For more information on selecting teaching strategies that engage students, see the workshop materials and Power Point slides: *An Overview of Teaching Methodologies*.

Additional copies of these materials are available from Dr. Ghaffar Mughal, gmughal@iraqfinsecdev.com.

D: Pre-Assessment Survey
(January 2012)

Pre-Assessment Survey

Center for Teaching Excellence - University of Baghdad - Shippensburg University

Many of the world's renowned universities share many commonalities yet each maintains elements unique to their history, mission, and vision. To promote better understanding among us, I would like to know what you feel is important in college education. Please rate the importance of each item below on a 4 point scale: 1= not important; 2 = less importance; 3 = some importance; 4 = very important.

1. The ability to motivate student engagement. ____
 2. Student ability to think critically and to think abstractly. ____
 3. Establishment of a positive learning environment. ____
 4. Responsive to student learning. ____
 5. Fairness in evaluating student learning. ____
 6. Improved comprehension through faculty and student creativity. ____
 7. Faculty and Student openness to change in outlook and attitude. ____
 8. Student study groups. ____
 9. A well-constructed syllabus. ____
 10. Ability to utilize appropriate teaching approaches. ____
 11. Teaching students how to learn better. ____
 12. Making the most of colleague classroom observations. ____
-

What do you like most about your university job?

Who would you consider to be a master teacher and why?

What are the 3 greatest attributes of the University of Baghdad?

What are the 3 greatest challenges you face as a teacher?

What topic would you like to discuss if it is possible?

____male ____female _____ Years of teaching _____Other important affiliation

E: Seminar and Workshop Evaluation Form
(April 2012)

Workshop Evaluation Form

University of Baghdad - Shippensburg University

Date: _____ *Time:* _____ *Topic:* _____

Please take a few moments to provide us with feedback on this session. Your input will help us in planning future workshops for you. Your comments are greatly appreciated.

Please indicate your level of agreement with the statements below given a 4 point scale: 4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1= Strongly Disagree.

1. The goals and objectives were clearly described. _____
 2. The content materials and level were generally appropriate for the audience. _____
 3. The presenter welcomed and respected the audience perspectives. _____
 4. The presenter responded to the questions effectively. _____
 5. The content was useful. _____
- What other workshop would you like to have? _____
 - Please offer any additional comments or suggestions:

Thank you for your comments, time, and attention.

F: List of Master Teachers

Post Graduate Institute 9 April 2012- Shippensburg University

#	Contact Name	Gender	University/ Province	Email	Phone #
1	Dr. Ammar Hamad Khalaf	Male	Admin. & Economic College	amar_alethawi@yahoo.com	7810711991
2	Dr. Thuria AlKhazraji	Female	Admin. & Economic College	-	7901704061
3	Dr. Ayad Taher Al-Jubouri	Male	Admin. & Economic College	dr.ayadtaher@yahoo.com	7901885490
4	Dr. Safwan Q. haleem	Male	Admin. & Economic College	safwanhaleem@yahoo.com	7903174163
5	Dr. Raghed mohammed najim	Female	Admin. & Economic College	rmnajim@yahoo.com	7806001004
6	Dr. Mohameed M. Dagher	Male		dr_mdaghir@yahoo.com	7712903417
7	Dr. Medhat AlQuraishi	Male	AlMansour University College	medhatkadhem@yahoo.com	
8	Dr. Hamza F. Wahieb	Male	Post Graduate Institute	drhamza56@yahoo.com	
9	Dr. khlood Hadi Abood	Female	Post Graduate Institute	khloodo@yahoo.com.uk	
10	Dr. Aubaid Al- Khafaji	Male	Post Graduate Institute	-	
11	Dr.Ashwaq AL-Shakly	Female	Post Graduate Institute	aoza.2007@yahoo.com	
12	Dr. Iman Shakir	Female	Post Graduate Institute	emanshakir@yahoo.com	7901679465
13	Dr.Fayhaa Abdally	Female	Post Graduate Institute	fayhaa1959@yahoo.com	7901168056
14	Ali Shakir Mahmood	Male	Accounting & Financial Studies	alishay74@yahoo.com	
15	Nidhal raof Ahmed	Female	Accounting & Financial Studies	nidhal-nid2yahoo.com	
16	khawla H. hamdan	Female	Post Graduate Institute	khawla966@yahoo.com	
17	Ali Abduladheem	Male	Post Graduate Institute	ali78albash@yahoo.com	7901369523
18	Dr. Haithem ABD AL-Khaliq	Male	Post Graduate Institute	haithemasmael@yahoo.com	7903411661
19	Dr. Hussain Ashoor El-Attabi	Male	Post Graduate Institute	hussain_atabi@yahoo.com	7903712825 770974959

G: Selected Key Iraqi Principals and Participants

(not an exhaustive list)

Title	First Name	Last Name	Position
Dr.	Bahaa	Kazem	Director, Center of Developing Continuous Education
Dr.	Musa	Al-Musawi	President, UB
Dr.	Abdul	Jabbar	Dean, BU College of Management and Administration
		Jabbar	Dean, BU College of Administration and Economics
Dr.	Abdul	Sahib	Top Advisor to the Minister of Higher Education
Dr.	Muwafaq	Hussein	Dean, High Institute of Finance and Accounting
Dr.	Hussain	El Attabi	BU High Institute of Finance and Accounting, Chair of Finance Dept.
Mr.	Taha Abdul	Salam	CEO, Iraq Stock Exchange
Dr.	Hunain	Al-Qaddo	Member of Iraq Parliament, Chairman of Iraqi Minorities Council, Member of Human Rights Committee, General Secretary of Democratic Shabak Assembly

H: Current Baghdad Center for Developing Continuous Education Workshops

The Agenda of the Pedagogic Qualification Course (163) and the Arabic Language Course (137) From February 19 to March 22, 2012

Date	Lecture Title	Sessions/Day
Feb 19, 2012	Educational Portfolios	4
Feb 20, 2012	Legal Management	4
Feb 21, 2012	Learning	4
Feb 22, 2012	Arabic Spelling	4
Feb 23, 2012	Human Rights	4
Feb 26, 2012	Teaching Ethics	4
Feb 27, 2012	Presentation & Lecturing Skills	4
Feb 28, 2012	Computer Applications	4
Feb 29, 2012	Break	
Mar 01, 2012	Spelling Mistakes in Arabic	4
Mar 04, 2012	Teaching Methods	1
Mar 05, 2012	Discussion about Mini-Lectures	4
Mar 06, 2012	Arabic Grammar	4
Mar 07, 2012	Linguistic Applications	4
Mar 08, 2012	Assessment & Evaluation	4
Mar 11, 2012	Creative Thinking Development	4
Mar 12, 2012	Examination Committee Decisions	4
Mar 13, 2012	How To Develop a Mini-Lecture (Workshop)	4
Mar 14, 2012	Pedagogic Counseling & Guidance	4
Mar 15, 2012	E-Learning	4
Mar 18, 2012	Projects Presentation	1
Mar 19, 2012	Projects Presentation	1
Mar 20, 2012	Projects Presentation	1
Mar 21, 2012	Holiday	
Mar 22, 2012	Projects Presentation	1

APPENDIX B

Collaborative Program to Improve Graduate and Undergraduate Education in Finance and Banking in Iraq, Phase I, Task 3 Progress Report

**Collaborative Program to Improve Graduate and Undergraduate Education in Finance
and Banking in Iraq, Phase I, Task 3
Progress Report**

June 15, 2012

Dr. Sarah Bryant, Ph.D.
Shippensburg University of Pennsylvania

EXECUTIVE SUMMARY

On November 2, 2011, the John L. Grove College of Business at Shippensburg University was retained by the Iraq Financial Development Project on behalf of USAID to conduct three tasks among which is fostering quality assurance and development of administrative capacity through AACSB accreditation standards. Established in 1871, Shippensburg University is a public regional comprehensive university and a unit of the Pennsylvania State System of Higher Education. The John L. Grove College of Business was the first of the state schools to earn AACSB International accreditation in 1981 and has held it proudly since.

Shippensburg University Phase I consists of three tasks designed to improve graduate and undergraduate education in Finance and Banking. These tasks are outlined below:

- 1) Feasibility Study to establish a Program for Teaching Excellence in Finance and Banking, more likely at Baghdad University;
- 2) Center for Teaching Excellence for Iraqi Colleges of Management and Economics; and
- 3) Fostering quality assurance, development of administrative capacity and guidance through AACSB accreditation process

The activities of Task 3 “fostering quality assurance, development of administrative capacity through AACSB accreditation process” were identified as follows:

- A. Initial meeting with Baghdad University colleagues and analysis of existing resources including faculty.
- B. Meeting with the Advisory Board, begin the process of developing mission statement and the strategic plan
- C. Review and comment on the Strategic Plan for Baghdad University. This time includes corresponding with Baghdad University College of Business for further guidance on what is needed.
- D. Meet with Baghdad University faculty, select Assurance of Learning Committee and begin Assurance of Learning process. Meet with Baghdad University faculty and administrators and develop the guideline for academically and professionally qualified faculty.
- E. Meet with Administrators to give final report and proposed strategy for AACSB accreditation and the next steps in the process

During January 3 – 13, 2012, the Shippensburg University team consisted of Dr. John Kooti, Dean of the John L. Grove College of Business; Dr. Sarah Bryant, Professor of Finance, and Dr. Melodye Wehrung, Professor of Public Policies. The team conducted a series of meetings with faculty, administrators and the College of Administration and Economics at Baghdad University. During the first visit, Shippensburg University team reviewed current physical resources of the College of Administration and Economics by visiting the campus of Al-Wazeriah. During this meeting the team reviewed the process of AACSB – the Association to Advance Collegiate Schools of Business - with the Dean and key staff, reviewed library resources, and classroom facilities. An advisory board of the College of Administration and Economics was selected and began reviewing the mission statement, developing strategic directions and action items by inviting all stakeholders, including a number of students to the Al-Mansour compound. The outcome of this one-day working session was rewriting of the mission statement, values, strategic goals, objectives, and action items. The team started the process of gap analysis in February, given the information provided by the College of Administration and Economics. The gap analysis was conducted and a draft of the eligibility application submitted to the University of Baghdad for their review and completion. The College of Administration and Economics began the first phase of the process by becoming a member of AACSB, and the Dean attended the annual meeting in San Diego, California, in April of 2012.

The next step in the process is to review the eligibility application, develop a faculty guideline for Academically and Professionally Qualified faculty; develop a model for a systematic review of the mission statement, assist the College with the selection of an accreditation committee, curriculum committee, and assurance of learning committee; conduct another gap analysis; assist the college in developing a continuous improvement and financial strategic plan; assist the college in implementing the assurance of learning model; and finally complete the College in developing a standard alignment plan.

INTRODUCTION

On November 2, 2011, the John L. Grove College of Business at Shippensburg University was retained by the Iraq Financial Development Project on behalf of USAID to conduct three tasks among which is Fostering quality assurance and development of administrative capacity through AACSB accreditation standards. Established in 1871, Shippensburg University is a public regional comprehensive university and a part of the Pennsylvania State System of Higher Education. The John L. Grove College of Business was the first of the state schools to earn AACSB International accreditation in 1981 and has held it proudly since. Shippensburg University Phase II consists of three tasks designed to improve graduate and undergraduate education in Finance and Banking. These tasks are outlined below:

TASKS:

- 1) Feasibility Study to establish a Program for Teaching Excellence in Finance and Banking, more likely at Baghdad University;
- 2) Center for Teaching Excellence for Iraqi Colleges of Management and Economics; and
- 3) Fostering quality assurance, development of administrative capacity and guidance through AACSB accreditation process

To accomplish Task 3, the following activities were identified and conducted:

- F. Initial meeting with Baghdad University colleagues and analysis of existing resources including faculty.
- G. Meeting with the Advisory Board, begin the process of developing mission statement and the strategic plan
- H. Review and comment on the Strategic Plan for Baghdad University. This time includes corresponding with Baghdad University College of Business for further guidance on what is needed.
- I. Meet with Baghdad University faculty, select Assurance of Learning Committee and begin Assurance of Learning process. Meet with Baghdad University faculty and administrators and develop the guideline for academically and professionally qualified faculty.
- J. Meet with Administrators to give final report and proposed strategy for AACSB accreditation and the next steps in the process

PROGRESS REPORT OF TASK 3 ACTIVITIES

The purpose of this task is to foster quality assurance and assist in developing administrative capacity and guidance through AACSB accreditation process. By the completion of this task in December of 2013, the College of Administration and Economics will be able to be in a position to begin the process of AACSB pre-accreditation. Our task began with assembling an advisory board for the College of Administration and Economics; review the mission statement, values, strategic goals, strategic directions, and development of one-year action items. The team has also completed a first draft of the eligibility application and conducted an initial gap analysis.

The following table shows the progress made by the time of submitting this progress report:

Review of AACSB Accreditation Process and Time Frame

To complete Task 3 of this project, Shippensburg University team visited Baghdad from January 3 through 13, 2012, with a follow-up visit from April 8 – 15, 2012.

In the first meeting on January 7, 2012, the Shippensburg University team visited the College of Administration and Economics at Baghdad University Al-Wazyria. During this visit, the team reviewed library facilities, classrooms, and available technology. Subsequently, we reviewed the

process of AACSB accreditation with the Dean, department chairs, and other key leaders of the College. During this visit, our team also assisted the College with selecting an advisory board and presented an overview and value of AACSB accreditation.

On January 10, 2012, the Dean of the College of Administration and Economics, Advisory Board, students, and faculty were invited to the Al-Mansour compound to begin the process of reviewing the College mission, values, strategic goals, strategic directions, and action items. Following a day-long working session, the participants successfully rewrote the mission statement, values, strategic goals, strategic directions, and action items. The draft was given to the Dean for translation into Arabic and follow-up.

Subsequent to the first trip, we completed a first draft of the eligibility application following an initial standard-by-standard gap analysis. At the time of writing this report, the College of Administration and Economics has not returned a completed eligibility application yet. The following table shows the deliverables and progress made so far.

Deliverable	Activities	Evidence of Completion	Date Activity was completed
Complete gap analysis for Baghdad University and select the initial list of Advisory Board members.	Initial meeting with Baghdad University colleagues and analysis of existing resources including faculty	Visiting the College of Administration and Economics at the University of Baghdad Al-Wazeyria campus	1/7/2012
	Meeting with the Advisory Board, begin the process of developing mission statement and the strategic plan	Outcome: Rewriting mission, values, strategic goals, strategic directions, and action items	1/10/2012 Al-Mansour compound
	Review and comment on the Strategic Plan for Baghdad University. This time includes corresponding with Baghdad University College of Business for further guidance on what is needed.	The College of Administration and Economics did not have a strategic plan to review; therefore we decided to assist them in developing a strategic plan as part of this task.	1/10/2012 Al-Mansour compound
		First draft of eligibility application completed by Shippensburg University team and submitted to UBCAE.	February, 2012
		First gap analysis conducted	March 8, 2012
		The University of Baghdad joined AACSB membership	April 2012

Deliverable	Activities	Evidence of Completion	Date Activity was completed
		Meeting with the of the College of Administration and Economics, Dr. Herb Davis, and three other deans in San Diego AACSB annual meeting – conducted an AACSB accreditation process again	April 2012
	Meet with Baghdad University faculty, select Assurance of Learning Committee and begin Assurance of Learning process. Meet with Baghdad University faculty and administrators and develop the guideline for academically and professionally qualified faculty.	It has not been completed yet.	1/15/2012
	Meet with Administrators to give final report and proposed strategy for AACSB accreditation and the next steps in the process	It has not been completed yet.	December 2013