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CENTER FOR TEACHING AND LEARNING NEWSLETTER

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EDITORIAL

MORE THAN WORDS: TRANSFORMING THE UNIVERSITY EXPERIENCE AT AUB

Dr. Lina Choueiri, Deputy Provost, AUB

VITAL 2030, strategic vision, seeks to ensure AUB's future success, relevance, and sustainability. In this context, the word vital is a mnemonic for five themes:

V -Valuing our community and sharing our values.
I -Integrating a humanities, technology, and purpose-based education across all disciplines
T-Transforming the university experience
A-Advancing a world-class research agenda
L-Life: Lifting the quality of health and medicine across our region

In this editorial, I focus on **T** for Transforming the university experience and answer two questions related to this strategic priority: Why embark on this transformation now? And how do we do it?

In the landscape of higher education today, universities are grappling with a profound crisis of relevance and trust, a crisis that manifests itself in declining enrollments and confidence in the value of higher education that are also accompanied by student and faculty dissatisfaction and disengagement.

While studies continue to show that, despite rising costs, a college degree remains a worthwhile investment, there is growing discontent with the value of college education in the United States. A Gallup survey revealed that confidence in US higher education institutions has been dropping over the past two decades, and in 2023, 32% of adults had little or no confidence in higher education, upfrom 10% in 2015. As a point of comparison, the same survey revealed that 36% of adults have a great deal or quite a lot of confidence in higher education. The top reasons citedby those who lacked confidence in higher education included the indoctrination of students with liberal ideas, preventing students from thinking for themselves, and the skills gap of graduates unable to find employment.[1] At the same time, enrollment in US colleges and universities has been on a steady decline, after a peak in 2010. Many factors are at play here in addition to demographic contraction, including more recently the Covid-19 pandemic, a mental health crisis, and ultimately the fact that Americans are not satisfied that they are getting what they want and expect from a college education.

In this context, it is important to reflect on how the American University of Beirut (AUB) is dealing with the changing landscape of higher education and a series of local crises that have posed existential challenges to its mission. Our recent enrollment figures for the academic year 2023-24 have shown a steady recovery following the departure of close to 1,500 students after the August 4, 2020, Beirut Port blast, indicating that students' interest in studying at AUB is not waning. Nevertheless, the cost of attending AUB is rising, and despite all efforts at increasing financial assistance to those who need it, we are witnessing demographic changes in the student population that AUB needs to address to continue to ensure the success of its graduates. To combat faculty dissatisfaction and burnout, we must also prioritize supportive environments that value innovation and excellence. AUB must remain relevant and a destination of choice for faculty and students alike.

[1]Jones, Jeffrey M. (2024, July 8). U.S. Confidence in Higher Education Now Closely Divided : Nearly as many U.S. adults have little or no confidence as have high confidence. Gallup.
https://news.gallup.com/poll/646880/confidence-higher-education-closely-divided.aspx.

Online learning as well as providers of industry-recognized certificates and other non-degree credentials offer attractive, more affordable, and quicker pathways to employment compared to traditional university degrees. Regardless of demographics, AUB's prospective students are digital natives who can teach themselves everything from history to chemistry, video-editing, or chess by accessing attractive content on platforms like YouTube or LinkedIn, etc. This is why transforming the university experience at AUB has become an imperative.

Transforming the university experience at AUB means moving beyond incremental changes. Instead, we must rethink curricula and overhaul courses to differentiate our offerings and create opportunities for lifelong learning. **The Institute for Academic Innovation and Development** established at AUB in spring 2024 will serve as a catalyst for this transformation. The Institute will work with undergraduate, master's, and PhD students to promote their success in various stages of their academic journeys, and with faculty members of all ranks to enhance their university experience and advance their careers. It will also provide opportunities for faculty development and recognize excellence in academic pursuits within the AUB community through grants and awards. The Center 0for Teaching and Learning will be housed at the Institute and will act as an enabler for the realization of this vital transformation.

AI ETHICS AND HIGHER EDUCATION

By Dr. Hoda Baytiyeh, Department of Education, FAS, AUB; Director of FAS E-Learning and Innovation

As technology advances and the role of Artificial intelligence (AI) becomes more pervasive in our day-to-day lives, educators need to confront a range of ethical questions about the use of AI in their daily practices of teaching and learning.

From the Greek word "ethos", the word "ethics" has been defined as a set of guiding principles for an individual or group while influenced by one's geographical and cultural differences. Thus, AI ethics includes some ideologies that bring ethical values to the use and the development of AI tools. These values are meant to be used as standards for people to adopt carefully while using and developing AI systems (Leslie 2019).

Numerous organizations have proposed principles for AI ethics. The European Union Commission has presented ethics guidelines for "Trustworthy" AI, defined as: (1) lawful - respecting regulations, (2) ethical - respecting values and (3) robust – technically durable while considering its social environment. The guidelines put forward a set of 7 requirements that AI systems should meet in order to be trustworthy (European Commission, 2019). Moreover, the government of Australia has issued a set of 8 principles to ensure AI is safe, secure and reliable (Australian Government, 2019). Later, the General Conference of UNESCO adopted a global framework for AI values including 10 principles (UNESCO 2021).

Several organizations have established a comprehensive framework of principles and guidelines for ethical AI, all of which incorporate fundamental common factors: respect of human rights, respect of society and environment, robustness and safety, transparency, responsibility, justice and fairness, and privacy.

Higher education institutions may not include policymakers or AI startups, but their role can definitely affect the implementation of AI ethics for the current generation:

- University students are both the future developers and users of AI. Therefore, equipping them with knowledge of AI ethics early in their education is a critical responsibility for universities.
- Higher education institutions can incorporate AI ethics into their curriculum to address challenges and concerns associated with AI usage and ethical values.
- AI ethics play a critical role across sectors, shaping business practices and individual AI developers. Higher education institutions can influence AI practitioners who are already aware of the risks and ethical complexities of AI development. Given AI's multidisciplinary nature, this applies not only to computer science professionals but also to related fields.
- Teaching AI ethics requires practical applications. Given the complexity and cultural diversity of ethics, faculty members can

provide insights to make AI ethics relevant. Using real-world examples and case studies, they can engage students in discussions and explore innovative risk mitigation strategies.

• Higher academic institutions play a crucial role in shaping institutional policies, particularly in the slow-evolving landscape of educational technologies in the MENA region. These institutions recognize the potential benefits of AI but often rely on norms and guidelines established in Western countries. Therefore, there is a pressing need for educational strategies that empower students in the region with essential skills for competitive success in the technology industry.

Overall, AI ethics principles aim to ensure trustworthy AI throughout its lifecycle, while ensuring the safety of end users from potential harms such as bias, discrimination, loss of autonomy, unfair outcomes, and privacy invasion. Despite the pros and cons of AI tools, they represent a significant advancement in educational technology innovation. Faculty and students can be trained to embrace and engage with AI tools constructively, aligning with their educational institution's ethics and policies.

I believe that education is crucial for raising awareness about AI ethics. Therefore, the focus in higher education institutions should not be "whether" we should use AI tools, but "how" we should use them.

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ADDED VALUE OF SERVICE LEARNING (SL) IN THE GE PROGRAM AT AUB

Mr. Rabih Shibli, Center for Civic Engagement and Community Service, AUB

For the past decade, the Center for Civic Engagement and Community Service (CCECS) has been actively involved with the various academic and administrative units at AUB, in developing an extracurricular program for scholarship students from diverse geographic, ethnic, and cultural backgrounds. The Engaged Scholars Program (ESP) is designed to acknowledge and harness scholars' deep commitment and determination to affect change in their communities which are impacted by crises, such as political and economic instabilities, discrimination, forced displacement, and climatic shocks. This rigorous program begins with volunteering rotations leading to internships in community serving organizations and culminates with the implementation of Community-Service Projects (CSPs) that builds on scholars' expertise and local needs. Throughout this process, scholars are provided with sequentially layered skills-building workshops enabling them to complete each of the programs' milestones. By engaging directly with communities and stakeholders who have devised mechanisms to cope with deeply rooted societal challenges, scholars sharpen their interpersonal skills, critical thinking, active listening, background awareness, and cultural sensitivity to understand the multifaceted dimensions of marginalization.

These acquired skills are rooted in four guiding principles fundamental to the civic engagement journey currently offered to scholarship students under the ESP: Empathy, Commitment, Mutuality and Advocacy. Empathy towards vulnerability and commitment to reduce inequalities configure the essence of this engagement, while mutuality for the public good and advocacy for social justice reflect its operational side. The principle of empathy is critical to enable scholars to delve into the lived experiences of communities that have endured trauma and to understand the root causes of what lies 'behind the curtain.' The principle of commitment cultivates a personal drive that resonates with the Universal Declaration of Human Rights. Mutuality is the balanced exchange of knowledge and resources between the campus and community-partners to produce solutions relevant to the targeted communities in need. Lastly, advocacy is the ultimate outcome of the scholars' journey as they continue, beyond graduation, to push against oppressive systems towards social justice.

In order to extend these four principals to all AUB students, Civic Engagement has been included in the new General Education Program as a 3-credit course requirement, whereby students will be offered five pathways to complete. One of these pathways is Service Learning (SL), "an academic strategy that seeks to engage students in activities that enhance academic learning, civic responsibility and the skills of citizenship, while also enhancing community capacity through service" (Furco and Holland, 2004). Every faculty will then decide on the number of SL courses to be offered each semester based on the readiness of relevant departments and class capacity. Three core elements set a common ground for the wide variety of SL courses, including: identifying a societal challenge, emphasizing mutuality, and designating academically relevant field work (not less than 10 hours). Faculty members delivering SL will naturally select societal challenges linked to their area of expertise, discuss expected deliverables and scopes of collaboration with credible community partner(s), and clarify course learning outcomes aimed for the public good in their syllabi.

By expanding the university's public purpose, Service Learning courses will provide a solid foundation of knowledge grounded in today's complex realities, and prepare all AUB students to dive into deep engagement to reduce inequities.

> "The Art of Teaching is the Art of Assisting Discovery."
>
> – Mark Van Doren

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL) 2024

Every year, the Center for Teaching and Learning (CTL) at AUB calls for applications for the Scholarship of Teaching and Learning (SOTL) grants. These grants are provided to assist professors in their research projects that explore and evaluate teaching and learning methods within their fields, employing research techniques and sharing their findings with the campus community. CTL promotes applications that emphasize originality and innovation in educational practices at large, as well as in the integration of technology and the application of emerging educational technologies and instruments that could enhance student learning outcomes.

For Academic year 2024/2025 one proposal was selected to receive the SOTL grant.

The proposal is titled "Assessing the Impact of University Accessibility Accommodations on Academic Performance for Students with Disabilities".

The SoTL grant selection procedure involves examining every application submitted to CTL by two faculty members, who use a shared rubric to evaluate them. This rubric is distributed to both the applicants and the evaluators. Should there be a significant difference in opinions between the two evaluators, the application is forwarded to an additional reviewer. The average scores from the evaluators are then calculated, and the top two or three applications with the highest averages are awarded funding. For more information about the Scholarship of Teaching and Learning, please follow this link.

TEACHING EXCELLENCE AWARD

AUB held its annual ceremony to present the Teaching Excellence award to faculty members who were the recipients of the 2023/2024 Award. The two recipients for this year, Dr. Zeina Kanafani and Dr. Youssef Tawk, were nominated by either their colleagues or students for their demonstrated outstanding work.

The **Teaching Excellence Award** is presented based on evidence of teaching effectiveness and contributions to the advancement of AUB's educational mission.

The award is meant to acknowledge and celebrate faculty members who employ innovative teaching practices, seek scholarly endeavors, and demonstrate involvement in professional activities which enhance their contribution as mentors and educators. In the Award ceremony, Dr. Kanafani and Dr. Tawk addressed the audience with an inspiring and touching words presented below.

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TEACHING EXCELLENCE AWARD SPEECH

By Dr. Zeina A. Kanafani, is a tenured Associate Professor of Medicine; Division of Infectious Diseases in the Department of Internal Medicine at the Faculty of Medicine at AUB.

President Khuri, Provost Dawy, Deans, esteemed colleagues,

Standing here today, I am profoundly humbled and honored to accept the AUB Teaching Excellence Award. When I first embarked on my career as a physician, I never imagined that teaching would become a cornerstone of my professional life. Yet, here I am, and I am proud to be recognized in this capacity by AUB, an institution that has been my home for the last 32 years.

My journey into teaching was not planned, but deeply inspired by a remarkable teacher, my mother. She was a mathematics teacher for 39 years, dedicated to her craft and her students. I vividly remember the countless times former students would approach her on the street, expressing that she was the best teacher they ever had, someone they would never forget. These moments profoundly shaped my understanding of the impact a teacher can have.

It is indeed a privilege to touch the lives of students, to make a tangible difference as my mother did. I have learned immensely from my students; they challenge me, question me, and they have taught me as much as I have taught them, and for this dual journey of learning, I am eternally grateful.

To my students, present and past, thank you for entrusting me with your education. Your curiosity, zeal, and resilience inspire me every day. You are the reason I strive to better myself continually and the true reason I am standing here today, not just as a physician but as an educator worthy of this honor. You make all the challenges worthwhile, and I am tremendously thankful for each one of you.

I owe a significant part of my success to the medical education team at the Faculty of Medicine. To all of you, my second family, your unyielding support and collaborative spirit have been vital. I must extend a special thank you to Ruaa, who has been my right hand. Ruaa, your assistance, dedication, and advice have been indispensable, and I am deeply appreciative of your steadfast presence.

My family has been my anchor throughout this journey. To my mother, who has been not only a mother but also a sister and a friend, your enduring wisdom and example continue to guide me. I love you and I promise to give you a French translation of this speech later. To the rest of my family, your support allows me to pursue this passion with undivided attention. To my late father, I miss you dad and I hope I am making you proud.

Finally, my deepest gratitude goes to AUB, my alma mater, my sanctuary, my haven.
For over three decades, AUB has not only been a place of work but a place that has

enriched me personally and professionally. This institution has molded me into the person I am today, and for that, I am immensely richer.

Receiving this award reaffirms my commitment to education and to our shared mission at AUB. I hope we can continue to inspire, to challenge, and to nurture the minds and hearts of those who will shape our future. Thank you once again for this incredible honor, I look forward to many more years of learning together. Thank you.

TEACHING EXCELLENCE AWARD SPEECH

By Dr. Youssef Tawk, is a Tenured Associate Professor of Electrical and Computer Engineering Department at the MSFEA.

Hello Everyone, I want to start by thanking all the members of CTL and the Teaching Excellence Award committee for their hard work and dedication. My gratitude also goes to the chair of the ECE Department, Dean of MSFEA, Deputy Provost Choueiri, Provost Dawy, President Khuri, and the entire AUB community. I want to also express my deep and sincere appreciation for the 67 students who nominated me. This award is dedicated to all of you.

I was born in Bsharri, a small town, housing the Cedars of God. As a child, I believed my world was “confined by the mountains” that surrounded me. Life was simple — walking through snow to school, playing with neighbors’ kids in the church square, and occasionally visiting the house of Gibran Khalil Gibran, just steps from my home, and contemplating this environment that molded him into who he became later on in life.

As I grew up, I decided to embark on a journey into a foreign land, called the Land of enchantment, also known as New Mexico. Albuquerque, where the university resides, is a haven for electromagnetic research and the hub where I pursued my doctoral studies. The city is also surrounded by a mountain called the Sandia Mountain. The mirroring between the mountains in Bsharry and Albuquerque reminded me that I was bound again, bound, by the majestic structure, but also by the distance that separated me from home.

I joined the electrical and computer engineering department at AUB in 2018, where the applied electromagnetics area was thriving. Students wanted to learn more, to research more, and to seek a wider scope of knowledge in applied electromagnetics. I felt that I needed to prove myself, to portray the endless dedication and excitement that embodies me. Electromagnetics is not just a course material, it is a passion, it is a tool to wield, it is an art to inspire and make a change.

Here, I decided to take an oath. An oath, to become boundless. Nothing should stop me, and no ambition is out of reach. I started by tackling my classes as a daily opportunity for creative interaction with students. Teaching became a vocation. Classes became temples.

Here, I feel the mountain that surrounds Beirut does not bind me; it lifts me. There are no limitations that can restrict me, and no success is too far. AUB has affirmed my oath and made me feel boundless.

This realization has influenced all my teaching activities with my students. We aimed for the skies and started flying towards goals and achievements, that were once deemed unattainable, yet, they became a reality one after the other.

Electromagnetics at AUB has become the field, to consider, if you want to break out of your shell and make an impact on the world. All of this was achieved by simply being approachable, modest, close to the students, and most importantly by pouring from the heart. This is why, I believe that impactful and transformative teaching cannot be engineered. It must originate from the heart, and flow into a free space, where students' minds flourish.

Finally, I want to end my speech, by recalling a statement, from my childhood friend, "Gibran Khalil Gibran": Work is love made visible. Here I am, filled with love, and through my work, I am trying to make it visible. I hope, that each one of you, not only sees but also feels this love.

Love you all and thank you all.

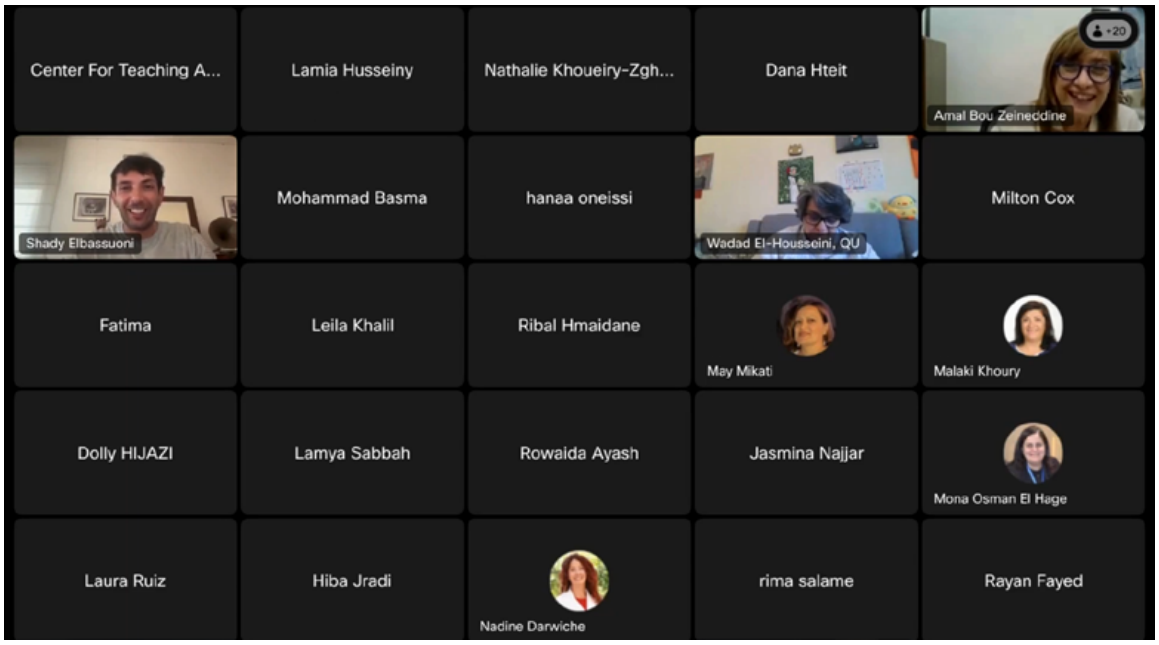
THIRTEENTH INTERNATIONAL CONFERENCE ON EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION

The thirteenth international conference on effective teaching and learning in higher education was held online on April 19, 2024, bringing together a multidisciplinary group of academicians and researchers to discuss and share experiences under this year's theme Learning Renaissance: Innovation and AI in Teaching, Learning, and Assessment.

This annual conference was co-hosted by three units at AUB: the Center for Teaching and Learning (CTL), Office of Innovation and Transformation, and the Communication Skills Program of the Faculty of Arts and Sciences (FAS). It brought together around 190 participants from a wide range of fields coming from AUB, from sister universities in Lebanon and the Arab region, as well as from Europe and North America.

"Intelligence Redefined: Teaching and Learning with AI» was the title of the keynote speaker's session, Dr. Mairéad Pratschke, Chair in Digital Education in the School of Arts, Languages and Cultures at the University of Manchester. She holds a Ph.D. from McMaster University in Canada and an M.A. from K.U. Leuven in Belgium. Her career has straddled the worlds of higher education, education technology, professional and continuing education, and Edtech start-ups.

Along with the keynote addresses, a total of 24 papers were presented in concurrent sessions all through the day of the conference.



FACULTY SEMINAR 2024

The annual Faculty Seminar on Learning and Teaching highlights the importance of professional development in higher education. The Faculty Seminars is regularly organized by CTL to provide a platform for faculty members at AUB, especially junior faculty, to enhance their pedagogical skills and reflect on their teaching practices. The sessions for this year focused on course syllabus design, different methodologies of teaching in higher education such as “Flipped Learning” and assessment in higher education with AI in mind.

CERTIFICATE IN TEACHING IN HIGHER EDUCATION FOR PHD STUDENTS

The Certificate in Teaching in Higher Education (C-THE) has been established to provide training in teaching for current PhD students at AUB. This certificate program falls within the University’s greater aim of enriching PhD candidates’ academic experience and professional skills, and serves the specific purpose of engaging them more formally in teaching activities and duties. The program also serves as a valuable part of one’s employment portfolio, giving PhD students an edge when applying for a teaching position in higher education. C-THE is a coordinated effort between the Center for Teaching and Learning (CTL), the Graduate Council (GC), and the Department of Education at AUB with CTL providing the program design and instruction. As per the decision of the University Senate on November 30, 2020, PhD students register for the C-THE program under EDUC 401 (fall semester) and EDUC 402 (spring semester). The description of the C-THE program appears in the AUB Catalogue under the Department of Education as per below:

Certificate in Teaching in Higher Education (C-THE)

The Certificate in Teaching in Higher Education (C-THE) provides training in teaching for PhD students at AUB. The certificate aims at equipping students with best practices and professional skills in teaching in higher education. It consists of two courses, one taken in the fall term (C-THE I) and the other taken in spring term (C-THE II). PhD students are required to enroll in the C-THE during their second year in the PhD program.

RECEPTION FOR C-THE GRADUATES

A reception was held on April 19, 2024 to celebrate the graduation of the 2023/2024 C-The cohort. The reception was attended by Director of the Graduate Council, Vice Provost, Dr. Jocelyn DeJong, Acting Director of CTL Dr. Amal BouZeineddine, program presenters, Dr. Saouma BouJaoude, Dr. Joseph Constantine, and Dr. Nathalie Zogheib, faculty who were the C-THE student mentors and of course C-THE graduating students. Antony El Hajj addressed the attendees with a word on behalf C-THE graduates, 2024. Antony El Hajj’s speech is below.

C-THE GRADUATES' SPEECH

Antony El Hajj, Biomedical Engineering, MSFEA, AUB

Good afternoon, I am honored to stand before you on behalf of the graduating cohort of 2023–24 for the Certificate in Teaching in Higher Education.

The C-THE program has been an insightful journey, and today marks not an ending but a stepping stone on our path to becoming aspiring educators. We began our journey in EDUC 401, diving into the theoretical foundation of pedagogy, starting with identifying learning styles and outcomes, designing course syllabi, and integrating different methodologies and technologies into teaching and assessment.

In EDUC 402, we expanded upon this foundation by delving into transformative teaching and learning approaches along with effective presentation skills. However, the real challenge came with the practicum. With the support of our mentors, we stepped into the classrooms and gained invaluable first- and second-hand teaching experience.

The C-THE program has not only equipped us with theoretical knowledge and practical skills, but it has also fostered a community of aspiring educators from different backgrounds and from different programs. I believe that teaching goes beyond academia. Not only does this certificate prepare us for traditional teaching roles in higher education, but it also equips us to excel as an industry or healthcare preceptor. In this role, we can bridge the gap between theory and practice, shaping and mentoring the next generation of students through real-world and practical situations. When it comes to teaching, we need to ask ourselves two core questions, "What do our students need to know at this stage in their learning journey?" and "How will our students apply this knowledge in the future?" Throughout the years we have spent as students, we have acquired knowledge in a variety of ways, and we have realized that some assessment and teaching methods are more effective than others and that the best methods are governed by our learning styles. When it comes to teaching, we have realized that one size does not fit all and that various methods are essential for maximizing differentiation of instruction as well as supporting meaningful learning that meets the expectations of every student.

To our esteemed faculty Dr. Amal Bou Zeineddine, Dr. Saouma Bou Jaoude, Dr. Nathalie Khoueiry Zgheib, Dr. Joseph Costantine, and Dr. Hani Hassan¾thank you for offering us an invaluable learning experience throughout this program. Your expertise has expanded our understanding of effective teaching strategies.

To our mentors, thank you for your unwavering support. Your role-modeling has instilled in us a passion for teaching.

To my fellow colleagues, congratulations! Let us carry with us the lessons we have learned, and remember, the most rewarding aspect is seeing our students make strides academically and professionally as we serve as facilitators of learning.
Thank you, and congratulations again.

CENTER FOR TEACHING AND LEARNING ACTIVITIES 2023-24

The work of CTL between July 1, 2023 and June 30, 2024 included organizing seminars and workshops, the Certificate in Teaching in Higher Education program (C-THE), and the Scholarship of Teaching and Learning (SOTL) grants. In addition, CTL organized the annual AUB Teaching Excellence Award, and provided individual consultations.

Seminars, Workshops, and Roundtable Discussion: CTL offered a roundtable discussion titled "Let's Talk Artificial Intelligence (AI)" led by Dr. Shady ElBassuoni on October 19, 2023; Dr Jumana Antoun gave a workshop titled "Assessment: case studies" on Nov 9, 2023. workshop on "Compiling a Teaching Portfolio for the Teaching Excellence Award was led by Dr. Saouma BouJaoude and Deputy Provost Dr. Lina Choueiri.

Certificate in Teaching in Higher Education program (C-THE): CTL offered C-THE part I (EDUC 401) in the fall semester between October 3 and December 5, 2023. Twenty-five PhD students participated in the 10 sessions that focused on teaching methodologies and course syllabus design. CTL offered EDUC402 CTHE part II during the spring semester, between January 30, 2024 to April 2, 2024 and the certificates were distributed in a reception held on April 16, 2024.
Scholarship of Teaching and Learning (SoTL) grants: Year twelve of the SoTL grants procedure was organized, and two proposals were supported within the framework of the SoTL.

Annual Conference: The Thirteenth International Conference on Effective Teaching and Learning in Higher Education was organized on April 19, 2024 virtually between 9:30 am and 5:00 pm using WebEx. The conference included 22 presentations, 32 presenters, 190 participants from universities in Lebanon, Algeria, Egypt, France, Greece, India, Iraq, Jordan, Kuwait, Morocco, Pakistan, Qatar, Sudan, United Arab Emirates, United Kingdom, and United States.

AUB Teaching Excellence Award: The AUB Teaching Excellence Award Committee for 2024 voted to present this year's award to **Dr. Youssef Tawk**, Associate Professor, Department of Electrical and Computer Engineering, MSFEA, and to **Dr. Zeina Kanafani,** Associate Professor of Medicine, Division of Infectious Diseases, Department of Internal Medicine, and FM.

Individual Consultations: Individual consultations based on faculty requests were held and covered: course syllabus design, compiling a teaching portfolio, improving teaching practices.

> "The Greatest Danger in Times of Turbulence is not the Turbulence; it is to act with Yesterday's Logic"
>
> – Peter Drucker

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