



**“Transformational Leadership and Successful
Practices during Crisis Time: an Exploratory Case
Study in the Context of a Private University in
Dubai”**

**"القيادة التحويلية و الممارسات الناجحة خلال وقت الأزمات: دراسة استكشافية فى سياق
جامعة خاصة بدبى"**

by

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**A dissertation submitted in fulfilment
of the requirements for the degree of
MASTER OF EDUCATION
at
The British University in Dubai**

October 2018

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Abstract

This case study aims to explore and investigate the transformational leadership's best successful practices that led to lifting the probation status according to the Licensure and Academic Accreditation 2011 (CAA) Standards in the context of a private university in Dubai. Also this exploratory case study aims to discover the effects of the transformational leadership style on the change process in order to draw lessons about successful transformations and effective crisis management. The researcher used qualitative methods to collect data, like: conducting individual semi structured interviews, open ended interviews, focus group interviews, analyzing documents and observing classes and educational activities. The sample included the University's President, ten members of the College Council, two groups of students, an Educational Expert from Zayed University and non- academic members. The INVIVO Software was used to analyze the obtained data and to make tables. The findings indicated the participants' perspectives and experiences about the transformational leadership and the effective procedures that led to lifting the probation status, obtaining the CAA accreditation and improving the overall performance of the educational establishment. Also the participants ranked the factors that led to success according to importance. The study could serve as a road map that helps the educational leaders who struggle with overcoming the probation status and achieving academic sustainability to benchmark with the best practices of the university under study. It demonstrated the successful procedures of change in order to improve the overall performance of the educational organizations during crisis time. The

study demonstrated a model for the most effective procedures that could be done to lift the probation status and to obtain the formal academic accreditation. It also suggested Growth Indicators that could measure overall performance progress. Finally, it provided solutions and recommendations to the educational leaders in order to overcome the probation crisis and improve the overall organizational performance.

Key Words: Transformational Leadership, Crisis Management, Stages of Change, the Licensure and Academic Accreditation 2011 (CAA) Standards, Probation Status, Best Leadership Practices

المخلص (Summary in Arabic)

ضمن سياق جامعة خاصة بدبي تهدف هذه الدراسة إلى استكشاف و فهم أفضل الممارسات الناجحة التي قامت بها الإدارة التحويلية من أجل اجتياز فترة الإختبار المفروضة من قبل هيئة الإعتماد الأكاديمي. كما تهدف هذه الدراسة إلى إستكشاف اثار تطبيق نمط الإدارة التحويلية على عملية التغير و التطوير من أجل إستنتاج دروس مفيدة بشأن كيفية عمل تحول ناجح و إدارة الأزمات بشكل فعال.

خلال هذه الدراسة العملية, قامت الباحثة باستخدام طرق البحث الكيفية بهدف جمع المعلومات. فعلى سبيل المثال قامت الباحثة بإجراء المقابلات شبه المنظمة, و المقابلات المفتوحة, و مقابلات مجموعة التركيز, و تحليل الوثائق, و ملاحظة النشاطات التعليمية و الصفوف الدراسية. تضمنت عينة البحث العديد من مشاركين مثل : رئيس الجامعة, و أعضاء مجلس الجامعة, و مجموعتين من الطلاب, و عدد من الأعضاء غير الأكاديمين فى الجامعة, و خبير تربوى من جامعة زايد. قد تم إستخدام تقنية "الإنفيغو" لتحليل المعلومات المجمعة و عرضها فى جداول منظمة.

عرضت نتائج البحث اراء و خبرات المشاركين بخصوص الإدارة التحويلية و أفضل الممارسات التي أسهمت فى اجتياز مرحلة الإختبار التجريبي للحصول على الإعتماد الأكاديمي الرسمي وتحسين مستوى الأداء العام للمؤسسة التعليمية. كما قام المشاركون بترتيب العوامل التي أسهمت فى الخروج من الأزمة و الحصول على الإعتراف الأكاديمي. وأخيرا تقدم الدراسة نموذج وحلول مقترحة و توصيات تمكن القادة الأكاديمين و التعليميين من الحصول على الإعتماد الأكاديمي الرسمي وتحسين مستوى الأداء العام للمؤسسات التعليمية.

الكلمات المهمة:

الإدارة التحويلية , معايير الإعتماد الأكاديمي للجامعات, فترة الإختبار المفروضة من قبل هيئة الإعتماد الأكاديمي, مراحل التغير, إدارة الأزمات , أفضل الممارسات الإدارية و الأكاديمية .

Acknowledgement

This work is dedicated to God “Allah” the” Most Merciful One” who has given me the ability and the opportunity to do this work. I would like to thank my family and my professors who supported me throughout the journey of learning and exploring significant real life experiences. I would like to thank all the participants who cooperated with me while collecting data. I would like to thank especially the Academic Assistant: Mr. Rawy Thabat who helped me in using the NViVO Software effectively. He conducted very effective workshops that assisted academic researchers. I would like to thank most sincerely my supervisor: Dr. Christopher Hill who taught me the fundamental research rules and methods. He guided me throughout the research journey and motivated me to go beyond the theoretical work aiming to explore the real practical world. Also he taught us a logical significant statement that says:” If the research paper was as a “movie”, then the “Abstract” would be the “Movie Poster” and the “Introduction would be the Movie Trailer”. By following the similar logical thinking, it can be concluded that: “If the universe was a “Research Paper”, then there must be a unique author to this magnificent universe .This Unique Creator must be unlike any of His creations. Also” “If the universe was a “Research Paper”, then there must be a logical “Rationale of this creation “and a fair “Conclusion” which is consistent with the purpose of this life and creation.”

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Chapter One: Introduction

1.1 Background Information and Theoretical Context

Due to the remarkable growth in the number of higher education institutions and students, the educational field has become highly competitive in the United Arab Emirates (UAE) over the last decade. Recently, the higher educational institutions have been encountering growing demands and challenges to produce well qualified graduates who are able to meet the market's needs and to compete in the increasingly competitive global economy (Cheng, 2010). The UAE government demonstrates a strong focus on developing the field of education in order to meet the UAE 2021 Vision and to attain its National Agenda goals for education. Hence, the higher educational institutions have been struggling to equip graduates with general and specialized skills that are consistent with the global trend towards greater human capital development and flexible with the current market's requirements (Zaatari, 2017).

Globalizations, innovation in educational technology and international recognition of qualifications have led to substantial recent changes in the quality assurance

standards (Harman & Meek, 2000). Consequently, the Commission for Academic Accreditation (CAA, 2011) formed and imposed strict guidelines and regulations related to program accreditation and quality assurance. However, the Licensure and Academic Accreditation 2011 (CAA) made a clear distinction between accreditation and quality assurance. In other words, “Accreditation” is related to the process of reviewing and assessing the institution’s curricula to be recognized as meeting specific standards, while “Quality Assurance” is related to the systematic management and assessment procedures that aim to monitor performance and to ensure achievement of improved quality (Harman & Meek, 2000). The CAA External Review Teams (ERT) audit the higher education institutions to ensure that the academic institutions meet the CAA required academic standards and to improve the quality of their teaching and learning. Generally, audit reports are focused on institutional quality, academic standards, learning infrastructure, and staffing. Failing to comply with the (CAA) standards and providing measurable evidences on improving teaching quality would lead to putting an institution on probation status.

In the context of the UAE, many higher education institutes have been facing the cruel consequences of the probation status in terms of losing reputation and

business discontinuity. Moreover, the higher education institutions that are listed to be on probation status encounter financial constraints because of the lack of new incoming students (CAA, 2011).

The complete compliance with the CAA standards (2011) has not only produced a competitive environment among higher education institutions, but this also puts the higher institutions under a great pressure to sustain academically and financially. Many academic institutions in UAE have been facing the challenge of maintaining a certain level of academic performance standards and increasing the students' number, improving profitability, and keeping sustainable business (CAA, 2011). In order to succeed in such competitive academic environment, the academic institutions should have strategic planning that must be based on clear vision, mission and goals. In response to this challenging reality, many educational leaders are forced to transform the whole system of their establishments in order to recover and avoid the risk of business discontinuity. In this regard, an effective leadership style can be considered as the main key of successful changes in the field of education. If change is a transformational process that aims to take the establishment on a journey from its current circumstances to a desired future status

while dealing with all the challenges that arise along the journey, then effective change is about leadership style (Gill, 2003).

In the context of change, effective transformational leadership manages to reform establishments by stimulating the followers' efforts, creating innovation through questioning assumptions, reframing problems, empowering followers to accomplish objectives and dealing with the old situations in new ways (Avolio & Bass, 2002). This means that, transformational leadership can develop a very powerful impact over followers. For instance, several empirical studies have indicated that transformational leadership is effective in creating a climate of trust in which visions and thoughts can be shared (Jung & Avolio, 2000). Transformational leadership occurs when leaders courageously take and share risks with others (Avolio & Bass, 2002). Also transformational leadership plays a significant role in stimulating the employees' interests by motivating them to look beyond their own self-interest for the collective group's interest (Bass, 1990). Hence, followers demonstrate a high degree of trust in such leaders (Bass, 1990). Empirical research proved that transformational leadership is the most effective leadership style in motivating followers, when they cooperate and interact with the beneficiaries (Grant, 2012).

In other words, there are several rich empirical evidences of its positive effects on employees' performance and behavior (Avolio, & Shamir 2002; Northouse, 2004). Additionally, transformational leadership is effective in building an emotional attachment between leaders and followers by integrating "empathy, compassion, sensitivity, relationship building, and innovation" (Jin, 2010). The major role of the idealized transformational leader is to develop a shared vision through aligning the personal values and interests in order to achieve the shared interests of the followers' purposes (Jung & Avolio, 2000; Avolio & Bass, 2002). To succeed in today's challenging world, many educational institutions and leaders have adopted the transformational leadership style.

1.2 Statement of the Problem

Some empirical research investigated the impact of transformational leadership on organizations and employees. However, little research has empirically defined the impacts of transformational leadership on managing private universities in Dubai during crisis time. Also few empirical studies discussed the best practices that could

lead to lifting the probation status according to the CAA Standards in the context of the UAE.

In the context of the UAE, there is a lack of empirical studies that provide a “Model” to be followed aiming to lift the probation status according to the CAA Standards. Also few studies demonstrated the perspectives of academic and non-academic members about the most important factors that led to overcoming the probation status in the context of the Emirati private universities. This study aims to fill the research’s gaps by empirically investigating how transformational leadership succeeded in lifting the probation status and meeting the requirements of the CAA in the context of a private university in Dubai.

1.3 The Purpose of the Study

The main purpose of this exploratory study is to investigate how “Transformational Leadership” improved the overall performance of a private university in order to lift the probation status according to the CAA Standards of the UAE. Also this study aims to expand the literature on improving transformational leadership in

organizations and best practices that meet the CAA Standards in the context of a private university in Dubai.

1.4 The Value of the Study

This study is valuable because it provides the educational leaders with an effective model and a clear road map that could enable the struggling universities to lift the probation status and to meet the CAA requirements in the UAE. Additionally, it specifies the most inflectional factors and practices that could lead to lifting the probation status and improving the overall performance according to the CAA Standards. Moreover, it came up with suggested Specific Growth Indicators that might serve in measuring the overall organizational progress towards achieving the strategic main goals of the studied educational Institute. Also the study demonstrates the participants' different perspectives and opinions about the most effective factors that led to success according to the CAA standards. This study is significant because it comes up with a model demonstrating factors that have helped educational institutes in lifting probation status. This model could be generalized in different contexts.

1.5 Research Questions

1-How did the transformational leadership manage in lifting the probation status according to the CAA standards in the context of a private university in Dubai?

2-What were the most successful practices that led to lifting the probation status and improving the overall practices according to the CAA standards in the context of a private university in Dubai?

3-How can the transformational leadership measure the institutional effectiveness and the overall progress of a private university in Dubai?

1.6 The Study's Framework

This case study investigates the reality of the university that was on probation status according to the CAA Standards. The study investigates and analyzes the previous literature and empirical research that are related to the different types of leadership and educational reform also the literature review demonstrates transformational leadership in relation to communication channels, organizational vision, job performance, work climate, educational reform and professional development. In this study, the exploration process and data collection happen through qualitative methods, like: semi structure interviews, open ended interviews, focus group

interviews, documents' analyses and observations. The investigation aims to discover the effective procedures, strategies and policies that were implemented to achieve success and to overcome the crisis of being under probation on the CAA website. This exploratory case study will display the perspectives of leadership team's members and the University's President as a "transformational leader" who managed to move the educational establishment from the "Probation "status to the" Approved" status according to the CAA Standards. Also this study shows the successful stages of the transformational change that happened in the studied establishment. Additionally, the perspectives of the interviewed leadership team "College Council Members" will be demonstrated as empirical evidences. The semi-structured interviews will cover the main themes that led to success. These themes are related to communication between the university's members, the organizational structure, policies, the organizational vision and mission, the organizational goals, educational programs, learning resources and physical environment, documentations, staff professional development, and research sustainability.

Moreover, the study's findings will be fully discussed based on the participants' responses, documents' analyses and observations. Also the students' perspectives about the physical environment, services and communication network will be explored by using a focus group interview. At the end, the conclusion will display

a” Model of Successful Practices that Led to Lifting Probation Status and Improving the Overall Performance According to the CAA Standards”. Additionally, the conclusion comes up with suggestions and recommendations that might lead to more effective transformational leadership style and improving the overall performance of the educational establishment. Furthermore, the conclusion will suggest Specific Growth Indicators that show the overall progress of the establishment based on the organizational goals and objectives. Finally, the study will discuss limitations and suggest recommendations for future research.

1.7 Limitations of the Study:

This study could not investigate the perspectives of many faculty members about the phenomena due to the time limitation. Also it could not analyze all the institutional documents because of confidentiality issues. The sample of the chosen students was small due to time constraint.

Chapter Two: Literature Review

2.1 Leadership:

Leadership is a process in which the leader seeks the participation and efforts of assistants aiming to achieve the organizational goals and mission (Swamy, 2014). Leadership style is relatively a consistent pattern of attitude that characterizes a leader (Swamy, 2014). Recently, organizations need effective leaders who perceive the complexities of the fast changing global environment. Leadership is the art of getting followers to do what the leader wants done because he wants to do it” (Pauliene, 2013). Nowadays, the development of institutional leadership is described as planned and systematic efforts to improve the quality of leadership (Groves, 2007). There are many factors that affect the development of effective leadership skills. These factors are: the quick changes in business, technology, political and social changes (Cacioppe, 1998). This means that, the complex and challenging economic environment have expanded the competitions across international borders. Therefore; the leaders are forced to change and reform their organizations to cope up with the challenges. In leadership theory, it is still debatable whether leadership must be considered as a specialized role or as a shared social exchange relationship process (Pauliene, 2013). As a result, most academics and practitioners agreed that the main aim of leadership thinking and practice is to

build a way of making sense and direction of organizational life (Pauliène, 2013). According to Karp and Helgo (2009), leadership is founded on the interaction between people as the act of recognizing and being recognized, as well as the act of gaining the required credibility to perform as a leader. Leaders' images of themselves are being constantly created and re-created. Generally, the development of a self is intensely connected to interaction between leaders and followers (Karp & Helgø, 2009). Scholars describe that self-efficacy as the most active components in successful leadership and team effectiveness because self-efficacy beliefs affect decision making and leadership (Chemers et al. 2000).

2.2 Different Leadership Styles and Approaches:

Mackenzie and Barnes (2007) analyzed several leadership approaches, like: self-leadership, authentic leadership, transactional leadership, shared leadership, servant leadership, charismatic leadership, and transformational leadership. These approaches make connections between the leader's self and the others (followers). Some of them concentrate much more on relationships with followers, while other approaches stress on the leader's self. Yun (2006) defined self-leadership as “both thoughts and actions that people use to control themselves”. According to this

perspective, the main purpose of self-leadership strategies is to enhance the concept of self-efficacy. According to Duignan and Bhindi (1997), authentic leaders get the loyalty of others by building trusting relationships. In other words, “Authenticity “appears to be firmly linked with truth and transparency. The basic core of authenticity is dramatically related to the need of sincerity.

Additionally, Transactional Leadership is founded on the leader-member exchange leadership theory. Transactional leaders emphasize on reaching to mutually beneficial outcomes through organizational processes that include reward practices as well as the implementation of organizational policies and procedures (Dion, 2012). In the same context, Bass divided leadership style into transformational leadership and transactional leadership. Transformational leaders consider individuals, create vision and aim inside, establish open culture, build trust with the staff aiming to achieve their goals by giving full play for staff's (Scott, 2003). On the other hand, transactional leadership is focused on staff's basic and external demand, the relationship between leaders and followers is based on the contract (Scott, 2003). Transactional leadership can be considered as "trades" between the leader and followers by which followers are compensated and rewarded for meeting specific goals or performance criteria (Swamy, 2014). According to this

perspective, they tend to attain the organizational goal by assigning specific job roles and mission design in order to preserve the organizational stability.

Moreover, Lee-Davies (2007) noted that “Shared Leadership” aims to help others in achieving their potential aims through building trust in collaborative engagement. The researchers asserted that shared leadership concentrates on the capability to connect with others aiming to achieve the team’s objectives. In the same context of building trust, Joseph and Winston (2005) indicated that Servant Leadership seeks to build trust through sincerely authorizing workers, enhancing commitment, developing coaching skills, encouraging risk taking, and fostering trustworthiness that is founded on integrity and competence. The main aim of the servant leader is to serve and meet the needs of others (Russell & Stone, 2002). In this regard, Servant Leaders develop people and help them to struggle and flourish. Russell and Stone (2002) created a practical model for servant leadership. The model identified functional characteristics of Servant Leadership. These characteristics provided a reasonable basis for comparing Servant Leadership with Transformational Leadership. According to Stone (2004), the focus of the leader is the main difference between Servant Leadership and Transformational Leadership. This means that, Servant Leadership concentrates on truly empowering people,

while transformational leaders focus on supporting organizational objectives and production. Servant leaders depend on service, while transformational leaders depend on their charismatic abilities (Dion, 2012).

Furthermore, Charismatic Leadership puts emphasis on leading by setting a good example, providing a strong organizational vision and motivation for knowledge sharing within the organization (Dion, 2012). Also Transformational Leadership is often grounded on Charisma, inspiration, intellectual motivation, and individualized consideration (Dion, 2012). In this regard, Transformational and Charismatic leadership could be integrated together to come up with an effective educational leader. In addition to this, Spillane (2006) indicated that distributed leadership (DL) is the “redistribution “of the principal’s duties and responsibilities on the various staff members. Distributed Leadership (DL) does not deal with the leader of the establishment as a single “heroic figure” who is responsible alone for the organizational change. Distributed leadership is described as a network of leaders, followers, their situations and leadership practices (Spillane, 2006). It can be noticed that the increased workloads created the need for having the distributed leadership.

2.3 Transformational Leadership and Organizational Performance

Morales, Barrionuevo and Gutiérrez (2012) noted that Transformational Leadership affects the organizational performance positively through improving the organizational learning and innovation. According to the researchers, there is a positive relation between Transformational Leadership, organizational learning and innovation. This means that, the effective Transformational Leadership style should investigate, modify, and change systems in order to share and transfer knowledge through the process of organizational learning.

Consistently, Men (2014) emphasized that Transformational Leadership affects the organization's symmetrical internal communication and employee relational satisfaction positively. According to Bass (1990), Transformational Leadership happens when leaders extend and raise the interests of their employees, when leaders convince their employees of the organizational goals and mission and when they motivate their employees to expand their own self-interest for the good of the group. The leaders should be charismatic to their followers in order to meet the emotional needs of each employee.

Furthermore, Transformational Leadership can be described as the style of leadership that enhances the realization of shared interest between the organization's members in order to enable them to achieve their shared goals (Bass, 1999). On the other hand, Transactional Leadership concentrates on stimulating the interests of the leaders and their followers in order to achieve the satisfaction of the assigned responsibilities through establishing objectives and controlling the results (Bass & Avolio, 2000). Leaders use transactional and transformational behavior to different degrees (Bass, 1999). Additionally, transformational leadership could be considered as the engine and spreader of innovative culture and knowledge aiming to obtain the best possible organizational performance (Bass, 1999; Bass & Avolio, 2000).

2.4 Effective Leadership Styles in the Educational Context

Over the past 25 years of research into educational leadership, different theoretical leadership styles and models have been explored and implemented. However, there are two main predominated approaches: instructional leadership and transformational leadership (Hallinger, 2003). Educational researchers shifted their attention to leadership models that depended on developing trends in educational reform aiming to enhance empowerment, shared leadership, and organizational learning. The development of the educational leadership role has been considered as reflecting ‘second order’ changes (Leithwood, 1994).

In the educational context, some scholars categorized Instructional leadership as a directive and top-down approach to school leadership (Barth, 1990). Instructional leadership concentrates on the principal’s coordination and control of instructions (Cohen & Miller, 1980). This means that, effective Instructional leadership should create an image of the principal as directing or arranging improvements in the school. On the other hand, transformational leadership could be described as a type of distributed leadership. Transformational leaders concentrate on motivating change through bottom-up participation instead of coordinating and controlling

from the top (Day 2001). According to this perspective, transformational leadership considers the organization as a “unit” rather than a property of a “single person”.

In the same context, Leithwood and Jantzi (1999) noted that Transformational Leadership significantly affects the school's conditions. For instance, the Transformational Leadership style had strong direct impacts on classroom conditions. Several empirical studies sustained the conclusion that transformational leadership had strong effects on teachers' perceptions of school conditions, their commitment to change, and professional development (Bogler 2001; Day 2001; Fullan, 2002). In contrast, the effects of Transformational Leadership were not significant on students' participation. With respect to outcomes, there are many similarities between Instructional and Transformational Leadership styles (Hallinger, 2003). For example, both of them focus on producing a shared sense of purpose in the school, developing a positive environment of high expectations and the improvement of teaching and learning as a school culture, framing the school reward structure that shows the goals set for staff and students, and providing a wide range of activities aimed at development for staff (Hallinger, 2003). Based on these findings, it could be indicated that Instructional and Transformational

leadership styles should be combined and integrated together in order to achieve a strong educational improvement and reform in the UAE.

2.5 Leadership Styles in the UAE Context

In the context of the UAE, empirical research found that leaders were less transformational than leaders in the USA and Europe (Bealer & Bhanugopan, 2014). Similarly, the impact of transformational leadership may not be as significant as could be found in western contexts (Abdalla ,2010). This means that, leaders need to consider the national culture while adapting their transformational leadership style in their organizations. Also Abdalla (2010) found that transformational leadership had a stronger positive effect on the employees' performance and commitment than the contingent reward style. In the local context, Darwish and Yousef (2000) found that Participatory Leadership was more effective in reinforcing job satisfaction and performance in the UAE. However, it can be noticed that there is a lack of empirical research that investigates the impacts of Transformational leadership on improving performance, professional development, and organizational conditions in the context of education in the UAE. More

empirical studies should explore the effective implementations of Transformational leadership in the field of higher education in the UAE.

2.6 The Characteristics of the Transformational Leaders

Transformational leaders are charismatic characters who provide motivation and encourage intellectual stimulation (Bass, 1999; Bass & Avolio ,2000). In the same context, charisma produces the superiority, faith and respect that leaders need to motivate their employees to have trust in themselves, their leaders, and their organizations. According to this perspective, Transformational Leaders are expected to inspire and motivate their followers broadly through communication of high expectations. Furthermore, it can be indicated that transformational leaders have a strong future vision for their organizations (Hackman & Johnson, 2004). Also they are open to different opinions, passionate, and caring (Hackman & Johnson, 2004).They work hard to empower communication behaviors in the establishments (Hackman & Johnson, 2004). Transformational leaders motivate followers to exceed their own self-interests for the sake of the organization or the group (Grant 2012, Shamir 1993).

2.7 Leadership and Professional Development

Successful leadership plays a significant role in enhancing the professional development activities and organizational learning. Current trends and policies consider professional development as a career-long process (Kozma, 2010). In other words; professional development services and activities should be provided in an ongoing basis. Organizational learning is the ability “within an organization to preserve or develop performance based on experience (Morales, Barrionuevo & Gutiérrez, 2012). This activity requires knowledge attainment, the development of skills, relationships, knowledge sharing, and knowledge application. Organizational learning can be enhanced through developing new organizational abilities and capabilities. Organizational learning requires cognitive and behavioral change. Recently, organizational learning has become a need rather than a choice. The lack of organizational learning was the main factor that led to the failure and the collapse of many organizations (Argyris & Schön., 1996).

According to Little (1993), effective professional development involves meaningful intellectual development, building experiences of staff members, enhancing the technique of inquiry, and having balance between the individual and

the establishment's needs. In this regard, successful professional development should happen on a wide-ranging scale in order to cover different areas in accordance with the international trends, national demands and organizational needs.

2.8 Transformational Leadership, the Organizational Vision, and Motivation

Motivating followers is a vital task for leaders in order to accomplish valuable tasks (Vroom & Jago, 2007). According to theories of transformational and charismatic leadership, leaders motivate their followers through implementing inspirational behaviors, like: expressing a clear vision, enhancing collective identities, building confidence and core values (Bass, 1985; Burns, 1978). Empirical studies indicated that when leaders practice these visionary behaviors, followers establish more value-congruent aims (Bono & Judge, 2003) because they consider their work as more meaningful (Piccolo & Colquitt, 2006). Consequently, research has shown that transformational leadership is positively correlated with followers' motivation and job performance (Judge & Piccolo, 2004). Empirical research on transformational leadership proved its positive impact on employees' performance and attitudes, like: building trust in leaders, job satisfaction, leader-follower

relationship, organizational commitment, and loyalty (Dirks & Ferrin, 2002; Judge & Piccolo, 2004; Men & Stacks, 2013). On other hand, some studies claimed that transformational leadership does not always lead to intensive motivation and higher performance (Barling, Weber, & Kelloway, 1996). In other words, transformational leadership could have inconsistent effects on followers' performance (Barling, Weber, & Kelloway, 1996). These inconsistent effects could happen because the transformational leaders encounter challenges in making these visions a tangible reality according to their meaningful visions.

Hence, Kirkpatrick and Locke (1996) supposed that leaders need to take practical steps in order to ensure that the stated vision is not simply rhetoric. According to Jin (2010), effective transformational leadership combines “empathy, compassion, sensitivity, relationship building, and innovation. Transformational leaders put significant interest in the well-being of employees. In order to foster motivation, transformational leaders work hard to explain the impact and the meaningful consequences of their visions on the establishments (Grant, 2007). However, Shamir and colleagues (1993) suggested that transformational leadership tends to emphasize vague and unrealistic goals.

2.9 Transformational Leadership and Communication Channels

Effective leadership is significantly performed through the communication channels, quality and styles of the leaders (Holladay & Coombs, 1993; Shaffer, 2000). Comparing to the different leadership types, it has been found that transformational leadership represents the most significant scholarly attention across disciplines due to its relationship-oriented nature. Also there are rich empirical evidences of its positive influence on employees' performance and behavior (Northouse et al. 2004). Transformational leaders focus on the welfare, interests, personal growth and development of employees (Men, 2014). Studies had shown that leaders at all levels can be trained to be charismatic (Bass, 1990). To this end; transformational leaders could build effective communication network through listening to the feedback and opinions of employees.

Transformational leadership enables followers to have a sense of meaning towards their establishments through communicating a desirable, inspirational, and attainable vision so this practice could improve their relational satisfaction (Yukl, 2006). Men (2014) noted that interactive communication could contribute to employees' satisfaction. Additionally, Men (2014) found that Transformational

leaders usually use face-to-face channels to communicate with followers and to transfer information. The researcher asserted that the use of face-to-face channels was positively connected with employee satisfaction. However, most of the employees prefer e-mails as a way to receive information from the leadership concerning new decisions, policies, events, or changes (Men 2014). These e-mails must be followed by general employee meetings and interactive communication with leaders and managers. Also there are different studies that investigated the relationship between leadership styles and communication channels to influence followers (Whitworth, 2011). For instance, Hackman & Johnson (2004) indicated that transformational leadership can be considered as an effective leadership style which is recommended to foster interactive, caring, visionary, inspirational communications and relationships.

Moreover, De Vries, Bakker–Pieper, and Oostenveld (2010) investigated the relationships between the leadership and communication styles. The studies found that most of the transformational leaders used people-oriented communication. By contrast; transactional leaders used task-oriented means. Also they found that the people-oriented styles were more communicative than task-oriented ones. Sheer (2011) noted that, the new media channels including audio devices, video devices,

and online chat functions are effective in facilitating and fostering relationships between the leadership and employees. On the other hand, face-to-face communications have limited capacity in comparison with new media channels. However, organizational social media channels with two-way interactive features enhance employee participations through facilitating conversation between the employees and the establishment (Sheer, 2011). In this regard, the social media channels can be considered as more effective because these two -way channels motivate the employees to express their opinions easily. In the same context, Men (2014) considered the face to face communication as the richest communication medium because a face-to-face communication allows nonverbal communication and immediate feedback. Also it shows the willingness of organizational leadership to listen to employees. In other words, when employees get the chance to express their opinions and feel cared about/for, they could be more satisfied with their leaders and jobs.

Furthermore, Men (2014) found that transformational leadership and symmetrical communication both have strong positive effects on employee relational satisfaction. Regarding communication channels, Men indicated that nowadays employees prefer to receive information from the leaders through email and rich

face-to-face channels such as employee meetings and interpersonal communication with direct leaders. On the other hand, it was found that print channels such as memos, brochures, newsletters, reports, policy manuals, and posters are less preferred by employees.

2.10 Transformational Leadership, Organizational Change and Educational Reform

The changing nature of society, the development of the global market, the increasing dependence on technology, and the growing needs for market based solutions imposed intense new challenges for the educational leaders. These challenges require new types of transformational leadership that provide substantive changes that might lead to high organizational performance. Sergiovanni (1991) noted that transformational change should be based on three leadership components: building, bonding and banking. Firstly, the building process includes empowerment and charisma that aim to raise the expectations of leaders and followers so that they feel motivated to perform with higher levels of commitment. Secondly, the bonding process aims to enhance and elevate the organizational goals through binding the leaders with the followers together in a

moral commitment. Finally, transforming the system is considered as a banking when improvement and development become as the nature of the establishment. According to Desimone (2002), there are main factors that lead to the educational reform. These factors are: using research-based innovative strategies to enhance sustainability, providing continuous high-quality professional development for staff, setting measurable student goals and benchmarks for meeting those goals, having high quality external technical support, setting a plan for evaluating implementation and student achievement, providing other available resources and how they will be used to support services and to sustain the reform. In this regard, the successful educational reform should strongly consider the importance of research sustainability and professional development.

In terms of educational reform, fundamental changes are affected by environmental and international pressures and competitions. Odden (1995) noted that reshaping the educational system requires planning backward from intended results through building on the current strengths of the establishments rather than the installation of new programs. According to Odden (1995) reshaping the system includes four interrelated sections. These sections are: recognizing the importance of the fundamental change, forming organizational strategies, redesigning the

organizational work, and implementing and assessing the effects of change. In the context of the UAE, this model of change can be implemented because it provides a practical change cycle that is related to the ongoing local and international changes.

Chapter Three: Methodology

3.1 The Research Approach:

The researcher followed a qualitative research approach. This qualitative case study followed an epistemological approach (Creswell, 2013). Based on this approach, the researcher got closer to the participants in their workplace. This means that, the researcher spent an enough time with the participants in the practical work field in order to become an “insider” who discovers the reality of the phenomenon as perceived and noticed by the different participants (Creswell, 2013). Furthermore, the researcher managed to use a” naturalistic approach” in order to investigate the phenomena in the real context which was a private university in Dubai (Ritchie, Lewis, Nicholls, & Ormston. 2013). Hence, the researcher exerted a big effort to study the phenomena in their real natural settings in order to comprehend the reality according to the participants’ opinions and experiences (Creswell, 2013). For instance, the researcher conducted a qualitative case study to collect data and get a comprehensive image about the effective ways in which educational leaders moved their establishments from the status of “probation “to the status of “Approved” according to the CAA standards in the UAE. As a result, the obtained conclusion is founded on the participants’ practical experiences and visions (Lewis, 2015). The main value of the qualitative case study was to demonstrate different insights and thoughts about how the participants perceive the reality of the studied phenomena and the future of the organizational behavior. This qualitative exploratory case

study was effective because it enabled the interviewees to disclose the mirror of the reality as well as their perceptions and visions of the future (Dumay, 2010).

3.2 The Case Study Method of Research:

The case study method is suitable in exploring and investigating a certain phenomenon in a real life context effectively (Creswell, 2003). Yin (1984) identified the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the borders between phenomenon and context are not clearly obvious; and in which multiple sources of evidence are used. “The case study technique helps in discovering and understanding complex issues (Zainal, 2007). In other words, it could be identified as a robust research method particularly when a holistic, in-depth investigation is needed especially in social science studies (Zainal 2007). Furthermore, the case study method in research is more significant while investigating issues with regard to education (Gulsecen & Kubat, 2006). Concerning this case study, the used method of research enabled the researcher to explore a certain phenomenon which was the role of transformational leadership and the successful practices that led to moving from failure towards success in the context of a private university in Dubai.

Moreover, the case study technique is appropriate for understanding people's behaviors and experiences (Huberman & Miles, 2002). The case study method is useful in studying a change process and a group of people in an organization (Creswell, 2003). This case study explored the major factors that led to the successful change process. In the case of the studied university, the researcher explored and demonstrated the effective practices based on the participants' perspectives and experiences rather than the researcher's perspective (Maxwell, 2012). The participants' perspectives are formed by their physical, social, and cultural contexts (Maxwell, 2012). The case study method enabled the researcher to go beyond the quantitative statistical results and understand the behavioral conditions through the participants' eyes.

3.3 The Instruments of Data Collections:

The Used Qualitative Instruments of Data Collection

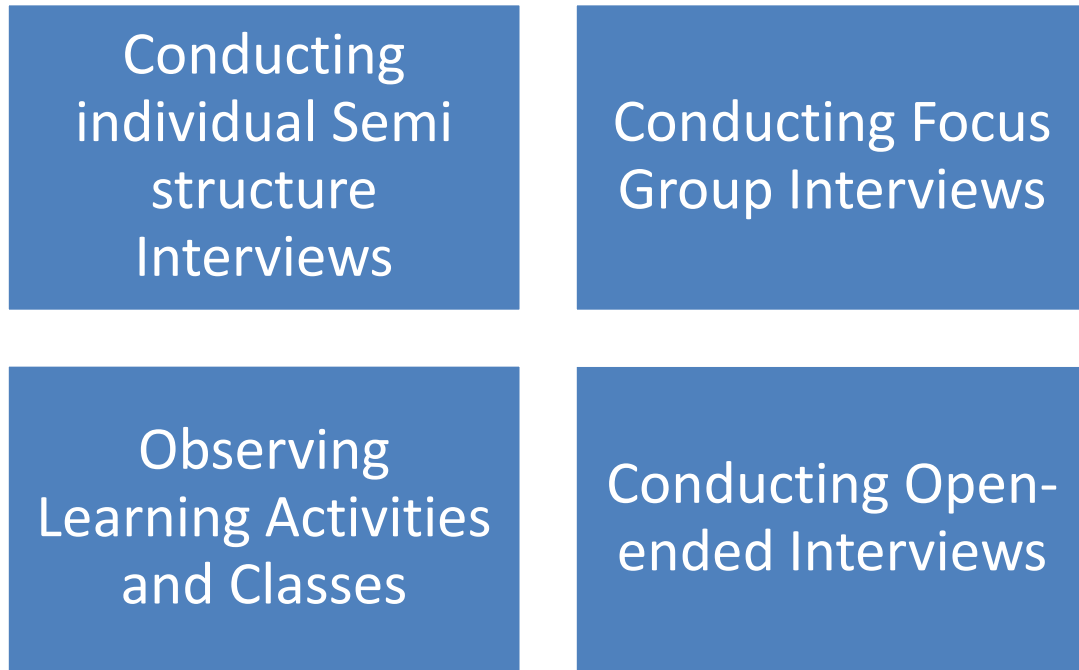


Figure 1: Source: Author

3.3.1 Conducting Face to Face Interviews

Interviews are described as specialized forms of communication between people for a specific purpose regarding an agreed topic (Anderson, 1990). The use of interview is highly recommended for obtaining data related to emotions, feelings, experiences, critical issues, insider experience, and unique insights (Anderson, 1990). According to Gray (2004), there are many advantages for using the face to

face interview technique for data collection. Firstly, it enables the researcher to obtain personalized data in an effective way. Secondly, it gives the researcher a good opportunity to explain the meaning of the questions to meet the participants' needs. Thirdly, it helps the researcher in recording the non- verbal cues, like: facial expressions and gestures. Similarly, Opdenakker (2006) asserted that face-to-face interviews' are effective in providing 'social cues' such as voice, intonation and body language. He also indicated that that these aspects can 'give the researcher a lot of extra data that could be added to the verbal answer of the participants (Irvine, Drew & Sainsbury, 2013).In the context of this case study, the researcher conducted face to face interviews with the members of the college council and non- academic members. This technique can be considered as an effective data collection instrument because it allowed the researcher to interact with the participant and to get detailed data (Creswell, 2007).

Moreover, this technique enabled the researcher to paraphrase and explain the meaning of the questions in order to ensure a correct understanding (Creswell, 2013). In some cases, the researcher had to translate the interviews' questions into Arabic to meet the needs of some participants. Also conducting face to face interviews ensured that the transcribed written answers represented the

participants' real perceptions about the topic. The researcher kept positive neutral relationships with the participants in order to maintain the quality of the interviews (Gubrium & Holstein 2002).

3.3.2. The Interview's Structure, Types and Design

The researcher interviewed different types of participants for multiple purposes. In order to meet the research purposes, it was practical to use two different techniques of interviews; individual interviews and focus group interviews. For instance, the individual interview technique was appropriate for interviewing the members of the college council, the librarian and the external educational expert. The individual interview technique enabled the researcher to obtain the participants' perceptions about the phenomena and to get more details about the main themes of the study. On the other hand, the focus group interview technique allowed the researcher to have a flexible discussion with the students about the different themes. Using the focus group technique allowed the researcher to save time and encourage the participants to demonstrate a wide range of opinions during one session.

The researcher used a focus group interview as a qualitative technique for data collection. According to Denscombe (2007), "focus group consists of a small group

of people, usually between six and nine in number, who are brought together by a trained researcher aiming to explore attitudes and perceptions, feelings and ideas about a topic". The researcher used a focus group interview to represent a setting for a relatively homogeneous group. In the context of the studied university, the focus group consisted of ten students from different academic years. The focus group can be described as a homogeneous group because all of the ten students belonged to the same local culture and background. The aim of using the focus group interview was to obtain the students' opinions and suggestions about the university's physical environment, services, and communication channels between students and the university's leadership. Focus group interview gave the researcher an opportunity for immediate feedback or clarification on one's viewpoint (Dilshad & Latif, 2013). Also it was effective in collecting valuable qualitative data with reasonable speed.

The researcher used individual interview technique while interviewing the members of the college council, the librarian and the external academic expert. The researcher used two different interview's designs, like: the semi structured interview and the open ended interviews. The two different interview's structures were used to meet the different purposes of the questions and to collect detailed

data about the Transformational Leadership style and the applied effective practices. According to the localist perspective, semi-structured qualitative research interviews assist the researcher to get closer to the real world according to the participants' perspectives (Alvesson, 2003). Also this interview's technique helped the participants to provide responses in their own ways. Using this technique is effective, when the researcher aims to understand the way the participants perceive the social world under study (Qu, & Dumay, 2011). According to empirical research, the semi structured interview is considered as the most common and effective means of gathering data that reveal facts about humans and organizational behavior (Kvale & Brinkmann, 2009). Furthermore, using the semi –structured interview format enabled the researcher to establish an appropriate rapport and a good relationship between the researcher and the participants (Bogdan & Biklen, 2007). Using this interview format allowed the researcher to have freedom to draw questions from “unplanned encounters” (David & Sutton, 2004). Additionally, it enabled the researcher to meet the participants' needs by paraphrasing some questions to make them clearer.

Moreover, the researcher used the open- ended interview questions while interviewing the University's President, the Registrar, the Librarian and the

External Educational Consultant from Zayed University (Appendix 17). This interview's format is appropriate because the nature of the open-ended questions allowed the participants to fully express their perspectives and experiences. However, the researcher found a difficulty with coding the data while conducting the open-ended interviews (Creswell, 2007). Since open-ended interviews invites the participants to fully express their opinions and experiences as desired, there was a difficulty to extract similar themes or codes from the interview transcripts as they would with less open-ended responses.

3.3.3 Observing Classes and Documents Analysis:

The researcher collected data through observing classes and educational activities. The researcher observed two classes that taught Innovation and Career Preparation Module. These two observed general classes included heterogeneous students who belonged to different academic years and concentrations. The main purpose of observing these classes was to explore the new applied educational programs that

were based on learning by doing, such as: “Learn by Developing Models”, “Design Thinking method”, and “Design -driven Innovation Process”. The aims of these programs were to motivate students to produce creative ideas and to design practical projects that could contribute to the national industries. The observations duration was four complete hours.

Additionally, the researcher got an access to important documents, like: the Policies and Procedures Manual, the Faculty Handbook, the Undergraduate Students Handbook and the Certificate of Approval from the CAA and the Ministry of Education. All these documents were analyzed by the researcher to obtain data about the effective implemented policies and the successful procedures. Also the CAA Certificate represented a strong evidence of success. In other words, it proved that the studied university managed in lifting the probation status and obtaining the Approved status according to the CAA Standards.

3.4. Research Planning and Procedures:

The Main Research Steps and Procedures

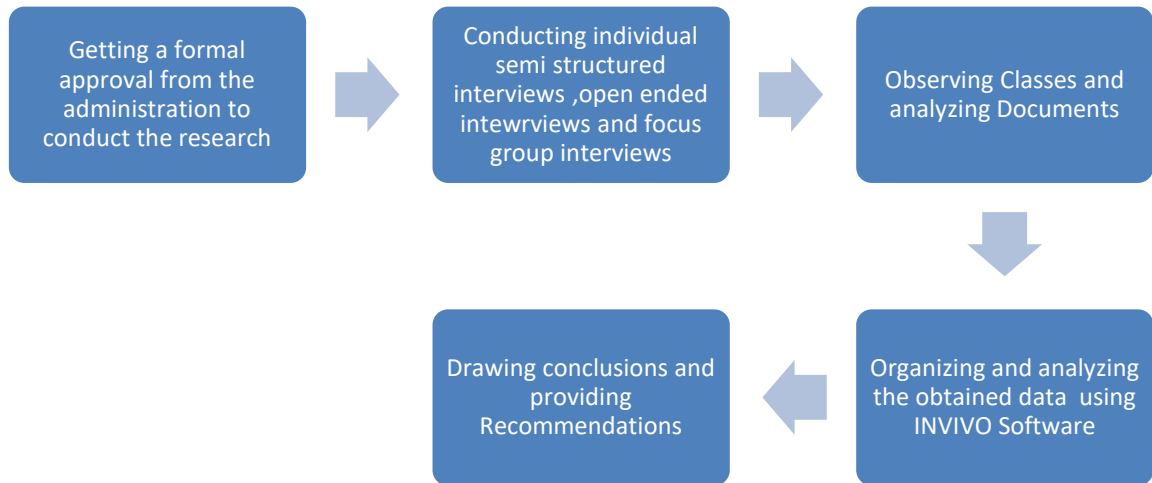


Figure 2: Source: Author

According to Qu. and Dumay 2011, effective qualitative research is based on careful planning and effective preparation. At the beginning, the researcher read many empirical research and case studies that are related to the Transformational Leadership and educational reform. Next, the researcher discussed with the University's President the appropriateness of the research topic according to the establishment's needs. After that, the researcher agreed with the University's President about the research topic, the procedures, the ethical consideration and the

research duration. Later on, the researcher received a written formal approval to conduct the research. This written approval helped the researcher in building trust with the participants. Finally, the researcher formed effective convenient interview's questions that covered all the topic's elements. Moreover, the researcher accepted the participants' suggestions about forming the interview's questions. For example, some professional participants were given time to modify and reform some of the interview's questions. That participation added more value to the interview's questions by making them more relevant to the establishment's conditions and needs. Finally, the obtained data from the interviews were analyzed through using the InViVO software.

3.5. The Selected Sample and Rationale for the Sample Selection:

Creswell (2007) asserted on the importance of selecting the appropriate candidates for interviews. Creswell also noted that appropriate participants will be willing to openly and honestly share information or “their story”. The researcher selected a private university in Dubai that was under the Probation Status according to the CAA Standards. This private university was chosen as a sample because of its [42]

transformational leadership that managed in lifting the “Probation Status” and obtaining the “Approved Status” according to the CAA Standards. This selected sample was valuable and appropriate because there were many successful factors and transformational changes that could explored within the establishments.

Additionally, the selected thirteen participants represented an appropriate sample size. These participants were :the University President, the Dean of Engineering and Technology School, the Dean of Arts and Social Business, the Dean of Business Administration School ,the Dean of Research and Graduate Studies School , the Chair of Engineering Department ,the Chair of Information Technology Department, the Chair of Business Administration Department ,the Chair of General Education Department, the Registrar, and the Librarian. These participants represented the members of the leadership team as well as non - academic members. Also the external Educational Consultant from Zayed University was chosen to add a professional neutral perspective about the transformational leadership in the UAE. The researcher chose different types of participants that reflected varied nationalities, positions, genders, backgrounds, ages and specializations in order to improve the quality of the selected sample. It can be indicated that the sample’s variety enriched the quality of data and findings.

This selected rich sample enabled the researcher to come up with different opinions and perceptions about the studied phenomena.

3.6 Data Analysis and Interpretation:

The final stage in the interview design process is interpreting and analyzing the obtained data that was gathered during the interview process. During this phase, the researcher categorized the obtained data into sections or groups of information known as themes or codes (Creswell, 2007). These themes or codes are consistent phrases, expressions, or ideas that were common among research participants (Kvale, 2007). The researcher organized the interviews' questions and the participants' answers into themes and codes using the NViVO Software. The NViVO Software helps immensely from conceptualization and coding of data to an entire research project (Azeem, Salfi & Dogar, 2012). In this case study, the NViVO Software helped the researcher in managing data records, browsing, coding, and interpreting them. Additionally, it provided quick and accurate accesses to data records. This software enabled the qualitative researcher to extract ideas and link them with data aiming to understand the certain research questions.

3.7 Ethical Considerations:

The Ethical considerations and confidentiality were discussed with the University's President at the beginning of the process. Due to confidentiality purposes, the name of the private university was kept as anonymous in this case study. Also the names of the College Council members were anonymous. This anonymity was effective in encouraging the participants to express their perspectives freely. All the ethical considerations were considered while conducting the interviews and analyzing data.

Chapter Four: The Findings and Discussion

4.1. Instruments of Obtaining the Findings

The main findings of this exploratory case study were obtained from the individual semi structure interviews with the college council members and the open ended interviews with some academic and non- academic members. The semi structured interviews included interviewing the University's President, four Deans of Schools, and three Chairs of Departments. The open ended interviews were conducted with the Registrar, Librarian, an External Educational Expert and a faculty member. Furthermore, some information was obtained through analyzing major documents,

like: the Policies and Procedures Handout, Faculty Handbook, Staff Handbook Undergraduate Students Handbook and Certificate of Accreditation (CAA). Moreover, the researcher observed three different classes to notice the teaching and learning process. Additionally, a focus group interview was conducted with students to explore their perspectives about the university's physical environment, services, teaching methods, and research sustainability.

At the beginning, the researcher conducted long semi- structured interviews with the University's President to explore the main factors and practices that enabled the educational institute to manage the crisis and overcome the probation status successfully. The long interviews with the University's President were significant and useful because these interviews enabled the researcher to see the big image from the top and to explore the major framework of the change process. After that, the researcher conducted many semi- structure interviews with the college council members and open- ended interviews with non- academic members. Later, the researcher conducted a focus group interview with students to explore their perspectives and opinions about the studied phenomena.

4.2 The Transformational Leadership in the University's Context

Effective transformational change can happen through the continuous process of improvement (Kozma, 2010). This process is consisted of four stages: creating a long term shared vision, setting goals and designing strategies, implementing initiatives ,evaluating and measuring success (Kozma, 2010). The interviewed Educational Consultant of Zayed University emphasized on the effectiveness of Transformational Leadership in reforming the educational system in the UAE. However, he noted “genuine educational transformation should take enough time in order to achieve a sustainable reform”. Transformational leadership can be described as the style of leadership that enhances realization of shared interest between the organization's members and enables them to achieve their shared goals (Bass & Avolio 2000). In the context of the university under study, the university's president followed a transformational leadership style to manage the crisis. According to the University's president,

“The main aim of the transformational leadership was to lift the probation status and to improve the overall university's performance in order to meet the CAA standards” (Appendix 12).

He also explained:

“In the past, the establishment used to follow a traditional centralized leadership style. Since more than two years, the college council decided to follow transformational and distributed leadership styles.” The president was a central figure who dominated all the process .Therefore, the participations and the contributions of university’s members were not effective enough. Recently, combining the transformational and the distributed leadership styles has made decision-making process more participatory between the staff members “(Appendix 12).

There were many critical factors and circumstances that forced the establishment to follow a transformational leadership style. Firstly, the University’s President said:

“The establishment was facing the critical threat of being on probation so it was prohibited to admit new students “. The sole leader alone cannot play all the roles and overcome the probation status “(Appendix 12).

This means that, the huge work load must be divided between all the stakeholders in order to reach to the best outcomes. Secondly, the transformational leadership gave the opportunity to the different university's member to participate in the decision making process aiming to meet the CAA Standards and the community's needs. Therefore, the current responsibilities and decisions are currently shared between the involved members. For instance, the University's President said:

“Recently, the different responsibilities have been assigned to the suitable effective members. Additionally, the council members have been engaging in regular open discussions and brain -storming meetings in order to make successful decisions. Moreover, some of the students’ initiatives and the community’s interests are considered while making decisions” (Appendix 12).

Thirdly, the current local and international demands made the change process obligatory, the University's President explained:

“The educational establishment has been encountering ongoing social demands and global educational challenges. The University must meet the high international educational standards, the new

governmental educational policies and the CAA Standards. The establishment was on probation so it was prohibited to admit new students. Consequently, the university's strategies and plans were changed and improved to cope up with the new challenging demands “(Appendix 12).

It can be noticed that applying the transformational leadership style came as a logical reaction to cope up with the pressing local and international demands. The transformational leadership rescued the establishment from failure and having a bad reputation.

Analyzing the Faculty Handbook indicated that the current college council combines a number of stakeholders that represent the different schools and departments. In other words; the council includes different members with different backgrounds and roles (Appendix 11).

The Main Components of the College Council

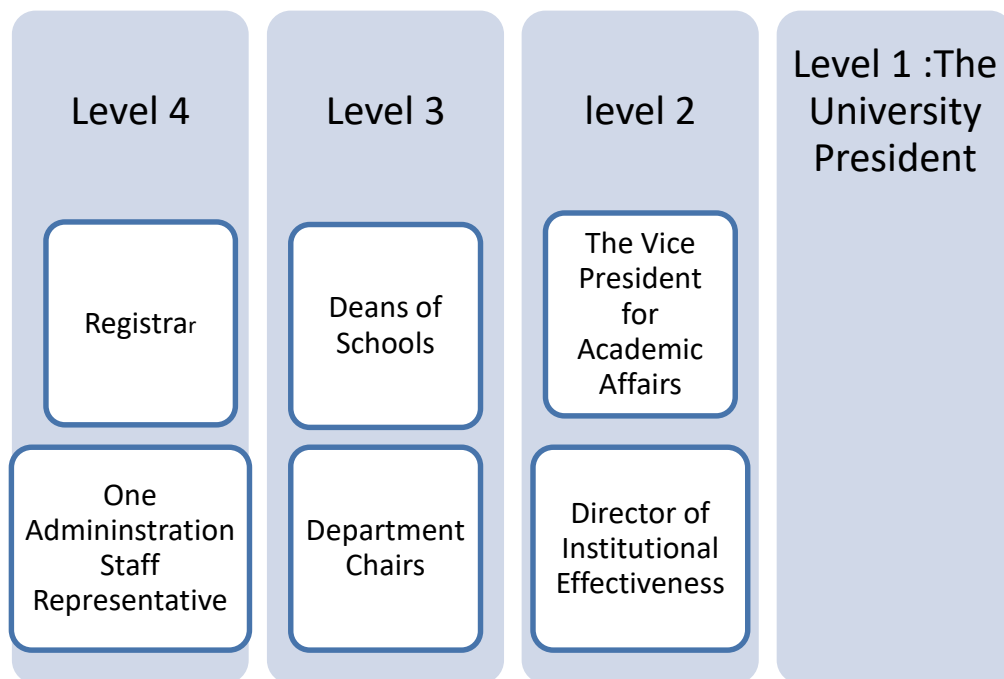


Figure 3: Source: Author

Furthermore, the University's President explained how following the transformational leadership style improved the performance of the college council. For example, he stated:

"The Transformational leadership style enabled the educational establishment to benefit from the potentials of all the stakeholders by assigning the suitable tasks to the capable individualsThe current college council includes some representatives from the students' council" (Appendix 12).

In the context of the studied university, the transformational changes could be described as a combination of radical and incremental change. For instance, the University's President emphasized:

"The radical changes included restructuring the organizational structure and chart, establishing the E-course file, creating the new organizational vision, setting the new strategic goals, and establishing the policies and procedures manual, and setting effective policies to stop plagiarism. On the other hand, the gradual

changes included the programs' improvement, enhancing the research sustainability, improving budgeting and engaging in social communities" (Appendix 12).

In this regard, the transformational change happened smoothly and successfully because all the stakeholders participated in the change process. For example, the University's President indicated:

"The change process was well planned and organized. Most of the stakeholders cooperated and participated in the change process. The most challenging task was transforming the system without causing chaos while managing the crisis" (Appendix 12).

4.3. The Stages of the Transformational Change:

The Transformational Leadership set five main stages to achieve a significant change in order to lift the probation status. The obtained data from the university's president showed that the transformational change happened through the following stages:

The Stages of the Transformational Change



Figure 4: Source: Author

4.3.1. Stage one: Creating new vision and restating the main organizational goals

In the context of the studied university, the university's president worked with multiple stakeholders to create a new shared vision, mission and goals. The new vision and mission were restated to cope up with the international educational trends and the local needs. For example, the University's President explained:

“The establishment formed a new clear vision and a practical mission to cope up with the international educational trends, the local needs and the CAA Standards. For example, the main vision was stated clearly as the following: *“to become a leading and international recognized higher education institution that contributes to the country's sustainable development”*. Additionally, the strategic goals were transformed to be aligned with the university's new vision”.

Furthermore, analyzing the Faculty Handbook as well as the Policies and Procedures Manual shows that the restated strategic goals are clear and specific. Also the documents' analysis indicates that the current strategic goals are consistent with new vision and mission (Appendix 3).

According to the Policies and Procedures Manual, there are five main strategic goals:

Goal 1: To provide innovative learning experience for students with diverse backgrounds.

Goal 2: To enable students to pursue life -long learning and to develop their careers

Goal 3: To contribute to the sustainable development of the UAE

Goal 4: To enhance commitment to recruit and retain a diverse faculty and staff within a supportive work environment

Goal 5: To provide an environment and resources that support research activities

It can be noticed that the five strategic goals are strongly consistent and related to the organizational vision and mission. In other words, applying these strategic goals

would lead to achieving the establishment's new vision and mission. For instance, the new vision is: "To be a leading and an internationally recognized higher education institution, contributing to the knowledge society and sustainable development of the UAE and the region". Consistently, the restated mission is: "To offer competitive educational programs in real world settings targeting a diverse population aiming at developing and strengthening their careers" (Appendix 3). It can be seen that both of the organizational vision and mission are consistent because they aim to have a successful educational institute which is able to provide an effective education that copes up with the local and international demands aiming to contribute to country's development. In the same context, the strategic goals pave the way and move towards achieving the restated vision and mission.

Various participants emphasized the new vision and mission were the production of the majority of university's members. For instance, the University's President asserted:

"Most of the university members participated in restating the organizational vision, goals and mission during the brain storming sessions" (Appendix 12).

Also the Chair of Engineering Department indicated:

“The current vision and mission had been restated and articulated by the college council members, academic and non-academic members during the brainstorming sessions and meetings. Consequently, most of the university’s members participated in restating the new vision and the mission” (Appendix 19).

Similarly, the Chair of the Information Technology Department noted:

“The transformational leadership involved the employees, college council members, and the director of departments in forming the organizational vision and mission statement. Many brainstorm meetings and workshops were organized to discuss the organizational vision and mission statement. All the stakeholders were invited to participate in setting the new vision and mission” (Appendix 19).

It can be indicated that when all the statements and opinions were shared and discussed by the different stakeholders during the brainstorming sessions, the university's members felt more committed towards achieving the new vision and goals. The main goal of these brain storming sessions was to align all what the participants want in order to produce a shared vision with strategic goals. It could be noted that the brainstorming sessions or the “envisioning sessions” helped in producing concrete images that served in setting attainable measurable goals.

Also while forming the new shared vision and strategic goals, the University's President along with the college council members considered the UAE government's vision, the vision of the Ministry of Education and the CAA Standards. It was so critical to analyze the socio -ecosystem and to define the potential partners for change. For instance, the University's President indicated:

“We as a team considered the social, local, and international demands. The college council considered the UAE government's vision, the vision of the Ministry of Education and the CAA Standards. The factors that lead to probation were studied. We

studied the actions that must be taken to lift the probation status. The needed budget and resources were considered. SWOT analysis was also done to evaluate the situation. During the probation time, the situation was evaluated and analyzed through reading reports, visiting other colleges, consulting external educational experts, consulting universities' leaders and ministry's officials."

The University's President asserted:

"During the probation time ,the situation was evaluated and analyzed through reading reports, visiting other colleges, consulting external educational experts, consulting universities' leaders and ministry's officials " (Appendix 12) .

In other words, the president tried to go beyond the narrow university context and to see the big comprehensive image including the global trends and international educational standards. According to Kozma (2010), situation analysis can provide a complete comprehensive picture about the organizational system. This comprehensive picture is supposed to show the weaknesses and the strengths of the system. Also building on the strengths of the organization is considered as an

effective approach towards the educational change (Kozma, 2010). For instance, the University's President indicated:

" Having skillful cooperative faculty members was one of the strong points that helped the university to recover" (Appendix 12).

It could be indicated that the university's members cooperated effectively together to achieve the new vision and goals.

4.3.2 Stage Two: Restructuring the Organizational Structure

The University's President indicated:

"The transformational leadership established new positions and titles in the organizational chart. Also the structure of the college council had been modified in order to improve the performance of the college council members. For instance, the number of the chairs and deans had been increased to deal with the new added schools and specializations "(Appendix 12).

In the same context, the Dean of Business Administration School explained:

“The University’s leadership introduced an effective clear organizational chart that clarifies the members’ positions and titles. Also the clarified job descriptions are aligned with the positions and titles. New positions had been added. For instance, the number of the chairs had been increased to fit the added departments and specializations” (Appendix 19).

It can be indicated that the transformational leadership restructured the organizational structure by making a new organizational chart. This organizational chart is clear and specific aiming to meet the CAA Standards. Also the new organizational chart is effective because it specifies the job titles and the new added positions.

4.3.3 Stage Three: Creating New Policies and Aligning the Institutional Documentations

The transformational leadership established new policies and strategies that served in attaining the new vision and strategic goals of the organization. All the new policies and procedures were documented in the "Procedures and Policies Manual".

The Dean of Research and Graduate Studies noted:

"Aligning the institutional documents together was a significant change that helped in lifting the probation status ". The Policies and Procedures manual became strongly aligned with the Faculty's Handbook and Students' Handbook".

Additionally, he defined the main challenges that required setting new policies and procedures. He specifically stated:

"The transformational leadership set new effective policies to solve the main critical problems. For example, the university's leadership set effective policies to stop plagiarism, to improve programs, to achieve research sustainability, to provide a suitable budget, to get engaged in social communities, to improve the quality of evaluation,

to control grades inflation and to deal with the absentee's problems

“(Appendix 19).

The table of contents of the Policies and Procedures Manual indicated all these policies (Appendix 8). The manual explains all these policies in details. For instance, the table of contents demonstrates: mission, governance, quality assurance, educational programs, faculty, professional development, staff, students' policies, learning resources, physical and technology resources, public disclosure and integrity, research strategy, and community engagement. Analyzing the content of the Policies and Procedures Manual, the Faculty Handbook, Staff Handbook and the Undergraduate Students Handbook shows that all these documents are aligned and consistent together. The Policies and Procedures Manual can be considered as the big framework that includes and explains all the policies in details. Furthermore, the Faculty Handbook and the Staff Handbook are consistent with the “Policies and Procedures Manual”. For example, the Faculty Handbook includes the strategic goals, organizational chart, vision, mission, faculty roles and responsibilities. Consistently, all these contents are mentioned in details in the “Policies and Procedures Manual. This means that, the content of the “Policies and Procedures Manual” is strongly consistent with the content of the”

Faculty Handbook” and “Staff Handbook”. Similarly, the content of the Undergraduate Students Handbook is consistent and aligned with the “Policies and Procedures Manual “. For instance, the contents’ table of the Undergraduate Students Handbook includes the students’ disciplinary policy, students’ academic integrity, students’ rights and responsibilities, health service policy and students’ publication policy (Appendix 10). Comparing the contents of the “Policies and Procedures Manual”, “Undergraduate Student Handbook”, “Staff Handbook” and “Faculty Handbook” has proved that all these documents are aligned together (Appendices 8,9,10,11).

4.3.4 Stage Four: Implementing New Policies and Strategies in order to achieve the Strategic Goals

Most of the implemented procedures aimed to achieve the strategic goals. Firstly, Goal (1) aims “to provide academic excellence and to ensure that the current trends are embedded in the curriculum through experiential and active learning”.

The University's President explained:

“Following a transformational leadership style has improved the recent teaching and learning process. The new applied educational programs are based on learning by doing, such as: “Learn by Developing Models”, “Design Thinking method”, and Design-driven, -----,-----, Internship programs are career oriented programs that aim to meet the markets need “(Appendix 12).

Consistently, the Dean of Research and Graduate Studies noted:

“The leadership made the curriculum planning, defining the learning outcomes ,choosing topics, and setting assessments aligned with the CAA standards and the UAE National Qualification Framework” (Appendix 19).

Moreover, the Chair of Business Administration School asserted:

“The course delivery is based on following international educational trends like, case study based discussions, brainstorming sessions, multimedia sessions, Google based learning, project based learning, and cooperative learning. The use of Google classroom application enabled the instructors to display their suggestions. Also the application allowed the students to display their opinions” (Appendix 19).

In the same context, the Registrar explained:

” The transformational leadership improved the quality of learning by getting rid of the below level students and by enrolling new qualified students who meet the requirements of the CAA “.

Also he asserted:

“Improving the quality of the enrolled students was an effective factor that led to lifting the probation status. The transformational leadership became more interested in the quality of the registered students rather than the quantity. The leadership had to reduce the profits in order to reform the educational institution. However, lifting the probation led to gaining more qualified students” (Appendix 15).

Secondly, Goal (2) aims to “enable graduates to pursue life- long learning and develop their careers” (Appendix 2). The Dean of Research and Graduate Studies emphasized:

“The advisory board and the committees cooperate together to decide and to integrate the needed industry skills within the programs. Also the lifelong learning is enhanced by career preparation planning and internship programs” (Appendix 19).

In the same context, the Chair of Engineering and Technology Department stated:

“Many actions were implemented to improve the course delivery. Firstly, the teaching process has been focusing on improving the students’ communication skills, project based learning, and enhancing the independent learning. Secondly, many actions were implemented to encourage students to use effectively the academic text books instead of depending on the students’ handouts..... Also the college made partnerships with many industries and companies like: SAMTECH partnership and partnership with Illinois University.” (Appendix 19).

Thirdly, Goal (3) aims to contribute to the sustainable development of the UAE through knowledge driven partnerships and to enhance environment sustainability. The obtained data from the interviews with the Dean of Engineering and the Chair of Engineering and Technology showed that the transformational leadership improved the internship program by entering into agreements with different

business organizations and by providing career counseling activities. For instance, the Dean of Engineering and Technology School stated:

*“The transformational leadership provided an adequate budget to support the internship process. The University’s leadership provides opportunities for workplace experiences in the field-----
-----Finally, the students must write a report to summarize their projects” (Appendix 19).*

It can be noticed that the Internship programs became career oriented programs in order to meet the market’s needs. In other words, the University’s educational programs have been trying to contribute to the economic development of the UAE through establishing partnerships with national and international industries. On the other hand, the Chair of Engineering and Technology Department specified the challenges that have been facing the Internship programs. He indicated:

“Regarding internship, the University’s leadership provided the some needed tools, materials, jury, and faculty members to enhance the practical Internship. However; still there are no measurable indicators to assess the skills improvement. The internship became

a major requirement for graduation; however it has a pass- fail grade. Therefore, many students are not interested enough in the internship project “(Appendix 19).

In the same context, the Dean of Research and Graduate Studies explained:

“The internship program was improved through revising the internship manual, creating the advisory board, the faculty supervisors who visit the sites, and increasing the number of agreements and partnerships with business. There is a gap between the academia and the industries so the students are not equipped enough with the market’s needs. The advisory board and the committees cooperate together to integrate the needed industry skills within the programs” (Appendix 19).

It can be understood that the University’s leadership implemented many effective procedures and agreements to enhance the Internship Program. Also this Internship program aims to reduce the gap between the academia and the practical real life. This program is totally consistent with Goal 3 and Goal 4 that aim “to enable
[71]

students to pursue life -long learning, to develop their careers, and to contribute to the sustainable development of the UAE.” However, the students are still not interested enough in this program. Furthermore, the transformational leadership introduced new initiatives and procedures that contributed to the environment sustainability which is the main aim of goal 3. For instance, the University’s President explained:

“Establishing the environmental club aimed to raise awareness about resources sustainability. For instance, this club supports Al Shamas initiative that enhances using the solar power instead of electricity. The University has been using the solar cells to generate some extra sustainable power. Also the University encouraged the effective use of the recycling boxes” (Appendix 12).

Fourthly, Goal (4) aims to “retain diverse faculty and staff within a supportive work environment. The transformational leadership has been trying to obtain skillful qualified staff. The Dean of Engineering School explained:

“The staff members belong to diverse backgrounds and cultures.”

Also the leadership tried to build a supportive work environment by providing a challenging environment in order to enhance the professional development. For example, the Chair of Engineering and Technology stated:

“The staff members belong to diverse backgrounds and cultures. The college challenging environment demanded the faculty members to supervise multi tasks, to conduct workshops in their areas of interests, to supervise the undergraduate researches, to share administration work, and to play an active role in the knowledge transfer cycle. All these demands contributed to the professionalAlso the dialogue between the academic members and the non-academic members is still not effective” (Appendix 19).

Finally, Goal (5) aims to support research sustainability and activities. New policies were implemented to support scientific research. For instance, the Dean of Research and Graduate Studies clarified:

“The college vision and mission asserted the importance of the research sustainability. Research skills were inserted in many

courses. The college established the approved research journal which is accredited by EPSCO. Three issues had been published. Students, faculty members and external publishers are encouraged to publish their work through the journal. However, the number of publications is still limited” (Appendix 19).

4.3.5 Stage Five: Evaluating and Modifying the Change Process

The transformational leadership established the Office of Institutional Effectiveness in order to evaluate and measure the effectiveness of the overall process. Analyzing the” Policies and Procedures Manual “indicated that the Office of Institutional Effectiveness is responsible for identifying, designing and implementing processes to assess the accomplished missions (Appendix 5). Also it aims to collect and analyze data related to achieve the organizational goals. Therefore, the main purpose of this office is to measure results and to use the obtained results to contribute in improvements and decision –making (Appendix 5).

Based on the analysis the Policies and Procedures Manual, the objectives of the office considered the local and the international demands. The main aims of the Office of Institutional Effectiveness are displayed through the following chart:

The Main Aims of the Office of Institutional Effectiveness

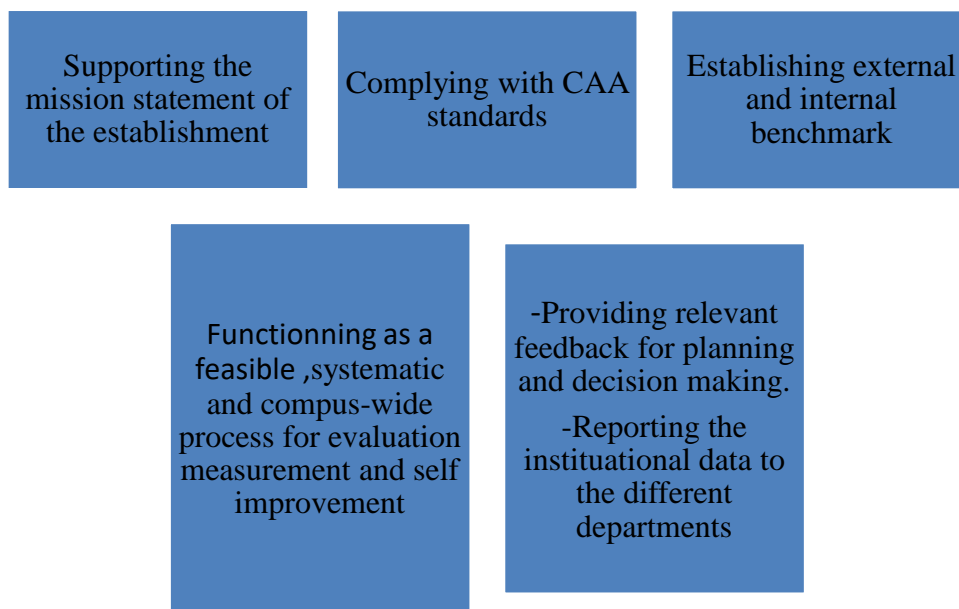


Figure. 5: Source: Policies and Procedures Manual 2017-2018

In the same context, the Director of Institutional Effectiveness explained:

“The Office of Institutional Effectiveness measures the effectiveness of the taken procedures by using qualitative and quantitative tools like: using students’ survey, staff survey, faculty survey, students exit survey and post graduate employer survey. Also the evaluation happens through using the standard operating system to measure productivity and the administrative process. This system is used to describe the steps of the main process, define responsibilities, assign the needed time to achieve the process, and identify gaps in order to find solutions” (Appendix 19).

Also she added:

“The performance of the faculty members is assessed and evaluated by measuring the progress of these factors: teaching, service and research. Specific forms and percentages have been used to measure these factors. Also the deans’ performance must be based on the job descriptions. Therefore, nominal curve is used to measure progress in order to get promotion” (Appendix 19).

In the same context, the University's President indicated:

*“The implemented changes are all aligned with the CAA standards and the international educational trends. The effectiveness of the process is measured by meeting the CAA standards-----
-----Also external assessors visit some University's schools to evaluate the institutional effectiveness” (Appendix 12).*

Regarding the procedures of evaluating and measuring the progress, it can be noticed that the response of the University's President is strongly aligned with the purposes of the Office of Institutional Effectiveness that are stated in the ‘Policies and Procedures Manual “. Indeed that shows that the University's President Office actually relies on *the Office of Institutional Effectiveness. The office of Institutional effectiveness plays an effective role in obtaining data to measure the progress and to contribute to the cycle of continuous improvements* (Appendix 4).

Also according to the Policies and Procedures Manual, the modification and changes happens through the cycle of continuous improvement. This Process

includes planning, implementing, evaluating documenting and integrating assessments activities (Appendix 5).

The Cycle of Continuous Improvement

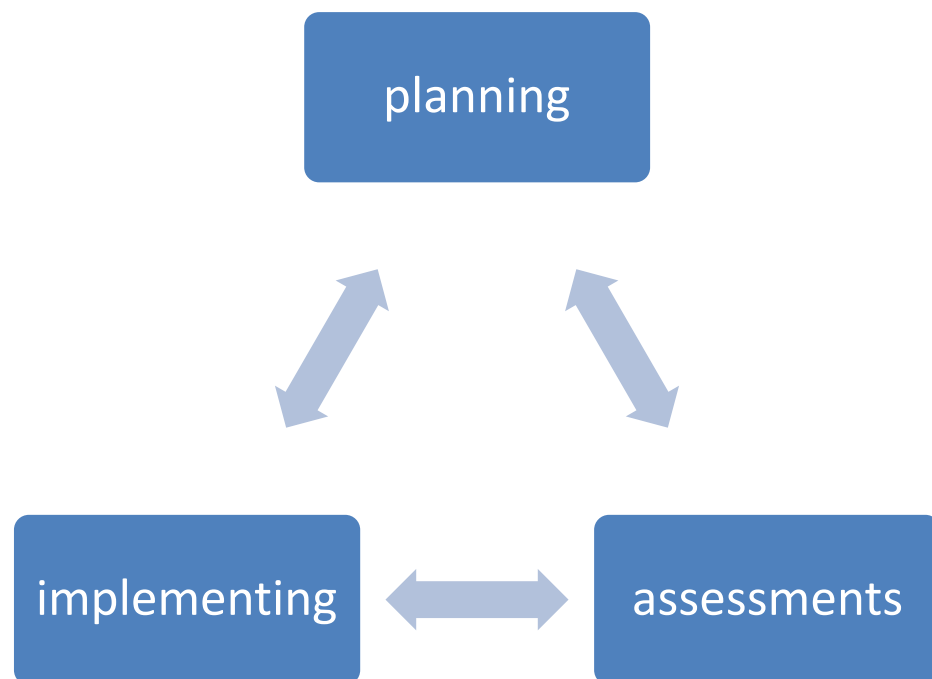


Figure 6: Source: The Policies and Procedures Manual 2017-2018

In the same context, many participants asserted that the major substantive changes happened through the cycle of continuous improvement. This table demonstrates the participants' responses about the procedures of implementing major changes in programs or curriculum:

The Responses of four members of the College Council regarding implementing the major changes in programs

The Participant	The Dean of Engineering and Technology School	The Chair of Business Administration Department	The Chair of Engineering School	The Dean of Research and Graduate Studies
The Response	Regarding the curriculum improvement, the substantive changes happen through the continuous improvement cycle	The substantive program's change has been done through the continuous cycle of improvement.	The substantive changes in programs are applied by following the steps of the continuous	The substantive changes for programs happen through following the continuous

	<p>Firstly, the faculty members suggest the modifications and the changes. Then, the school council approves the changes. After that, the college council approves the changes .Finally, the suggested changes are sent for approval to the CAA.</p>		<p>improvement cycle.</p> <p>Firstly; the instructors report the needed changes to the chairs. Then, the chairs discuss with the curriculum committee .After that, the college council approves the suggested changes.</p>	<p>improvement cycle.</p>
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			Finally, the report is sent to the CAA for approval.	
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Table.7: Source: Author

4.4 The Main Themes of the Semi Structured Interviews:

The semi structured interviews examined and explored four main themes that contributed to the transformational change and led to lifting the probation status (Appendix 13). These themes are consistent with the **Standards of Licensure and Accreditation 2011:**

Theme1: The E-course file and the Communication Network between the University's members.

Theme 2: The Organizational Structure, Policies, Vision, Mission and Goals.

Theme 3: Educational Programs, Learning Resources, and Physical Environment.

Theme 4: Documentations, Professional Development of the Staff, and Research Sustainability

Ten members of the College Council were asked questions that covered the four themes. The findings of the semi structured interviews demonstrated the participants' responses and perspectives about the four themes. The responses

showed some similarities and differences. The interview's questions were asked to explore the identified four themes (Appendix 19).

4.4.1 Theme One: The E-course File and the Communication Network between the University's Members

The purpose of the two-way symmetrical communication is to facilitate dialogue between the leadership and the employees (Grunig, 2002). Ten participants out of thirteen asserted that establishing the E-course file was a significant procedure that strongly met the CAA standards and led to lifting the probation status. Also they confirmed that using the E-course file improved the communication network between the faculty members. For example, the Director of Institutional Effectiveness indicated:

“The development and implementation of the cloud based course file management was a strategic decision in the pursuit of education excellence and compliance with CAA requirements. The main purpose was to facilitate and ensure achieving the course learning outcomes. The course file has been

helping in making gap analysis and assessments via using modern technology (Appendix 19).

In the same context, the University's President explained the importance of establishing the E course file by saying:

“The transformational leadership decided to use Google Apps Platform to create an E-course file structure granting four main features: A standardized format of the 8 course file items as listed under stipulation 7, a quick and user friendly system involving no more than 2 clicks, a communication channel between faculty and chair through the development of an e-log file, and mobility scanning feature through mobile Apps”.

Both of the University's President and the Director of Institutional Effectiveness agreed that establishing the E course file was a smart means of communication between the university's members which enabled the university to meet the CAA Standards. In this regard, this E -course file facilitated achieving the educational outcomes, enhanced accessibility and effectively connected between the council's

members and faculty members. The components of the E- course file are consistent with Stipulation 7 of the CAA Standards 2011.

Furthermore, the Chair of Engineering School explained the difference between the old course file and the recent E-course file. He clarified:

“The old course file was a manual paper- based file. In the past, the auditing process of the manual course file was difficult and limited. The transformation leadership used Google Apps Platform to create an E-course file which provided more accessibility and speed. The E -course file helped the faculty members, chairs, deans, and the director of effectiveness to track the needed data instantly across the academic year”(Appendix 19).

Similarly, the Chair of Information Technology Department explained:

“The transformational leadership moved from the paper -based course file to the E- course file which is the cloud management

course file .The recent E- course file that includes the ‘log file’ has improved the quality management and the accessibility process”.

It can be noticed that the transformational leadership realized the importance of using technology as a means of creating effective two-way symmetrical communication. In other words, the leadership depended on the traditional regular meetings as well as the effective use of technology as means of communication. Having effective communication channels enabled the staff members to improve their performance and to achieve the required learning outcomes according to the CAA Standards.

Moreover, most of the college council members emphasized that establishing the E course file improved the communication network and the feedback process between the University’s President, the Director of Institutional Effectiveness, the Deans of Schools, the Chairs of Departments and the Faculty Members. For instance, the Chair of Engineering Department indicated:

“In the past, the auditing of the course file was a one –direction process because the communication channels were limited with no

feedback. Recently, the transformational leadership established an accessible E course file that provide effective communication and feedback channels between the faculty members, chairs, deans, and the director of effectiveness. Therefore, the feedback process has become effective and continuous during the entire semesters. For example, as a chair, I can easily write continuous comments to the faculty members throughout the semesters”.

In the same way, the Dean of Arts and Social Science School explained:

“The E course file improved the communication and the feedback process between the deans, chairs, faculty members, and the director of institutional effectiveness. For example, the updated E-course file has improved the monitoring, auditing, editing, and revising process. Also it keeps the chairs notified on all corrective actions and clarifications made by the faculty in response to his comments”.

In the same context, the Dean of Business Department clarified:

“The transformational leadership clarified and specified the communications channels between the faculty members, the administrators and the students. This means that, every member knows to whom to report and for whom to give orders through effective hierarchal manners”.

In addition to this, establishing the E-course file improved the performance of the faculty members and the curriculum delivery. In this regard, the Director of Institutional Effectiveness stated:

“Regarding the effects of the course file on the overall faculty members and the curriculum delivery, the chairs put comments in the log file so the faculty members see them and make corrections. This two- way process has improved the faculty performance and the course delivery”

Also the Dean of Business Department noted:

“The faculty members became more aware of their responsibilities and the organizational goals. Also the accountability of instructors had been increased and enhanced. This means that, they became clear about the effective use of the course file which is aligned with the CAA standards”.

Consistently, the Chair of Information Technology Department indicated:

“The updated course file improved the quality of the course delivery based on the learning outcomes and the assessments .It enabled the chairs to audit and check the quality of the course delivery. The accessibility and the effectiveness of the E course file contributed to the cycle of continuous improvement. As a result, the faculty performance has been improved”.

In this regard, establishing the E course File contributed to the cycle of continuous improvement enhanced the faculty performance and improved the quality of the course delivery. In other words, the updated E -course file improved *monitoring*,

auditing, editing, and revising process. All these actions strengthened the communication process and contributed to the continuous cycle of improvement.

Various College Council Members agreed that the E- Course File met the requirements of the CAA Standards. In this regard, the University's President asserted:

*“The University leadership uses **Cloud-based course file management** solution to organize, manage, monitor and archive on-line course files.deliver quality course files by providing a collaborative and standardized on-line solution”.*

The following table demonstrates eight examples of the participants' responses concerning the effectiveness of the recent E course file in meeting the CAA Standards.

The Participants’ Responses Regarding the E –course File and Meeting the CAA Standards

The Dean Of Research and Graduate Studies	100 percent the University’s leadership met the CAA standards regarding the online course file
The Chair of General Studies	The leadership practices have significantly met the CAA standards. The recent CAA reports have confirmed that the course file quality met the required standards.
The Dean of Arts and Social Science School	The E course file is completely aligned with the CAA standards.
The Chair of Information Technology	The icons division of the course file fulfilled the requirements of the CAA standards. The course file items provided real evidences of the students’ work and the faculty’s achievement.
The Dean of Business Department	The leadership practices had significantly met the CAA standards. The recent CAA reports have confirmed that the course file quality met the required standards.
The Chair of Engineering	Regarding the course file, the leadership practices have completely met the CAA standards.
The Director of Institutional Effectiveness	100% the E course file is aligned with the CAA standards.
The Participant	The Response

Table 8: Source: Author

It can be concluded that the current E -course file was a major requirement for lifting the probation status according to the CAA Standards. Also it can be noticed that transformational leadership managed in establishing an effective E course file that met the CAA Standards.

4.4.2 Theme Two: The Organizational, Structure, Policies, Vision, and Mission

Ten participants confirmed that restructuring the organizational structure and restating the new vision and mission were the most important procedures that were effectively achieved by the transformational leadership. In this regard, the Chair of Information Technology Department noted:

“The titles of the college council members and the names of the schools were modified. Recently, the numbers of the schools and the educational programs have been increased. Increasing the educational programs and the concentrations led to adding new titles and positions to the organizational chart, like: the deans and the chairs positions”.

The Dean of Research and Graduate Studies explained:

“The transformational leadership restructured the organizational chart. In the past , there were no vice principal and no deans. Recently, some deans’ positions have been added. For example, the dean of research and graduate studies was added .Also the number of the chairs had been increased to meet the needs of the new streams”.

Similarly, the Dean of Business School clarified that:

“The University’s leadership introduced an effective clear organizational chart that clarified the members’ positions and titles For instance, the number of the chairs had been increased to fit the added departments and specializations” (Appendix 12).

It can be indicated that the new organizational chart included new clear positions and titles. That modification was done to suit the new added concentrations and departments. Improving the organizational structure was done through adding new clear title and specifying new positions in the organizational chart. That indicated that the university tried to expand by adding new schools and concentrations to fit the market's needs and to obtain more students.

Also the ten interviewed College Council Members emphasized that the new structure organized and eased the job responsibilities and the faculty performance. For instance, the Dean of Business Department notified:

‘Transformational leadership has transformed followers into leaders. Each college member has become leader in his position. For example, it empowered the deans and the chairs so they have been improving the overall performance’.

Similarly, the Chair of General Education noted:

“The new chart has made the titles and the positions clearer to the academic and the non- academic members. Therefore, the college members work in harmony”.

In the same context, the Chair of Business Department stated:

“The new organizational structure included more bodies and committees that helped in planning and resolving the current issues. These issues and plans were discussed during the regular meetings of the college council members. The new organizational structure improved the task delegation process. Therefore; the college council members became clear about their responsibilities”.

Consistently, the Chair of Engineering Department clarified:

“The organizational structure became more focused on duties and job opportunities. Also the members of the organizational chart had been increased to fit the administrative work load. For example, increasing the number of the chairs allowed the deans to focus on the short –long term strategic plans. On the other hand,

the chairs had been given more time to concentrate on the students issues and to manage the daily routines”.

Also the Chair of Information Technology indicated:

“The new organizational chart and the organizational structure have made the job responsibilities and descriptions clear and specific. The current organizational structure is a hierarchal top-down structure”.

According to the above responses, restructuring the *hierarchal top-down* organizational chart and organizational structure can be considered as the fundamental milestone of building the establishment. Creating a strong frame led to organizing the positions and the responsibilities of the staff members. As a result, the staff members were given clear responsibilities and enough time to achieve their missions. Furthermore, ten of the interviewed College Council members indicated that the transformational leadership restated a clear vision and mission that were consistent with the organizational strategic goals. This table displays five responses of the college council members concerning the organizational vision, mission and

organizational goals. It shows the similarities between the participants' perspectives regarding this aspect.

The Responses of Five College Council Members concerning the Organizational Vision, Mission and Organizational goals:

Participant	The Chair of Information Technology	Dean of Business School	The Chair of Engineering School	The Director of Institutional Effectiveness	The Dean of Research and Graduate Studies
Response	The transformational leadership involved the employees, college council members, and the director of departments in forming the organizational vision and mission statement. Many brainstorm meetings and workshops were organized to discuss the organizational vision and	Based on the internal analysis and external factors, I believe the vision and mission are reasonable and achievable. The college council members participated in setting the organizational vision and mission effectively. The operational plans in each school is	The current vision and mission have been restated and articulated by the college council members, academic and non-academic members during the brainstorming sessions and meetings. Consequently, most of the university's members participated in restating the new vision	Most of the stakeholders have participated in forming the organizational vision and mission. Every school has aligned its goals with the big organizational goals and vision. The organizational strategic goals reflect the main vision.	Most of the stakeholders were invited to participate in forming the new organizational vision and mission during workshops and brainstorming sessions. Also special orientation sessions were conducted to familiarize

	mission statement. All the stakeholders were invited to participate in setting the new vision and mission. The main goals are strongly aligned with the organizational vision. The goals translate the vision	derived from the organizational objectives .The organizational objectives aim to sustainability of researches and community services .For instance , the school of business aligned its objectives with the organizational strategic objectives to contribute significantly in achieving the organizational main objectives	and the mission.		the new faculty members with the new vision and mission. The organizational strategic goals are completely aligned with the college vision .Every school aligned its goals and the program's outcomes with the college vision.
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Table.9: Source: Author

In addition to that, the transformational leadership managed in establishing new policies and aligning them in the Policies and Procedures Manual. Nine members of the College Council indicated that the manual was aligned with the organizational goals and mission.

The Responses of Six Participants about the Policies and Procedures Manual

participant	The Chair of Information Technology	Dean of Business	The Chair of Engineering	The Director of Institutional Effectiveness	The Dean of Arts and Social Science	The Chair of General Studies
Response	The policy and the procedures manual is completely consistent with the organizational goals and mission. The policies helped in achieving the mission and the goals. The procedures manual describes the policies and the actions that would lead to achieving the college vision and mission.	The manual serves in achieving the organizational missions and goals .The policy and procedures manual is based on the organizational missions and goals.it was modified to meet the ongoing demands.	The policy and the procedures manual are strongly aligned with the organization's mission and goals. The manual is always improved and edited according to the required needs and the international trends.	The manual demonstrates a detailed map of the practical steps and policies to achieve the organizational goals and mission.	The policy and procedures manual is instantly revised and edited by the college council in order to meet the required changes and demands. It is consistent with the organizational goals and mission .Also it helps in achieving the assigned goals.	The policy and procedures manual are significantly aligned with the organizational missions and goals.

Table .10: Source: Author

4.4.3 Theme Three: Educational Programs, Learning Resources, and Physical Environment

Nine out of ten interviewed College Council members emphasized that the transformational leadership improved the educational programs, learning resources and physical environment aiming to meet the CAA standards 2011. Regarding the educational programs, many trends and specializations were added to meet the markets' needs and the students' needs. Also many procedures were taken to improve the curriculum and the programs in order to meet the CAA Standards 2011.

For instance, the Dean of Engineering School explained:

“Regarding the curriculum improvement, the leadership made clear maps and outlines. Concerning the school of engineering, the curriculum committee introduced three concentrations after a discussion with the faculty members and the chairs. The new programs met the students' needs and the international trends. For instance, the curriculum is affected by ABET standards”.

Consistently, the Dean of Research and Graduate Studies added:

“The curriculum and the programs were improved through the advisory board, the advisory committee and curriculum committee .For example, both of the advisory board and the advisory committee provided industry feedback to update the curriculum with latest industry requirements. Also the curriculum committee reviews each curriculum every semester for updating”.

Similarly, the Dean of Arts and Social Science indicated:

“Different academic committees cooperated together to review and modify the curriculum .Also reports and the recommendations of the external inspectors helped in improving the curriculum”.

It can be understood that the effective mapping of the curriculum considered the international trends, CAA Standards, the market’s needs and the latest industry requirements. In other words, the effective transformational leadership acted in a flexible knowledgeable manner concerning dealing with the curriculum and

programs. Also the curriculum modification could be described as a continuous and participatory process. This means that, the different committees and departments participated and collaborated together to improve the curriculum in a regular basis.

Furthermore, many actions were implemented to improve the course delivery. Nine members of the College Council emphasized that many positive practices and changes were applied to improve the course delivery. For instance, the Chair of Engineering School stated:

“Many actions were implemented to improve the course delivery. Firstly, the teaching process has been focusing on improving the students’ communication skills, project based learning, and enhancing the independent learning. Secondly, students were encouraged to use effectively the academic text books instead of depending on the students’ handouts. Thirdly; the exam committee ensures that exams’ quality meet the CAA required standards. Also modern technology and international teaching methods were applied in classrooms. All these actions improved the course delivery process”.

In accordance with this, the Chair of Business Administration School clarified:

“The course delivery is based on following international educational trends like, case study based discussions, brainstorming sessions, multimedia sessions, Google based learning, project based learning, and cooperative learning. The use of Google classroom application enabled the instructors to display their suggestions. Also the application allowed the students to display their opinions”.

Similarly, the Director of Institutional Effectiveness noted:

“Using technology and experimental learning, changing the learning methods, and concentrating on the students centered methods contributed to improving the course delivery”.

In consistence with this, the Dean of Research and Graduate Studies explained:

“The course delivery process is improved through the instructors’ reviews that are prepared by every faculty at the end of semesters. Also the faculty members prepare course reports and suggestions in order to improve the course delivery. This process helps the next instructors to be on the right track”.

It can be noticed that the transformational leadership improved the course delivery process through using technology in class rooms, applying the international educational trends and the continuous reviewing. Also the continuous course reviewing can be considered as both a down up process and top down process .It happens through a two-way process.

Furthermore, the class observations indicated that there was a clear implementation of the “learning by doing approach”, “Design Thinking method”, and “Design - driven Innovation Process These programs allowed the students to produce creative ideas and to design practical projects. Also it was noticed that the instructors managed to increase the students’ motivation through bringing reality and practical experiences into classrooms. Additionally, these approaches enhanced the students’

research skills and equipped the students with the needed practical career skills. The students were interested in conducting practical projects in groups.

In addition to this, the transformational leadership improved the learning resources and the physical environment to meet the CAA Standards 2011. Nine out of ten College Council members indicated that the transformational leadership improved the learning resources and physical environment through many procedures. For instance, the Dean of Research and Graduate Studies noted:

“The leadership upgraded the IT system by establishing the Electronic Intelligent Academic Network. This big electronic system enhanced the communication process and the data recording. Additionally, the leadership has been working hard to establish the digital library and the electronic books. Also the number of the equipped laboratories had been increased. The Google Classroom Application is effective in engaging students during the class time”.

In the same context, the Chair of Engineering School explained:

“Regarding the library, there is a continuous update to the books and references .Also the needed text books are available in the college bookstore.

Regarding the laboratories, an adequate budget had been assigned to increase the number of the laboratories and to provide the needed equipment and utilized resources.

Regarding the use of technology in classrooms, all the classrooms are equipped with smart boards, Internet access and projectors”.

According to the open- ended interview with the librarian, the librarian explained:

“The transformational leadership updated the library with the needed resources, like: text books, magazines, computers and effective Internet access. Also there is an attached book store that supplies the students with the needed text books according to the instructors’ suggestions”(Appendix 16).

In addition to this, the librarian added:

“The Chairs and the Instructors always ensure that the number of the text books is suitable to the students’ needs. However, the leadership has been trying to establish the electronic library to cover some major books. The project is still on progress. I think that the use of the E- books would be more effective and accessible
“(Appendix 16).

In the same context, the Chair of Business Administration School indicated:

“The University’s leadership has improved the physical environment and the safety precautions. For example, the size of classes, the canteen services, and the internal designs had been improved to meet the students ‘needs. Also the safety precautions, like: the firefighting system had been improved to meet the CAA required standards. Also the physical environment considers the needs of students with physical disability’.

Similarly, the Chair of Information Technology Department indicated:

“The physical environment met the students’ needs according to the students’ satisfaction surveys. Also it met the CAA requirements.”

On the other hand, the Dean of Business Administration School declared:

“I think that there are no significant changes in the used tools and resources”.

In the same context, the focus group interview with the students indicated:

“We believe that the physical environment and the students’ services need to be improved. For example, the students’ administration must use an advanced portal system to effectively serve students and to meet their needs on time. Also the digital library must be established to ease data accessibility. Moreover, the clinic services need more improvement. For instance, the clinic must be supplied with advanced medical equipment and updated students’ files to help during emergencies”.

In this regard, the transformational leadership implemented many procedures to improve the learning resources and the physical environment to meet the required CAA standards. The participants' responses showed that the transformational leadership managed in meeting the CAA Standards based on the CAA report. However, the focus group interview with students indicated some dissatisfaction about the learning resources and the university's physical environment. To this end, meeting the CAA Standards does not reflect the students' satisfaction level.

4.4.4 Theme Four: Documentations, Professional Development of the Staff, and Research Sustainability

Various members of the college council indicated that the university's leadership improved the institutional documentations to meet the employees' needs and the CAA Standard's. The main aligned institutional documentations were: the Faculty Handbook, the Undergraduate students Handbook, the Staff Handbook, and the Policies and Procedures Manual. For example, the Chair of Engineering Department stated:

“The faculty handbook has been always modified to meet the needs of the faculty members. For example, promotion policy became

clearer. Also the policy of the faculty leaves had been modified. Additionally, the job responsibilities and roles had been explained clearly”.

In the same context, the Dean of Research and Undergraduate Studies stated:

“The manual of policy and procedures represents an integration of all the operational parts of each policy and practice.”

Moreover, the transformational leadership implemented many strategies and activities to enhance the professional development of the staff members. For instance, the Chair of Engineering Department clarified:

“All the faculty members are encouraged to participate in professional workshops. Also many faculty members are trained by the Association of the Arab universities to become academic assessors. Therefore, many faculty members have become internal and external assessors. Also some faculty members have become UAE innovation assessors who are able to judge the innovation process.”

Furthermore, the Chair of Information Technology Department emphasized:

“The university’s leadership provided the faculty members with effective on going professional development. For example, the faculty development is done through providing professional workshops and attending conferences. Also certified courses and certificates had been given on the academic and the managerial levels. Partnership with recognized universities helped in exchanging academic experiences. The college leadership increased the number of research papers and articles locally and internationally.”

In contrast, the Dean of Business noted:

“In my opinion, the professional development is not up to the needed level.”

In addition to this, the transformational leadership implemented many procedures to foster research sustainability. Also the Dean of Research asserted:

“The University’s vision and mission asserted the importance of the research sustainability. Research skills were inserted in many courses. The University established the approved research journal which is accredited by EPSCO. Three issues had been published. Students, faculty members and external publishers are encouraged to publish their work through the journal. However, the number of publications is still limited.

In the similar context, the Dean of Business stated:

“There is no significant improvement in the research sustainability because of the budget shortage.”

4.5. The Ranking of the Main Effective Factors that Led to Improving the Overall Performance and Lifting the Probation Status according to the CAA Standards

The researcher asked seven participants to rank the significant factors that contributed to the overall success according to the CAA Standards. The ranks are demonstrated in the following table according to importance. This ranking process reflects the perspectives and the opinions of the seven participants.

The Ranks of the Success Factors that Led to Improving the Overall Performance and Lifting the Probation Status According to the CAA Standards

Participants' Opinions	Factor1; Effective Communication Network and Establishing an Effective Course	Factor2: Rebuilding effective Organizational vision ,Goals ,policies ,Documentations and structure	Factor 3: Improving the educational programs ,learning resources and physical environment	Factor4 : Improving the Staff members' Qualifications and the Professional Development Process	Factor5: Improving research sustainability
The Educational Expert	2	1	4	3	5
The Chair of Business	5	1	2	4	3
The Dean of Research	3	4	1	2	5

The Chair of Engineering	3	1	2	4	5
The Director of Institutional	2	1	3	4	5
The Librarian	3	1	2	4	5
The President	3	1	2	4	5

Table.11: Source: Author

This table shows that Factor 2 :” Rebuilding the organizational vision, mission, goals ,policies, documentations and structure “ represented the most critical factor that led to lifting the probation status according to the CAA Standards. Moreover, improving the physical environment, resources, and educational programs came as the second important factor that led to success. Additionally, improving the communication network and having an effective E course file are considered as a third priority according to the participants. Also improving the professional development activities and the faculty members’ qualifications can be described as [115]

the fourth essential factor that contributed to success. Finally, most of the participants considered “improving research sustainability” as the least significant factor.

Chapter 5: Conclusion and Discussion

This case study empirically explored the impacts of the transformational leadership on improving the university’s overall performance in order to lift the probation status and to meet the CAA standards. The obtained results and conclusions were [116]

based on the responses of the academic and non- academic university's members. Also the obtained results were concluded from observing real classes and analyzing formal university's documents.

The transformational leadership followed a systematic reform to move the university from the probation status to the accepted status according to the CAA standards 2011. This means that, the change of one component impacts the change of others. In the context of the university under study, the transformational process could be described as "action oriented". In other words, the University's leadership did not only articulate the shared vision and strategic goals, but it also specified the required procedures, strategies, programs, and policies in order to achieve the strategic goals. For instance, the Policies and Procedures Manual specified all the major policies and explained the major procedures to achieve these policies. Additionally, articulating the new organizational vision and mission was effective because most of the university's members participated in restating the new vision and mission during the brain storming meetings. Also the needed policies and procedures were discussed and communicated during the regular meetings of the College Council. It can be concluded that successful transformational leadership must involve most of the stakeholders in forming the organizational vision, goals

and policies. When the staff members participate in the decision making process and forming strategies, they feel more committed towards achieving the establishment's goals and vision.

Additionally, all the procedures and policies were strongly linked to the organizational vision and mission. According to the employees' responses on the Multifactor Leadership Questionnaire (MIQ), the leaders who followed a transformational leadership style were more successful than those who followed transactional leadership style (Bass 1990). In this studied case, the leadership adopted successful transformative policy that specified the mechanisms by which change can be achieved.

Moreover, Transformational leadership should be enhanced and motivated because it can lead to a big change in the firm's performance at all levels (Bass, 1990.). In the context of the studied university, the transformational leadership effectively restructured the organizational chart and structure. This means that, the leadership rebuilt a new organizational structure which showed clear positions and titles. Restructuring the organizational structure was an effective step towards lifting the

probation status and improving the overall performance of the establishment. It can be concluded that rebuilding a clear specific organizational chart enabled the staff members to be clear about their roles and responsibilities. Therefore, the new organizational structure improved the performance and the communication process between of the university's members. To implement an effective change the educational leader developed a base of influence with followers and motivate them to commit to and work hard in achieving the particular organizational goals, and cooperated with them to overcome obstacles to change (Pauliene, 2013). This case study advocates literature review findings that transformational leadership could lead to positive outcomes across cultures in different contexts.

Furthermore, the transformational leadership realigned all the system's components together in order to move towards achieving the strategic goals and designed strategies. This means that, the leadership aligned the organizational vision, mission, and goals with the organizational documentations. For instance, the organizational strategic goals, vision and mission are mentioned in the Faculty Handbook, Undergraduate Students Handbook and the Policies and Procedures Manual. Also the Policies and Procedures Manual is totally consistent with the Faculty Handbook and Undergraduate Students Handbook. In addition to this,

implementing the new policies and strategies was critical, but effective. According to the obtained data, most of the university's members collaborated together to achieve the organizational vision and goals. This means that, having a strong team work played a major role in improving the establishment's performance in order to lift the probation according to the CAA Standards.

Finally, the transformational leadership evaluated and modified the change process through different tools and methods. For example, the Office of Institutional Effectiveness played the most fundamental role in identifying, designing, implementing, and monitoring processes. It aimed to assess the accomplished missions and to trace the progress (Appendix 5). Also it enabled the establishment to collect and analyze data related to achieving the organizational goals. It can be concluded that establishing the Office of Institutional Effectiveness was an effective tool of measuring results and contributing to the cycle of continuous improvement (Appendix 5). However, the establishment must establish general indicators that measure the overall performance based on the organizational strategic goals and objectives.

5.1 The Suggested Growth Indicators

This case study suggests general indicators that can measure the overall performance in relation to the strategic main goals and objectives (Appendix 14). The researcher made these indicators based on the study's findings and the documents' analysis. During making the suggested Growth Indicators, the researcher interviewed the Educational Consultant in Zayed University and a member of Adu Dhabi Education Council "[Gerald Chabot](#)". Gerald asserted that setting growth general indicators is useful in order to measure the overall performance of the educational establishment. Finally, the indicators were discussed and revised by the University's President and the Dean of Research and Graduate Studies. (Appendix 14)

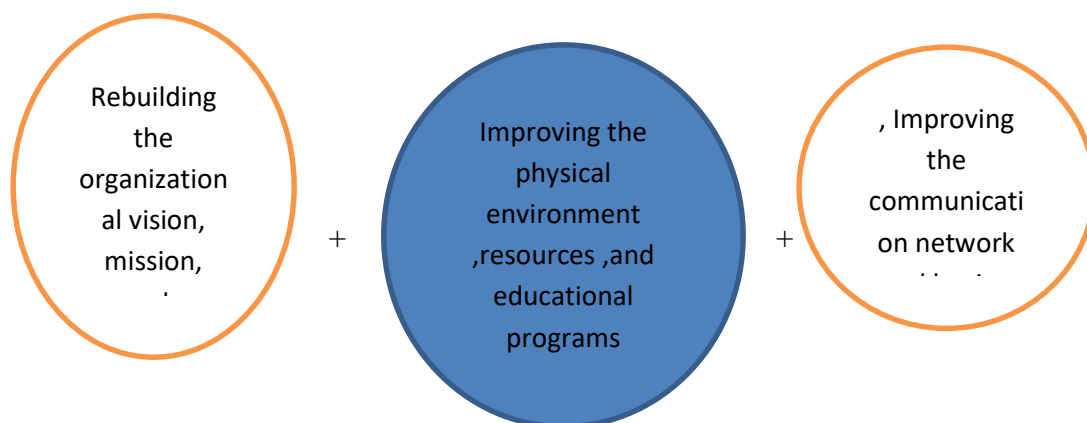
In this regard, these growth indicators show clear specific definitions. These indicators would enable the University's leadership to measure the overall progress of moving towards achieving the organizational strategic goals and objectives. Every indicator reflects a major strategic objective. Also every indicator demonstrates the current and the target percentages or numbers based on the main organizational goals.

5.2 The Suggested Model of Successful Practices that Led to Lifting Probation Status and Improving the Overall Performance According to the CAA Standards:

This case study explored the main factors that led to improving the overall performance of the university in order to lift the probation status. Based on the obtained findings, it can be concluded that there were major factors that led to lifting the probation status. These factors are displayed in the following model. This model is useful for the educational leaders who struggle to improve their educational establishments in order to lift the probation status according to the CAA Standards.

Based on analyzing the findings and the participants' opinions ,“a Model of Successful Practices that Led to Lifting Probation Status and Improving the Overall Performance According to the CAA Standards“ can be formed as following:

The Suggested Model of Successful Practices that Led to Lifting Probation Status and Improving the Overall Performance According to the CAA Standards



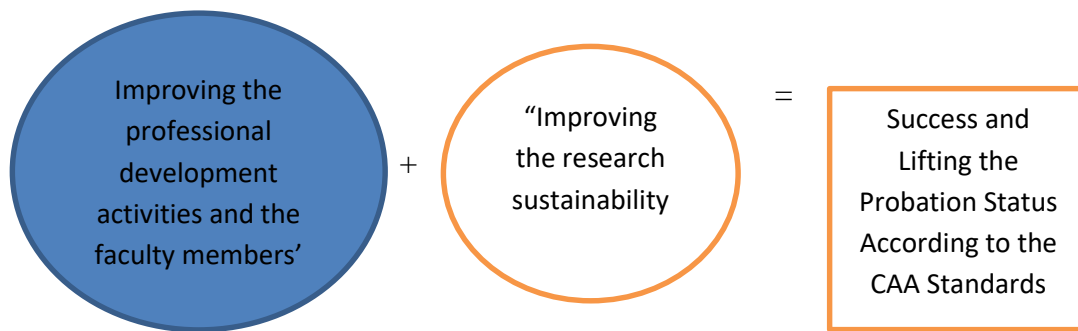


Figure .12: Source: Author

5.3 Suggestions and Recommendations

This case study introduces some suggestions regarding: the professional development of the university's academic members, the university's physical environment, the internship programs, and the research publication. Firstly, the obtained data showed that the university applied some traditional procedures that could lead to limited professional development. Professional development should not be limited to few courses or workshops offered by faculty members. The university's members should establish professional communities of co- learners in order to share new knowledge and skills. Also the faculty members could integrate

their new knowledge by getting engaged in action research projects and evaluating the applied policies and strategies within the university. Also the university's leadership should effectively enhance integrating ICT competencies as a main part of the professional development plan. According to the center of research in education policy (2007), it is recommended to integrate ICT competencies as a mandatory part of the professional development plan. For instance, in the US, the use of research based, instructional methods and integrating technology into the curriculum through professional development are considered as fundamental goals of educational policy.

Secondly, most of the interviewed participants asserted that the transformational leadership improved the university's physical environment and services. However, the findings of the focus group interviews with students showed that the interviewed students were not satisfied enough about the communication services and the performance of the Students Administration. It can be concluded that the results of the students' satisfaction surveys did not accurately show the students' satisfaction level. Although the College Council includes some students' representatives, the students' opinions and suggestions were not communicated effectively with the university's leadership. This case study suggests opening effective communication channels between the students and the President's Office.

These communication channels could be through brainstorming and discussion meetings that involve a suitable number of students' representative and faculty members from every school. In other words, the number of the students' representatives should be increased to represent the students' real opinions about the university's services and policies. The students could suggest effective ideas and applicable solutions that might contribute to the cycle of continuous improvement.

Thirdly, the obtained data indicated that the internship program was made as a compulsive course for graduation. However, many students were not interested enough in doing high quality projects because the projects were fail –pass projects with no differentiated levels. It is recommended to make the students more interested in the internship programs by evaluating the students' projects according to differentiated levels of achievement, such as: Failure, Accepted, Good, Very Good, and Distinction. Finally, the obtained data from ranking the participants' priorities about the factors that led to success and lifting probation showed that research sustainability and publication represented the least important factor according to the participants' perspectives. It can be concluded that the university's leadership did not focus enough on the effectiveness of research sustainability and

publication. Therefore, more effective policies and procedures must be taken to raise awareness about the importance of research sustainability on the faculty's level and the students' level. The faculty members should be significantly rewarded financially and professionally for increasing and improving the university's research sustainability.

5.4 The Limitations and Suggestions for Future Research:

This current case study has some limitations as with any conducted research. For instance, the current study focused basically on the perspectives of the college council members and a small number of students. It did not consider the perspectives of the faculty members about the transformational leadership and best practices that led to improving the overall performance of the establishment. Therefore, the future research should investigate the perspectives of the faculty members about the impact of transformational leadership on the organizational behavior and performance in the context of higher education institutes in the UAE.

Due to time constraint, the current case study managed to cover relatively a small sample of the students' perspectives about the studied phenomena. Consequently, more empirical research should study large samples of undergraduate students and postgraduate students to explore their perspectives about the best practices that could improve the educational physical environment and the communication network between the students and the educational leadership in the context of the UAE. These limitations could represent the basis of further research in the field of education. Additionally, the future research must investigate the challenges that the transformational leadership has been encountering to improve the educational establishments according to the CAA Standards in the UAE. Also more empirical research must focus on the successful strategies to improve research sustainability on the universities' levels in the context of the UAE. The obtained findings and conclusions of the study could be applicable and extended to other countries in the Middle Eastern region. In the UAE educational context, the educational leaders find themselves in the critical positions of responsibility because of the nonstop competition and demands locally and globally. In order to survive, they should transform the organizational system and improve the leadership's quality (Pauliene, 2013).

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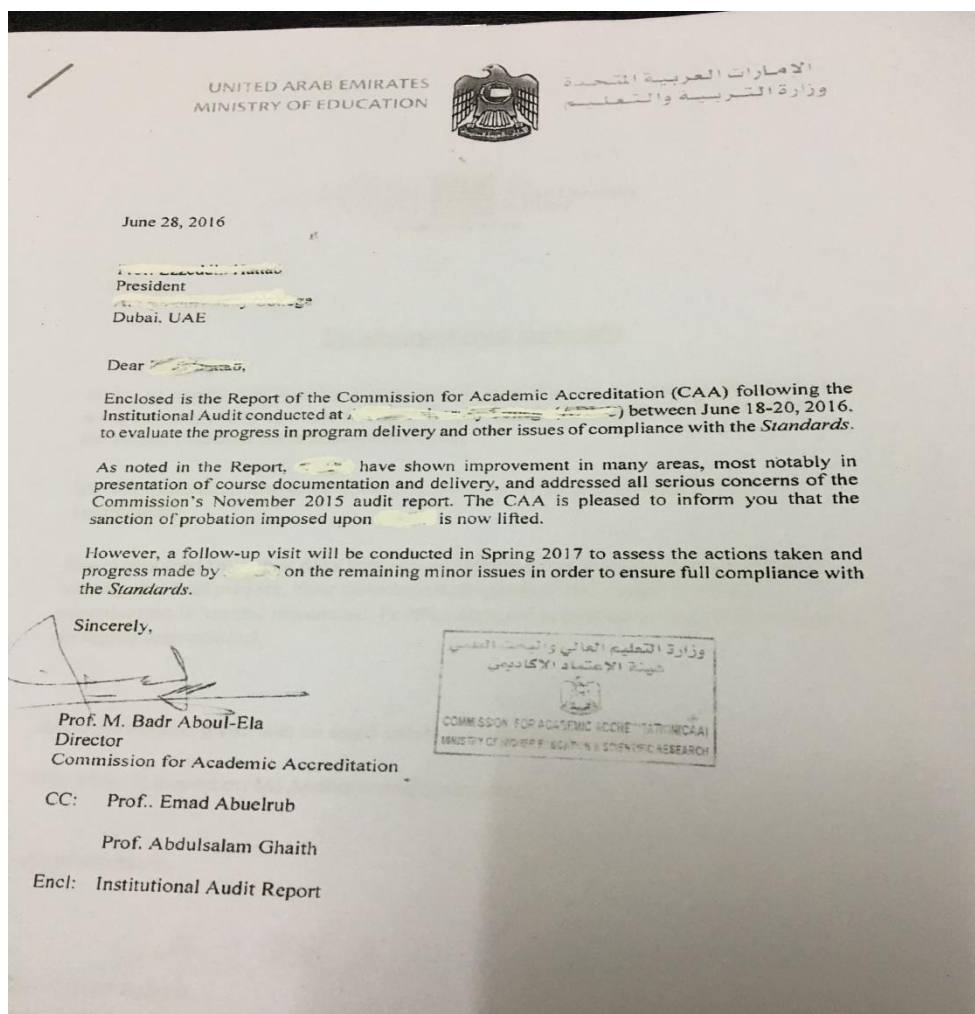
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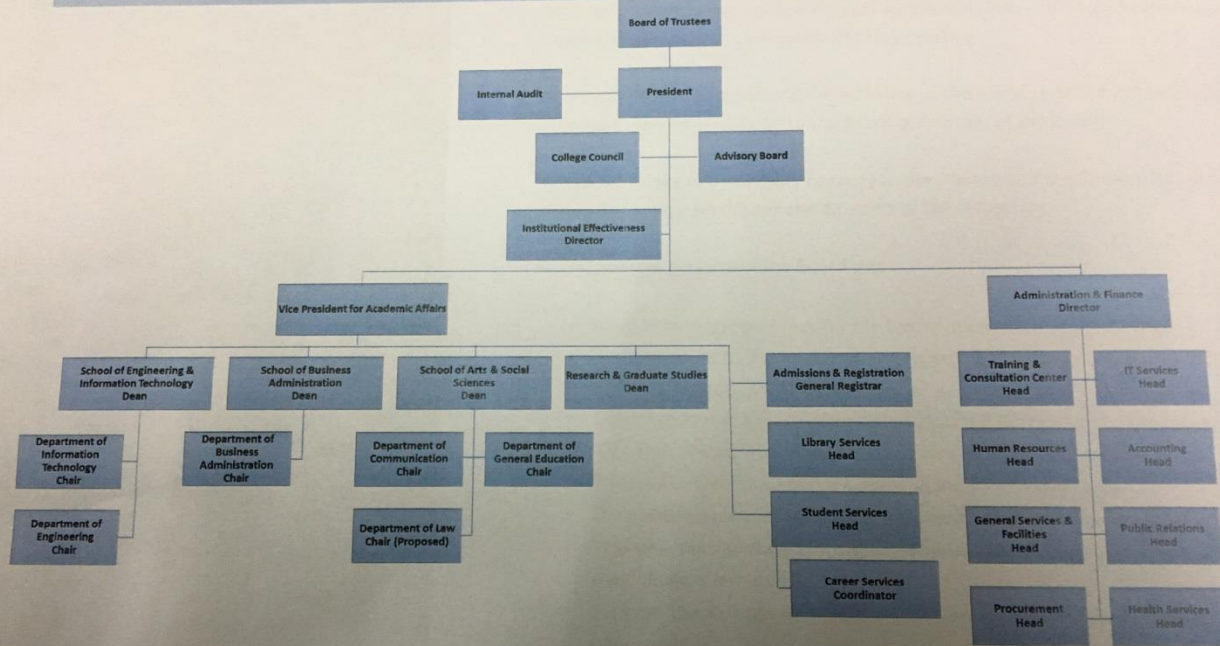
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Appendix (1): The Report of the CAA



Appendix (2): The New Organizational Chart (Faculty Handbook)

1 ORGANIZATION CHART



Appendix 3: The Organizational Vision , Mission, and Goals (Policies and Procedures Manual)

Vision

To be a leading and an internationally recognized higher education institution, contributing to the knowledge society and sustainable development of the United Arab Emirates and the Region.

Mission

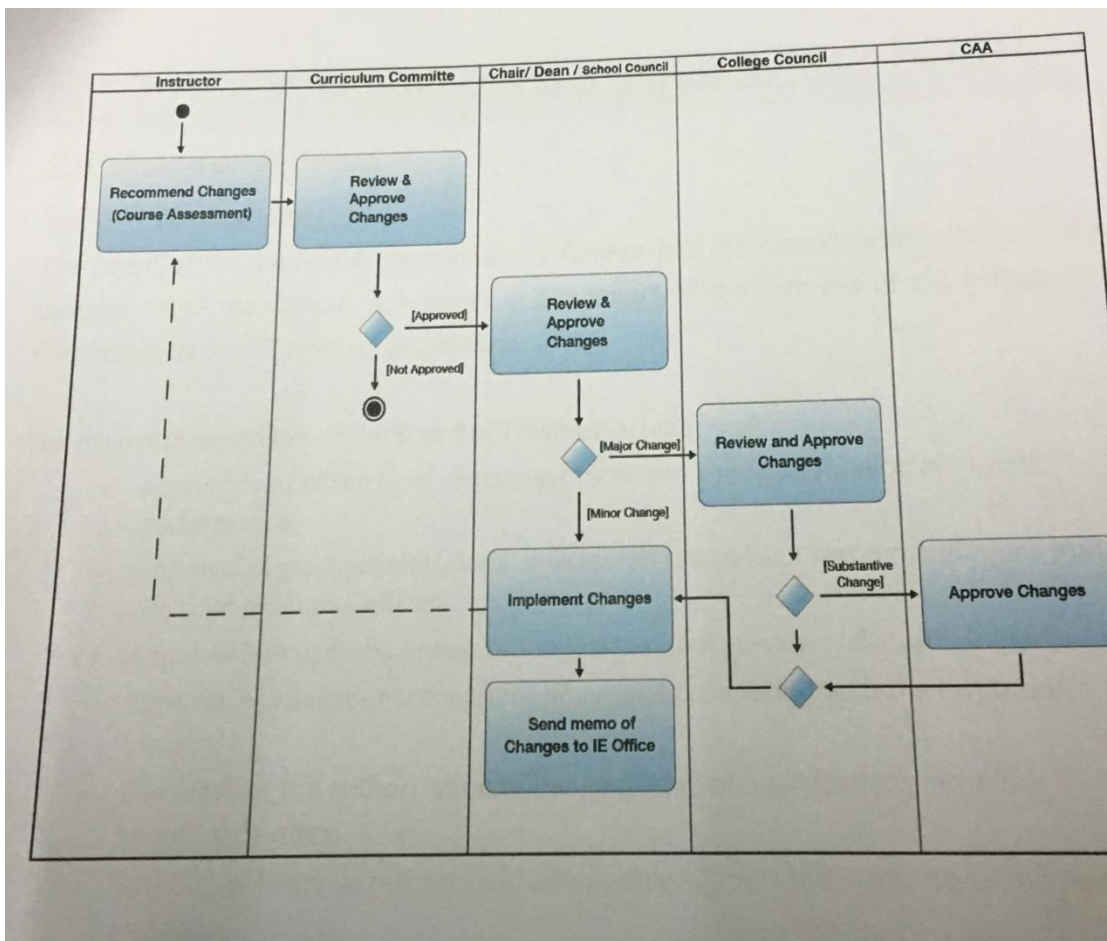
To offer competitive educational programs in real-world settings, targeting a diverse population, aiming at developing and strengthening their careers. To engage with the society in the creation of knowledge and promotion of research to achieve local and regional development

Strategic Goals

- **Goal 1-** Provide academic excellence and innovative learning experience for a diverse student body
 - **Objective 1.1:** Create and sustain a culture that supports teaching excellence in all academic units
 - **Objective 1.2:** Strengthen efforts to attract an excellent and diverse body of local and international students
 - **Objective 1.3 :** Ensure that current and emerging trends are embedded in the curricula through experiential and active learning
- **Goal 2-** Enable graduates to pursue life-long learning and develop their careers
 - **Objective 2.1:** Award career-oriented programs where market-based opportunities merge with academic strengths
 - **Objective 2.2:** Provide opportunities for student to participate in research through student-faculty collaborative scholarship programs
 - **Objective 2.3:** Strengthen the Internship Program by entering into agreements (MOUs) with business organizations and supporting career counseling activities
- **Goal 3-** Contribute to the sustainable development of the UAE and the region through knowledge driven partnerships and collaboration with local and regional communities

- **Objective 3.2:** Promote environmental sustainability through green initiatives, reduced energy footprints and other initiatives
- **Goal 4-** Maintain and enhance commitment to recruit and retain diverse faculty and staff within a supportive and collegial work environment
 - **Objective 4.1:** Strengthen efforts to attract a qualified and diverse body of local and international faculty and staff
 - **Objective 4.2:** Promote a challenging intellectual environment by providing professional development opportunities and encouraging freedom and productive dialogue within and across academic and non-academic departments
 - **Objective 4.3:** Develop and implement policies and competitive compensation plans to retain highly valued faculty and staff
- **Goal 5-** Provide an environment and resources to nurture and support research activities
 - **Objective 5.1:** Align research activities to local industrial needs and demands
 - **Objective 5.2:** Allocate adequate funds and resources to invest in promising innovative fields
 - **Objective 5.3:** Recognize faculty and students' research activities to enhance productivity and creativity

Appendix 4: The Cycle of Continuous Improvement concerning Major Changes



Appendix 5: The Responsibilities of the Institutional Effectiveness Unit (Faculty Handbook 2017-2018)

plans, and facilitates assessment and institutional research activities to provide continuous improvements. The Institutional Effectiveness Director reports directly to the President.

Major responsibilities of the Director of Institutional Effectiveness include:

- Supporting the mission statement of
- Complying with the local standards set by the UAE Ministry of Higher Education & Scientific Research.
- Converting the College's mission into measurable outcomes.
- Establishing internal and external benchmarks to measure the College's progress over time.
- Functioning as a feasible, systematic, and campus-wide process for evaluation, measurement and self-improvement.
- Providing relevant feedback for planning and decision making.
- Preparing the Program Review Report of academic programs, including work with concerned deans of schools and department chairs, and following up requirements to ascertain changes made as a result of the review process.
- Designing and conducting data collection instruments to assess goals and objectives at Institutional and School levels
- Collecting, analyzing, and reporting quantitative and qualitative data related to faculty, students, academic programs, and learning outcomes.
- Serving as the liaison office with the Center for Higher Education Data and Statistics (CHEDS)

Essential Qualifications

- A Doctoral degree in quantitative and qualitative research, statistical analysis, or any related field
- At minimum five years of experience in program review and evaluation, institutional research and planning
- Demonstrated experience in assuring integrity in data analysis and reporting, including complex data sets
- Ability to work effectively, collaboratively and professionally with faculty and staff
- Proficient at preparing written reports and presentations about data analyses, and use of results for continuous improvement
- Ability to apply principles of logical and scientific thinking to define problems, collect data, establish facts, and draw valid conclusions
- Strong project management, organizational and time management skills

Appendix 6

The Organization and the Board of Trustees

Members of the Board serve for a period of two years. No members can serve more than two consecutive terms.

Organization

The Board meets twice a year. The President of the College serves a chairperson of the Board.

Dates, time and venue of the meetings will be set by the President and communicated to all Board members together with an Agenda, at least one month prior to the scheduled meeting. Board members may propose additional points to be included in the Agenda.

Minutes of the meeting will be prepared by the President's Office and communicated to all Board members within one month after the meeting.

An Annual Report summarizing the activities of the Advisory Board will be prepared by the President and communicated to the Board of Trustees of the College.

The Board serves in an advisory capacity to the President of the College. Its mandate is to advise the College on the general direction of the institution.

Specifically the purpose of the Board is to:

- Provide strategic guidance for the future orientation of the College.
- Provide inputs to the management regarding the range and quality of programs and activities offered by the College.
- Reflect on the adequacy and relevance of the Curriculum to the needs of industry as well as in comparison to other institutions of higher education.
- Promote the interests of the College in the local community
- Discuss general issues impacting the growth and development of the College.
- Provide inputs on curriculum development and research activities in order to enhance the College offerings.
- Support the College in regard to Internships, company projects and employment opportunities.

Appendix 7

The Components of the College Council (Faculty Handbook 2017-2018)

2.3 COLLEGE COUNCIL

Role and Responsibilities

The Council has authority to review all academic and administrative issues, policy and procedures and make appropriate recommendations to the President. Chaired by the President, the Council holds regular meetings and its deliberations are minuted. Prior to the Council meeting, an agenda is circulated amongst all members. Members of the Council may propose additional items to the agenda. As and when required, the chairman of the Council may invite concerned department/service parties not represented in the Council to attend the meeting and participate in the deliberations.

Members of the Council:

- President
- Vice President for Academic Affairs
- Deans of Schools
- Department Chairs
- Director of Institutional Effectiveness
- Registrar
- One administrative staff representative

The College Council responsibilities consist of:

- Monitoring and supervising student's academic progress
- Supervising and promoting academic research
- Reviewing and approving curriculum, course and program modifications recommended by the schools
- Making recommendations on matters related to academic staff of the College
- Setting up ad-hoc committees to review matters within its jurisdiction and advising the Council
- Proposing to the President policies to improve the quality of the College service and educational programs
- Proposing changes and amendment to existing policies, rules and regulations

2.4 SCHOOL COUNCIL

Role and Responsibilities

The Council has authority to review the School academic and administrative issues, policy and

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Appendix 12

The Open ended Interview with the University's President:

Q1-For how long have you been working as a president for this university?

I have been working as a president of the university for more than 2 years.

Q2 –How would you define your leadership style?

Recently, I have been following transformational and distributed leadership styles.

Q3–How did you change your leadership style over the last three years?

In the past, the establishment used to follow a traditional centralized leadership style. Since more than two years, the establishment decided to follow transformational and distributed leadership styles. The president was a central figure who dominated all the process. Therefore, the participations and the contributions of university's members were not effective enough. Recently, combining the transformational and the distributed leadership styles made decision-making process more participatory between the staff members.

Q4-Why did the educational establishment change its leadership style?

The educational establishment had been encountering ongoing social demands and global educational challenges. The University must meet the high international educational standards, the new governmental educational policies and the CAA Standards. The establishment was on probation status so it was prohibited to admit new students. Consequently, the university's strategies and plans were changed and improved to cope up with the new challenging demands. The university's leadership followed a new transformational leadership style because the sole leader alone cannot play all the roles and overcome the probation status. Transformational Leadership made the decision-making process more participatory.

Q5 –Can you explain the features of the distributed leadership style that have been implemented?

The college council combines a number of stakeholders that represent the different schools and departments. The council includes different members with different backgrounds and roles. Also the responsibilities and decisions are shared between the involved members. Recently, the different responsibilities have been assigned to the suitable effective members. Additionally, the council members have been engaging in regular open discussions and brain -storming meetings in order to make successful decisions. Moreover, some of the students' initiatives and the community's interests were considered while making decisions.

Q6-How did the transformational leadership change the organizational vision, mission and policies?

The establishment formed a new clear vision and a practical mission to cope up with the international educational trends, the local needs and the CAA Standards. For example, the main vision was stated clearly as the following: ***“to become a leading and international recognized higher education institution that contribute to the country’s sustainable development”***. Additionally, the strategic goals were transformed to be aligned with the university’s new vision. For instance, the major strategic goal aimed to enhance experimental active learning and sustainable research. Also the slogan of the university emphasized on providing a high quality education along with time flexibility .Most of the university’s members participated in restating the organizational vision, goals and mission during the brain storming sessions. The organizational structure had been changed and improved to suit the new vision and goals .Additionally, the policies and procedures manual was established to make a clear comprehensive framework that explains and organizes the whole process .The Policies and Procedures Manual is aligned with the Staff Handbook and Students Handbook. All the stakeholders have been collaborating to implement the restated policies and procedures.

Q7-How did the transformational leadership style affect the performance of the college council members?

The Transformational leadership style enabled the educational establishment to benefit from the potentials of all the stakeholders by assigning the suitable tasks to the capable individuals. Distributing the work load and sharing ideas with the different college council members enabled me as a leader to have moderate decisions and suitable solutions concerning the ongoing problems. The transformational leadership established new positions and titles in the organizational chart .Also the structure of the college council had been modified in order to improve the performance of the college council members. For instance, the number of the chairs and deans had been increased to deal with the new added schools and specializations .Applying the transformational leadership style encouraged the members of the college council to have free discussions and brain storming meetings in order to provide a wide range of opinions and creative practical ideas that contribute to the continuous cycle of improvement. The recent

leadership allowed some students to participate in the decision making process .The current college council includes some representatives from the students' council.

Q 8-How did the transformational leadership affect the management of the course file ?

The university leadership uses **Cloud-based course file management** solution to organize, manage, monitor and archive on-line course files. This activity meet the CAA standard 2011 on program effectiveness section 3.10 and course file stipulation 7. Through the implementation of an innovative cloud based solution, the university became able to efficiently and effectively manage and deliver quality course files by providing a collaborative and standardized on-line solution.

The transformational leadership decided to use Google Apps Platform to create an E-course file structure granting four main features: A standardized format of the 8 course file items as listed under stipulation 7, a quick and user friendly system involving no more than 2 clicks, a communication channel between faculty and chair through the development of an e-log file, and mobility scanning feature through mobile apps.

Q9-How did the transformational leadership style affect the teaching strategies and the Internship program?

Following a transformational leadership style improved the recent teaching and learning process. The new applied educational programs are based on learning by doing, such as: “Learn by Developing Models”, “Design Thinking method” ,and Design -driven Innovation Process .These programs have been allowing the students to produce creative ideas and to design practical projects that could contribute to the national industries. Also the internship program was improved by entering into agreements with different business organizations and by providing

career counseling activities. Internship programs are career oriented programs that aim to meet the market's needs. The University's educational programs have been contributed to the economic development of the UAE through establishing partnership with national and international industries. Additionally, the new teaching strategies enhanced task -based learning, active learning and student-centered learning. Also new specializations were added in order to meet the local needs and the international market.

Q10-How did the transformational leadership improve research sustainability?

The new policies and strategic goals supported research sustainability .For instance, the university established the students' scientific journal to enhance research publication and innovation. The journal aims to motivate students to use the inquiry and research skills in order to conduct academic researches successfully. Also the peer review process has enhanced cooperative learning.

Q11-How did the transformational leadership enhance environmental sustainability?

Establishing the environmental club aimed to raise awareness about resources sustainability .For instance, this club supports Al Shamas initiative that enhances using the solar power instead of electricity. The University has been using the solar cells to generate some extra sustainable power. Also the University encouraged the effective use of the recycling boxes.

Q12-How did the leadership improve the professional development?

The university collaborated with the Arab university in order to qualify the professors to become educational assessors or inspectors. Some programs have been offered by the European Quality framework assessors and the Association of the Arab universities.

Additionally, weekly seminars and workshops were given to the faculty members. During these workshops, hot research topics were discussed.

Q13--How did the transformational leadership affect the students' roles as active members?

Transformational leadership helped students to play an effective role in college council. For example, some students' representatives attend the council meetings and participate in the open discussions. Also the University's President and the board of trustees considered the students' opinions and ideas while taking decisions. Hence, the students were encouraged to take initiatives and to participate in different contests.

Q14 –How do you measure the effectiveness of your leadership style and the change process on the overall performance? How do you use the evaluation's results?

The implemented changes are all aligned with the CAA standards and the international educational trends. The effectiveness of the process is measured by meeting the CAA standards .Also we benchmark the University's practices against the best local and international practices. For example, the University's members exchange visits and experiences with skillful faculty members from reputable local and regional universities .Also external assessors visit some University's schools to evaluate the institutional effectiveness. After evaluating the implementation process, the obtained data are used in planning, budgeting, setting priorities and improving programs and services.

Q15-How would you describe the changes that happened in the establishment?

The transformational change was significant, measurable and obvious .It could be described as a combination of radical and incremental change.

Q16-What were some significant examples of radical changes and the incremental changes?

The radical changes included restructuring the organizational structure and chart, establishing the E-course file, creating the new organizational vision, setting the new strategic goals, and establishing the Policies and Procedures Manual, and setting effective policies to stop plagiarism .On the other hand, the gradual changes included the programs' improvement, enhancing the research sustainability, improving budgeting and engaging in social communities.

Q17-Did the transformational change lead to any confusion while the implementation process?

The change process was well planned and organized. Most of the stakeholders cooperated and participated in the change process . The most challenging task was transforming the system without causing chaos while managing the crisis.

Q18-How did the university's members deal with the change process?

The college leadership has assigned new college council members that are cooperative, well qualified and skillful .All the new and the old college members cooperated together to achieve the restated vision and goals. Having skillful cooperative faculty members was one of the strong points that helped the university to recover.

Q19-Can you list the main stages of the transformational change?

Firstly, creating new vision and restating the main organizational goals

Secondly, restructuring the organizational structure

Thirdly, creating new policies and aligning the institutional documentations

Fourthly, Implementing new policies and strategies in order to achieve the strategic goals

Finally, evaluating and modifying the change process

Q20: What were the significant factors that you considered while restating the new vision and goals?

We as a team considered the social, local, and international demands .The college council considered the UAE government's vision, the vision of the Ministry of Education and the CAA Standards The factors that lead to probation were studied. We studied the actions that must be taken to lift the probation status. The needed budget and resources were considered. SWOT analysis was also done to evaluate the situation. During the probation time, the situation was evaluated and analyzed through reading reports, visiting other colleges, consulting external educational experts, consulting universities' leaders and ministry's officials.

19-How did the transformational leadership improve the effectiveness of the programs and course delivery process?

Transformational leadership gave the schools a great level of freedom to improve the curriculum effectiveness .Hence, the curriculum design and implementation

considered the students 'needs, the market's needs and the international trends. The curriculum committee, the exams committee and the director of institutional effectiveness and the schools' councils cooperated together to measure and evaluate the program effectiveness. All the process happened through the cycle of continuous development that aims to achieve the college new vision and mission.

Appendix 13

The Semi –structured Interview Questions

Theme 1: The E -course file and Communication Network between the Staff Members

- 1-How did the transformational leadership affect the quality of the course file management process ?
- 2-How did the transformational leadership improve the communication and feedback among the staff members regarding the course file?
- 3- How did the new changes concerning the course file management improve the faculty performance and the course delivery ?
- 4-To what extent did the college leadership meet the CAA standards regarding the E-course file?

Theme 2:The Organizational Structure ,Policies ,Vision ,and Mission

- 1-How did the University's leadership introduce a new organizational chart ?
- 2-How did the new organizational chart and structure affect the performance of the college council's members and the work distribution?
- 3-How well is the current leadership's vision and mission explained and communicated ?
- 4-To what extent are the organizational main goals aligned with the organization's vision ?
- 5-To what extent did "The Policies and Procedures Manual "reflect the organization's mission and goals?

Theme 3: Educational Programs, Learning Resources, and Physical Environment

- 1-How did the transformational leadership apply positive practices to improve the curriculum ?
- 2-How did the Transformational Leadership improve the course delivery ?

3-How did the University measure the program effectiveness?

4-How did the University apply the substantive change for programs?

5-How did the Transformational Leadership help in improving the effectiveness of internship program?

6-How did the University's leadership improve the learning resources including library ,laboratories ,and technology ?

7-To what extent does the physical environment meet the needs of the students and the safety precautions?

Theme 4 : Documentations ,Professional Development and Research Sustainability

1-What are the significant features of the faculty handbook ?

2-To what extent did the Transformational Leadership succeed in setting and planning the current Policies and Procedures Manual?

3-How did the Transformational Leadership provide an adequate professional development to the faculty members?

4-Do you think that the staff qualifications meet the CAA standards ? Explain

5-How did the University' Leadership improves the research sustainability and methods?

Appendix 14

The Suggested Growth Indicators

Indicator 1

The average of including innovative learning experiences embedded in the curriculum for students with diverse backgrounds

Definition;

It measures the number of the international emerging trends embedded in the curriculum in order to enhance active learning and experimental learning

The recent number: 6 international educational trends in every school

The Target number: 10 international educational trends yearly.

Indicator 2

The average of the students who participate in the internship program in each school.

Definition;

It measures the number of the students who participate in the internship program out of the students' total number.

The current percentage: 100% of the graduate students yearly

The target percentage: 100% of the graduate students yearly

Indicator 3

The annual rate of the internship programs and partnerships' growth .

Definition;

It measures the number of agreements with local and international business organizations to enhance the sustainable development of the UAE and career counseling activities.

The Current number: 50 agreements yearly

The Target number: 70 agreements yearly

Indicator 4

The rate of the environmental initiatives and activities that aim to reduce the energy footprints.

Definition;

It measures the number of the environmental initiatives that are implemented by the students and the faculty members aiming to reduce the energy footprints.

The Current number: 4 environmental initiatives

The Target percentage: 8 environmental initiatives yearly

Indicator 5

The percentage of enrolling new students with diverse nationalities and backgrounds

Definition;

It measures the number of the new students with diverse nationalities and backgrounds who have been registered.

The Current percentage: 60% of the total students 'numbers belong to different nationalities other than the Emirati nationality

The Target percentage: 60% of the total numbers of students belong to different nationalities other than the Emirati nationality yearly

Indicator 6

The rate of the research sustainability and publication through the university's journal

Definition;

It measures the number of the published research papers and case studies done by faculty members and senior students through the University's journal.

The current number of the published research papers: 5 articles in every issue in the University's Journal

The target number: to increase the current number up to 10 articles in every issue in the University's Journal

Indicator 7

The rate of the research sustainability and publications in external ranked journals

Definition;

It measures the number of the published research papers and case studies done by faculty members through external ranked journals

The current percentage of the research publication by the faculty members in external ranked journals: 60% of the faculty members have research publication in external ranked journal yearly.

The target percentage: 70% of the faculty members have research publication in external ranked journal yearly.

Indicator 8

The rate of the professional development growth

Definition;

It measures the annual number of the activities that contribute to the staff professional development, like: attending conferences, conducting workshops, and exchanging internal and external visits.

The current number: 10 activities that contribute to the faculty professional development yearly.

The Target percentage: 15 activities that contribute to the faculty professional development yearly

Indicator 9

The rate of retaining high qualified staff members.

Definition:

It measures the percentage of the turn over process.

The Current percentage of the turn over process: 8 % of the employees leave their jobs and are replaced by new employees yearly

The Target percentage: to reduce the rate at which employees leave their jobs and are replaced by new employees up to 5% yearly

Appendix 15

The Open ended Interview Questions to the Registrar

1-Can you compare between the previous students' number during the probation period and current students' number after lifting the probation?

2-As a part of the college council, how did the transformational leadership improve the the new vision?

3-As a non-academic member, how did the leadership establish communication channels between academic and non- academic members?

4-How did the leadership contribute to the professional development of the non-academic members?

5-Can you compare between the quality of the enrolled students before the crisis and the quality of the current enrolled students?

6-In your opinion, what was the main factor that led to the previous failure?
Please give details.

Appendix 16

The Open ended Interview Question with the Librarian

1-How did the transformational leadership improve the library resources?

2-To what extent, do the students rely on the library resources while doing their assignments?

3-Did the transformational leadership provide enough resources to the library?

4-How did the University's leadership communicate with the librarians?

Appendix 17

The Open ended Interview Questions with the Educational Expert

1-How could transformational leadership reform the educational system in Dubai?

2-Is transformational leadership effective enough in improving education on the university's level in Dubai?

3-How do growth indicators effective in measuring the overall performance of the organizations? Explain please

4-What is the appropriate duration of these indicators?

Appendix 18

The Focus Group Interview Questions

1-How did the university leadership communicate with the students?

2-How did the university leadership improve the physical environment?

3-How did the university leadership improve the internship program?

4-Are you satisfied about the educational resources and the physical environment? Why?

Appendix 19

The Semi -structure Interviews' Questions and the Participants' Answers:

1- Dean of Business Administration		<p>Theme 1: The E-course file and Communication Network: The researcher 1-How did the transformational leadership affect the quality of the course file management process? The dean of business The leadership improved the quality of the on- line course file in order to ensure that the quality of teaching has met the CAA standards, the students have improved their performance to achieve the learning outcomes ,and to make sure that the development of</p>	<p>Theme 2:The Organizational Structure ,policies ,Vision ,and Mission The researcher 1-How did the college administration introduce a new organizational chart? The dean of business The college administration introduced an effective clear organizational chart that clarifies the members' positions and titles .Also the clarified job descriptions are aligned with the positions and titles. New positions have been added. For instance, the number of the chairs has been increased to fit the added departments and specializations. The main responsibility of the chairs is to interact closely with instructors and to monitor them effectively .Also the chairs help the instructors in dealing with the students' daily problems and issues. On the other hand, the deans have been given enough time to deal</p>	<p>Theme3: Educational programs, learning resources, and physical environment The researcher 1-How did the transformational leadership applied positive practices to improve the curriculum? The dean of business The leadership improved the curriculum and managed challenges through the effective collaboration of the team work . The researcher 2-What are the effective actions that have been implemented to improve the course delivery? The dean of business Reviewing the</p>	<p>Theme 4: Documentations ,Professional and Research Sustainability : The researcher 1-What are the significant features of the faculty handbook? The dean of business The faculty handbook meets the legal CAA requirements. Element 3: Educational programs, learning resources, and physical environment The researcher 1-How did the transformational leadership apply positive practices to improve the curriculum? The Dean of Business The leadership improved the curriculum and managed challenges through the effective collaboration of the team work. The researcher 2-What were the effective actions that had been implemented to improve the course delivery?</p>
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	<p>study plans are adequate to the students' needs and performance. For example, the transformational leadership has introduced the Cloud-based course file management which is a user friendly system. The file management process has become more accessible and manageable throughout all the semesters. The researcher:</p> <p>2-How has the transformational leadership improved communication and feedback among the relevant college members?</p>	<p>with the strategic issues, like: setting plans and improving partnerships. The researcher</p> <p>2-How did the new organizational chart and structures affect the performance of the college council members?</p> <p>The Dean of Business Transformational leadership transformed followers into leaders. Each college member has become leader in his position. For example, it empowered the deans and the chairs so they have been improving the overall performance</p> <p>The researcher</p> <p>3-How effective is the current leadership's vision and mission</p> <p>The Dean of Business</p> <p>Based on the internal</p>	<p>previous strategies and proposing changes that are aligned with the organizational vision and mission. The researcher</p> <p>3-How do you measure program effectiveness?</p> <p>The Dean of Business:</p> <p>The effectiveness of the programs and the courses are measured through analyzing the data of the course file and students' achievement.</p> <p>The researcher</p> <p>4-How do you apply the substantive changes for existing programs?</p> <p>The Dean of Business</p> <p>It is a regulated process (the continuous improvement</p>	<p>The Dean of Business</p> <p>Reviewing the previous strategies and proposing changes that are aligned with the organizational vision and mission. The researcher</p> <p>3-How do you measure program effectiveness?</p> <p>The Dean of Business</p> <p>The effectiveness of the programs and the courses is measured through analyzing the data of the course file and students' achievement.</p> <p>The researcher</p> <p>4-How do you apply the substantive changes for existing programs?</p> <p>The Dean of Business</p> <p>It is a regulated process (the continuous improvement cycle) that must contribute and achieve the strategic goals of the establishment.</p> <p>The researcher</p> <p>5-How has the Transformational leadership helped in improving the effectiveness</p>
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		<p>The Dean of Business</p> <p>The transformational leadership has clarified and specified the communications channels between the faculty members, the administrators and the students. This means that, every member knows to whom to report and for whom to give orders through effective hierarchal manners. Moreover, the up graded E-course file has facilitated the communication and the feedback process .For instance, the</p>	<p>analysis and external factors, I believe that the organizational vision and mission are reasonable and achievable. The college council members have participated in setting the organizational vision and mission effectively. The researcher</p> <p>4-To what extent are the organizational main goals aligned with the organization's vision? The Dean of Business ; The operational plans in each school are derived from the organizational objectives. The organizational objectives aim to sustainability of researches and community services. For instance, the school of business has aligned its objectives with the organizational strategic objectives to contribute significantly in achieving the organizational main objectives. The researcher</p> <p>5-To what extent does "the policy and procedures</p>	<p>cycle) that must contribute and achieve the strategic goals of the establishment. The researcher</p> <p>5-How has the Transformational leadership helped in improving the effectiveness of the internship programme? The Dean of Business The internship program has been improved by increasing the number of internships and agreements with the industrial bodies and companies. The researcher</p> <p>6-How has the college leadership improved the learning resources and tools including library, laboratories and using technology? The Dean of Business I think that there are no significant changes in the used tools and resources.</p> <p>Element 4: Documentations, Professional Staff and Research Sustainability : The researcher</p> <p>1-What are the significant features of the faculty handbook? Dean of Business</p>	<p>of the internship programme?</p> <p>The Dean of Business The internship program has been improved by increasing the number of internships and agreements with the industrial bodies and companies. The researcher</p> <p>6-How has the college leadership improved the learning resources and tools including library, laboratories and using technology? The Dean of Business I think that there are no significant changes in the used tools and resources.</p> <p>Element 4: Documentations, Professional Staff and Research Sustainability : The researcher</p> <p>1-What are the significant features of the faculty handbook? Dean of Business</p>
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		<p>departmental chairs and the Institutional Effectiveness office have been enabled to use a non-time consuming tool to monitor course files and give recommendation for immediate corrective actions.</p> <p>The researcher</p> <p>3- How have the new changes ,concerning the on line course file ,improved the faculty performance ?</p> <p>The dean of business The faculty members have become more aware of their responsibilities and the organizational goals. Also the</p>	<p>manual “reflect the organization’s mission and goals?</p> <p>The Dean of Business</p> <p>The manual serves in achieving the organizational missions and goals .The policy and procedures manual is based on the organizational missions and goals.it has been modified to meet the ongoing demands.</p>	<p>using technology?</p> <p>The Dean of Business</p> <p>I think that there are no significant changes in the used tools and resources.</p>	<p>The faculty handbook meets the legal CAA requirements.</p>
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		<p>accountability of instructors has been increased and enhanced .This means that, they have become clear about the effective use of the course file which is aligned with the CAA standards.</p> <p>The use of the Google Apps Platform has helped in creating an E-course file and the “Log-file” .This procedure has enabled the faculty to manage their course files easily and to get regular and instantaneous feedback from the department chairs on the completeness and quality of</p>			
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		<p>their course file through the semester. All these procedures improved the faculty performance. The researcher</p> <p>4-To what extent has the college leadership met the CAA standards regarding the online course file?</p> <p>The dean of business</p> <p>The leadership practices have significantly met the CAA standards. The recent CAA reports have confirmed that the course file quality has met the required standards.</p>			
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2 : Dean of Research and Graduate Studies	Additional Questions: The researcher 1-What are the major effective changes that has led to success? The Dean of Research and Graduates Studies Step 1:Restructuring the organizational chart and structure New positions have been added to the organizational chart. For example, the position of the vice principal has been added. Also the positions of the deans and the chairs have been modified. Step 2 :Restating the organizational vision and mission	Theme 1: The on-line course file, communication network between the college members The researcher : 1-How has the transformational leadership affected the quality of the course file management process? The Dean of Research and Graduates Studies The current on line course file is completely electronic and well structured. The current auditing process has become more effective. It can be audited easily by the chairs and the director of Institutional effectiveness. The researcher 2-How has the transformational leadership	Theme2:The Organizational Structure ,policies ,Vision ,and Mission The researcher 1-How has the college administration introduced a new organizational chart? The Dean of Research and Graduates Studies The leadership has restructured the organizational chart .In the past , there were no vice principal and no deans. Also the chairs were the highest administrative positions of schools. Recently, the deans' positions have been added. For example, the dean of research and graduate studies has been added .Also the number of the chairs has been increased to meet the needs of the new streams. The researcher 2-How have the new organizational chart and structure affected the performance of the college council members? The Dean of Research and Graduates Studies The new organizational chart has made the college council members more engaged and	Theme3:Educational programs, learning resources, and physical environment The researcher 1-How has the transformational leadership applied positive practices to improve the programs and the courses? The Dean of Research and Graduates Studies The curriculum and the programs have been improved through the advisory board ,the advisory committee and curriculum committee .For example , both of the advisory board and the advisory committee provide industry feedback to update the curriculum with latest industry requirements. Also the curriculum committee reviews	Theme 4: Documentations ,Professional Staff and Research Sustainability The researcher 1-What are the significant features of the faculty handbook ? The Dean of Research and Graduates Studies The faculty handbook is aligned with the CAA standards. All the responsibilities of faculty members are described clearly. The researcher 2-To what extent has the Transformational Leadership succeeded in setting and planning the current policies and procedures manual? The Dean of Research and Graduates Studies The manual of policy and procedures represents an integration of all the operational parts of each policy and practice. The researcher 3-How has the Transformational Leadership provided an adequate professional development to the faculty members?

<p>Step 3:aligning the institutional documents together .For instance , the manual of procedures and policy has become aligned with the faculty handbook and students' handbook</p> <p>Step 4- Identifying clear job descriptions and roles</p> <p>The researcher</p> <p>2-How has the transformational leadership ensured that international trends are embedded in the curriculum through active learning ?</p> <p>The Dean of Research and Graduates Studies</p> <p>The leadership has made the</p>	<p>improved communication and feedback among the involved members regarding the course file?</p> <p>The Dean of Research and Graduates Studies</p> <p>There is an efficient collaborative feedback because the E course file is shared by the deans, the chairs, the faculty members and the Director of institutional Effectiveness</p> <p>.Also the log file in the form of Google spread sheet is considered an effective tool of recording comments among the involved members.</p> <p>The researcher</p> <p>3- How have the new changes</p>	<p>disciplined .The work has become more allocated and monitored.</p> <p>The researcher</p> <p>3-How effective is the current leadership's vision and mission explained/communicated?</p> <p>The Dean of Research and Graduates Studies</p> <p>All the stakeholders were invited to participate in forming the new organizational vision and mission during workshops and brainstorming sessions.</p> <p>Also special orientation sessions have been conducted to familiarize the new faculty members with the new vision and mission.</p> <p>The researcher</p> <p>4-To what extent are the organizational main goals aligned with the organization's vision?</p> <p>The Dean of Research and Graduates Studies</p> <p>The organizational strategic goals are completely aligned with the college vision .Every school has aligned its goals and the program's outcomes with the college vision.</p> <p>The researcher</p>	<p>each curriculum every semester for updating.</p> <p>The researcher</p> <p>2-What are the effective actions that have been implemented to improve the course delivery process?</p> <p>The Dean of Research and Graduates Studies</p> <p>The course delivery process is improved through the instructors' reviews that are prepared by every faculty at the end of semesters.</p> <p>Also the faculty members prepare course reports and suggestions to improve the course delivery .This process helps the next instructors to be on the right track.</p> <p>The researcher</p> <p>3-How do you measure the effectiveness of programs ?</p> <p>The Dean of</p>	<p>The Dean of Research and Graduates Studies</p> <p>The professional development happens through encouraging research, attending workshops ,conferences and seminars.</p> <p>Also the faculty members are encouraged to provide consultancy to industries and companies.</p> <p>The researcher</p> <p>4-Do you think that the staff qualifications meet the CAA standards ?Explain</p> <p>The Dean of Research and Graduates Studies</p> <p>100% the faculty qualifications meet the CAA standards</p> <p>The researcher</p> <p>5-How has the transformational leadership improve the research sustainability and methods?</p> <p>The Dean of Research and Graduates Studies</p> <p>The college vision and mission has asserted the importance of the research sustainability.</p> <p>Research skills have been inserted in many courses. The college has established the approved research journal which is accredited by EPSCO. Three issues have</p>
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	<p>curriculum planning , defining the learning outcomes ,choosing topics, and setting assessments aligned with the CAA standards and the UAE National Qualification Framework outlines which is inspired by the Washington Accord is an international accreditation agreement for professional engineering academic degrees, .Also the course delivery is based on following international educational trends like, case study based discussions, brainstorming</p>	<p>,concerning the course file management ,improved the faculty performance and the course delivery? The Dean of Research and Graduates Studies</p> <p>The current updated course file reflects and demonstrates the quality of the faculty performance. Also it has enhanced motivation and organized the faculty's work. Also it has improved the course delivery process because all the used trends and methods are mentioned in the course file. The researcher</p> <p>4-To what extent has the college leadership met the</p>	<p>5-How does “the policy and procedures manual “reflect the organization’s mission and goals? The Dean of Research and Graduates Studies The policy and procedures manual is considered as a clear framework and a big road map that strongly reflect the organization’s mission and goals.</p>	<p>Research and Graduates Studies</p> <p>The institutional effectiveness office conducts the program review ,graduate destination survey ,and exit surveys to measure the program effectiveness. Also the ministry of education calls the graduates to ask them about the employment status ,their college experience ,their problems and their comments. The researcher</p> <p>4-How do you apply the substantive change for programs? The Dean of Research and Graduates Studies Through following the continuous improvement cycle. The researcher</p> <p>5-How has the Transformational leadership helped in</p>	<p>been published .Students, faculty members and external publishers are encouraged to publish their work through the journal. However, the number of publications is still limited.</p>
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	<p>sessions, multimedia sessions ,Google based learning ,project based learning ,and cooperative learning</p> <p>The researcher</p> <p>3-What are the major challenges that have faced the leadership? how has the leadership dealt with them?</p> <p>The Dean of Research and Graduates Studies</p> <p>The major challenges were :the challenge of improving the quality of evaluation and controlling grades inflation and the challenge of dealing with the absentees problems. Firstly ,the leadership has</p>	<p>CAA standards regarding the online course file?</p> <p>The Dean of Research and Graduates Studies</p> <p>100 percent the college leadership met the CAA standards regarding the online course file</p>		<p>improving the effectiveness of internship programme ?</p> <p>The Dean of Research and Graduates Studies</p> <p>The internship program has been improved through revising the internship manual, creating the advisory board, the faculty supervisors who visit to the sites, and increasing the number of agreements and partnerships with business bodies.</p> <p>The researcher</p> <p>6-How has the college leadership improved the learning resources including library, laboratories, and technology ?</p> <p>The Dean of Research and Graduates Studies</p> <p>The leadership has upgraded the IT system by</p>	
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	<p>created steps for quality assurance .For example ,the leadership has established and restructured committees of exams to check the quality of the final exams. Secondly ,,peer reviewing of exams, syllabus ,assessments ,contents and learning outcomes to ensure the quality of the process .Thirdly ,blind peer review of exams are done. Additionally ,strict policies have been established to deal about the absentees problem. The researcher</p> <p>5-How has the leadership encouraged students to</p>		<p>establishing the Electronic Intelligent Academic Network. This big electronic system has enhanced the communication process and the data recording .Additionally, the leadership has been working hard to establish the digital library and the electronic books. Also the number of the equipped laboratories has been increased. The Google Classroom Application is effective in engaging students during the class time.</p> <p>The researcher</p> <p>7-To what extent does the physical environment meet the needs of the students and the safety precautions?</p> <p>The Dean of Research and Graduates Studies</p>	
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	<p>pursue lifelong learning and to develop their careers?</p> <p>The Dean of Research and Graduates Studies</p> <p>There is a gap between the academia and the industries so the students are not equipped enough with the market's needs. The advisory board and the committees cooperate together to decide and to integrate the needed industry skills within the programs .Also the lifelong learning is enhanced by career preparation planning and internship programs.</p>		<p>The physical environment has met the CAA standards .For example, there is a regular maintenance to the services and facilities .Also the college members received professional firefighting training from the civil defense .All the safety precautions meet the CAA standards.</p>	
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<p>3 : The chair of Business Administration</p>		<p>Theme 1: The on-line course file ,communication network between the college members</p> <p>The researcher 1-How has the transformational leadership affected the quality of the course file management process?</p> <p>The Chair of Business School</p> <p>The transformational leadership introduced the E course file instead of the paper based course file. The E- course file is maintained by EIAS communication operational system .Cloud-based course file has saved time and allowed the faculty members to contribute</p>	<p>Theme 2 :The Organizational Structure ,policies ,Vision ,and Mission</p> <p>The researcher 1-How has the college administration introduced a new organizational chart?</p> <p>The Chair of Business School</p> <p>In the past ,the organizational chart was limited and incomplete . The new chart has included new parts and positions that ensure the comprehensive completion of the work. The new structure has provided clear line of commands and communication.</p> <p>The researcher 2-How have the new organizational chart and structure affected the performance of the college council members?</p> <p>The Chair of Business School</p> <p>The new organizational structure has included more bodies and committees that help in planning and resolving the current issues .These issues and plans are discussed during the regular meetings of the college council members. The new organizational structure has improved the task delegation</p>	<p>Theme 3:Educational programs, learning resources, and physical environment</p> <p>The researcher 1-How has the transformational leadership applied positive practices to improve the curriculum ?</p> <p>The Chair of Business School</p> <p>The curriculum has been improved by following the continuous cycle of improvement. Also new concentrations and programs have been added to fulfill the market needs. The school of business have been planning to follow the standards of WACSB “Western Association of Collegiate Schools of Business standards “. in order to obtain the membership.</p>	<p>Theme 4 : Professional Development of the staff and research sustainability</p> <p>The researcher 1-What are the significant features of the faculty handbook ?</p> <p>The Chair of Business School</p> <p>The faculty handbook has displayed clear rights and responsibilities.</p> <p>The researcher 2-To what extent has the Transformational Leadership succeeded in setting and planning the current policies and procedures manual?</p> <p>The Chair of Business School</p> <p>The transformational leadership managed to set detailed clear policies and procedures manual that represents a well -organized framework and a logical roadmap aiming to achieve the organizational goals and mission.</p> <p>The researcher 3-How did the Transformational Leadership provided an adequate professional development to the faculty members?</p> <p>The Chair of Business School</p> <p>Transformational Leadership</p>
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	<p>collaboratively as if they have” an on line committee meeting” .Also the E -course file has provided easy data sharing ,communication channels , storing materials, and easy access inside and outside the campus.</p> <p>The researcher 2-How has the transformational leadership improved communication and feedback among the relevant members regarding the course file?</p> <p>The Chair of Business School</p> <p>The communication process has become more bottom up .The Cloud-based course file has improved the data sharing process</p>	<p>process. Therefore; the college council members have become clear about their responsibilities.</p> <p>The researcher 3-How effective is the current leadership’s vision and mission explained/communicated?</p> <p>The Chair of Business School Restating the current college vision and mission has been a participatory action that has involved most of the college members. Most of the college members have” ownership of ideas” regarding the current vision and mission.</p> <p>The researcher 4-To what extent are the organizational main goals aligned with the organization’s vision?</p> <p>The Chair of Business School The goals of the school of business are totally consistent with the organizational vision.</p> <p>The researcher 5-How does “the policy and procedures manual “reflect the organization’s mission</p>	<p>The researcher 2-What are the effective actions that have been implemented to improve the course delivery ?</p> <p>The Chair of Business School The use of Google classroom application has enabled the instructors to display their suggestions .Also the application has allowed the students to display their opinions.</p> <p>The researcher 3-How do you measure the program effectiveness?</p> <p>The Chair of Business School The college has been conducting different surveys and qualitative studies to measure the effectiveness of the</p>	<p>provided a professional development which is aligned with the vision and mission. The professional development has been happening through conducting training courses ,workshops and participating in conferences.</p> <p>The researcher 4-Do you think that staff qualifications meet the CAA standards? Please discuss.</p> <p>The Chair of Business School In the past ,the staff qualifications did not meet the CAA standards because most of the faculty members were not PHD holders .Recently, all the faculty members are PHD holders.</p> <p>The researcher 5-How has the transformational leadership supported the research activity and sustainability?</p> <p>The Chair of Business School The current Research Unit always cooperate with the faculty members to conduct and publish the needed researches .Also the senior students are encouraged to publish their researches using the college journal. Additionally, most of the students’ assignments and</p>
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	<p>and the feedback process between the deans ,chairs ,faculty members, and the director of institutional effectiveness .The communication process has become more transparent ,accountable ,free and accessible. The researcher 3- How have the new changes, concerning the course file, affected the faculty performance and the course delivery? The Chair of Business School</p> <p>The current course file is accompanied with instructors' reviews that show their feedback and comments and suggestions. The new</p>	<p>and goals? The Chair of Business School The policy and procedures manual represents a clear framework that explains the rules and the application process .The current policies lead towards achieving the organization's mission and goals.</p>	<p>programs .Also external experts and assessors have visited the college to evaluate and to measure the course effectiveness. The researcher 4-How do you apply the substantive change for programs? The Chair of Business School The substantive program's change has been done through the continuous cycle of improvement. The researcher 5-How has the Transformational leadership helped in improving the effectiveness of internship programme ? The Chair of Business School</p> <p>Regarding the internship programme, the advisory board gives effective inputs to</p>	<p>tasks are research based projects. This method has encouraged the students to improve their research skills.</p>
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		<p>instructors have an easy access to the previous work and suggestions. Therefore, that has improved the course delivery process and the faculty performance.</p> <p>The researcher 4-To what extent has the college leadership met the CAA standards regarding the online course file?</p> <p>The Chair of Business School The on line course file has completely aligned with the CAA standards.</p>		<p>improve the internship program. Also the college established strategic partnerships with many companies to meet the market's needs. Additionally ,employers and experts from many companies have evaluated the students projects.</p> <p>The researcher 5-How has the college leadership improved the learning resources including library ,laboratories ,and technology ?</p> <p>The Chair of Business School The library has been providing all the needed learning resources that are required by the faculty members and the chairs. Also the bookstore has all the required references and textbooks that suit the students' number and needs. Additionally , the</p>	
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				<p>classes are equipped with smart boards, Google classroom applications and projectors.</p> <p>The researcher</p> <p>6-To what extent does the physical environment meet the needs of the students and the safety precautions?</p> <p>The Chair of Business School</p> <p>The college leadership has improved the physical environment and the safety precautions.</p> <p>For example,</p> <p>The size of classes, the canteen services ,and the internal designs have been improved to meet the students 'needs.</p> <p>Also the safety precautions, like :the firefighting system has been improved to meet the CAA required standards.</p> <p>Also the physical environment</p>	
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				considers the needs of students with physical disability.	
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4 : The Chair of Engineering Department/ School	Additional Questions	<p>Theme1: The on-line course file, communication network between the college members</p> <p>The researcher</p> <p>1-How has the transformational leadership affected the quality of the course file management process?</p> <p>The chair of school of engineering</p> <p>The old course file was a manual paper- based file .In the past, the auditing process of the manual course file was difficult and limited. The transformation leadership has used Google Apps Platform to create an E-course file which has provided more accessibility and speed .The E</p>	<p>Theme 2 :The Organizational Structure ,policies ,Vision ,and Mission</p> <p>The researcher</p> <p>1-How has the college administration introduced a new organizational chart?</p> <p>The chair of the school of engineering</p> <p>Regarding the new organizational chart, the college leadership has added new titles, positions, and responsibilities to meet the new programs, departments and concentrations .In other words, the college new expansion has led to modifying the organizational chart.</p> <p>The researcher</p> <p>2-How have the new organizational chart and structure affected the performance of the college council members?</p> <p>The chair of the school of engineering</p> <p>The organizational structure has become more focused on duties and job opportunities .Also the members of the organizational chart have been increased to fit the</p>	<p>Theme 3:Educational programs, learning resources, and physical environment</p> <p>The researcher</p> <p>1-How has the transformational leadership applied positive practices to improve the curriculum ?</p> <p>The chair of the school of engineering</p> <p>The positive practices and changes are applied through the continuous improvement cycle. For example, the instructors report the needed curriculum changes to the chairs. Then, the chairs discuss with the curriculum committee .After that, the college council approves the suggested changes.</p> <p>The researcher</p> <p>2-What are the effective actions that</p>	<p>Theme 4: Documentations, Professional Development of the staff and Research Sustainability</p> <p>The researcher</p> <p>1-What are the significant features of the faculty handbook ?</p> <p>The chair of the school of engineering</p> <p>The faculty handbook has been always modified to meet the needs of the faculty members .For example, promotion policy becomes clearer .Also the policy of the faculty leaves has been modified .Additionally, the job responsibilities and roles have been explained clearly.</p> <p>The researcher</p> <p>2-To what extent has the Transformational Leadership succeeded in setting and planning the current policies and procedures manual?</p> <p>The chair of the school of engineering</p> <p>The current leadership succeeded has involved the college council members in setting the current policies and procedures manual .Discussion is always done to set the needed policies. Also</p>
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	<p>-course file helped the faculty members, chairs, deans, and the director of effectiveness to track the needed data instantly across the academic year. The researcher</p> <p>2-How has the transformational leadership improved communication and feedback among the relevant members regarding the course file? The chair of the school of engineering</p> <p>In the past, the auditing of the course file was a one -direction process because the communication channels were limited with no feedback. Recently , the transformational</p>	<p>administrative work load .For example, increasing the number of the chairs has allowed the deans to focus on the short -long term strategic plans. On the other hand, the chairs have been given more time to concentrate on the students issues and to manage the daily routines. The researcher</p> <p>3-How effective is the current leadership's vision and mission explained/communicated? The chair of the school of engineering</p> <p>The current vision and mission have been restated and articulated by the college council members, academic and non-academic members during the brainstorming sessions and meetings. Consequently, all the college members participated in restating the new vision and the mission. It is the production of all the college members.</p> <p>The researcher</p> <p>4-To what extent are the organizational main goals</p>	<p>have been implemented to improve the course delivery ? The chair of the school of engineering</p> <p>Many actions have been implemented to improve the course delivery .Firstly, the teaching process has been focusing on improving the students' communication skills, project based learning, and enhancing the independent learning. Secondly, any actions have been implemented to encourage students to use effectively the academic text books instead of depending on the students' handouts .Thirdly; the exam committee ensures that exams 'quality meet the CAA required standards .Also, modern technology and international</p>	<p>there is a continuous editing to the policies manual according to the needs. The researcher</p> <p>3-How has the Transformational Leadership provided an adequate professional development to the faculty members? The chair of the school of engineering</p> <p>All the faculty members are encouraged to participate in professional workshops. Also many faculty members are trained by the Association of the Arab universities to become academic assessors .Therefore ,many faculty members have become internal and external assessors .Also some faculty members have become UAE innovation assessors who are able to judge the innovation process.</p> <p>The researcher</p> <p>4-Do you think that the staff qualifications meet the CAA standards ? Explain The chair of the school of engineering</p> <p>Yes ,the staff qualifications meet the CAA standards .For</p>
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	<p>leadership has established an accessible E course file that provide effective communication and feedback channels between the faculty members, chairs, deans, and the director of effectiveness .Therefore, the feedback process has become effective and continuous during all the semesters .For example , as a chair ,I can easily write continuous comments to the faculty members throughout the semesters. The researcher 3- How have the new changes concerning the course file improved the faculty performance and the course</p>	<p>aligned with the organization’s vision? The chair of the school of engineering I believe that the goals are aligned with vision, but they are not measured accurately .In other words, no clear measurement to assess the goals attainment .Also there is no clear long term strategic plan. I believe that accurate quality indicators should be set to measure the goals attainment. The researcher 5-How does “ the policy and procedures manual “reflect the organization’s mission and goals? The chair of the school of engineering The policy and the procedures manual are strongly aligned with the organization’s mission and goals. The manual is always improved and edited according to the required needs and the international trends.</p>	<p>teaching methods are applied in classrooms. All these actions improved the course delivery process</p> <p>The researcher 3-How do you measure the program effectiveness ? The chair of the school of engineering The curriculum committee ,the exams committee ,the director of institutional effectiveness ,and the school council cooperate together to measure the program effectiveness .However, I believe that the college leadership should establish a clear precise quantitative indicators to measure the program effectiveness after collecting the data.</p>	<p>example, al l the faculty members are PHD holders .Also their specializations are aligned with the taught programs. The researcher 5-How has the transformational leadership supported the research activity and sustainability? The chair of the school of engineering The leadership allocated a suitable annual budget for all the faculty members to conduct the needed academic researches based on their specializations. The college research journal has been established to promote the research activities .The college has been improving the rank of the research journal .The peer review process enhances the research ranks. Some external researchers have been encouraged to publish their works in the college journal. Also the faculty members have been encouraging the senior students to write research papers by cooperating with the faculty members as “Co - authors “.</p>
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	<p>delivery?</p> <p>The chair of the school of engineering</p> <p>The new improvements in the course file have enhanced and facilitated the continuous improvement cycle .For example, tracking the progress has become continuous and accessible all over the semesters. Therefore, the feedback is effectively provided after every assessment .For instance, as a chair, I give feedback and comments to the faculty members whenever it is needed and after ever assessment. Also the chairs use the course file to track the assessment questions to make</p>		<p>The researcher</p> <p>4-How do you apply the substantive change for programs?</p> <p>The chair of the school of engineering</p> <p>The substantive changes in programs are applied by following the steps of the continuous improvement cycle .Firstly, the instructors report the needed changes to the chairs. Then, the chairs discuss with the curriculum committee .After that, the college council approves the suggested changes .Finally ,the report is sent to the CAA for approval.</p> <p>The researcher</p> <p>5-How has the Transformational leadership helped in improving the effectiveness of internship programme?</p> <p>The chair of the</p>	<p>The college leadership has been planning to add a new concentration which is the school of research and graduate study.</p>
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	<p>sure that they are aligned with the course learning outcomes .Also using the E-course file has allowed the chairs to track the learning outcomes with the needed skills .Consequently ,the faculty performance and the course delivery have become more effective.</p> <p>The researcher 4-To what extent have the practices of the college leadership met the CAA standards regarding the online course file?</p> <p>The chair of the school of engineering Regarding the course file, the leadership practices have completely met</p>	<p>school of engineering Regarding internship, the college leadership has provided the needed tools, materials, jury, and faculty members to enhance the practical Internship .However; there are no measurable indicators to assess the skills improvement. The internship has become a major requirement for graduation; however it has a pass- fail grade. Therefore, many students are not interested in the internship project. The researcher 6-How has the college leadership improved the learning resources including library laboratories, and technology ? The chair of the school of engineering</p>	
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		the CAA standards.		<p>Regarding the library, there is a continuous update to the books and references .Also the needed text books are available in the college bookstore. Regarding the laboratories, an adequate budget has been assigned to increase the number of the laboratories and to provide the needed equipment and utilized resources.</p> <p>Regarding the use of technology in classrooms, all the classrooms are equipped with smart boards, Internet access and projectors.</p> <p>The researcher 7-To what extent does the physical environment meet the needs of the students and the safety precautions? The chair of the school of</p>	
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				<p>engineering Regarding the school of engineering, new decorations and facilities are added according to the students' wishes. The students' feedback reflected their satisfaction about the physical environment .Also the CAA report has asserted that the faculty improved the safety precautions and the firefighting system.</p>	
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5 : The Chair of General Studies		<p>Theme 1: The on-line Course file and Communication Network between College Members</p> <p>The researcher</p> <p>1-How has the transformational leadership affected the quality of the course file management process?</p> <p>The Chair of General Education Department</p> <p>The transformational leadership has decided to use Google Apps Platform to create an E-course which is more accessible and reliable.</p> <p>The researcher</p> <p>2-How has the transformational leadership improved communication and feedback</p>	<p>Theme 2: The Organizational Structure ,Policies ,Vision ,and Mission</p> <p>The researcher</p> <p>1-How has the college administration introduced a new organizational chart?</p> <p>The Chair of General Education Department</p> <p>The college administration has created a clear organizational chart that displays the titles of the college council members in addition to the main college members. New positions have been added to fit the new streams.</p> <p>The researcher</p> <p>2-How has the new organizational chart and structure affected the performance of the college council members?</p> <p>The Chair of General Education Department</p> <p>The new chart has made the titles and the positions clearer to the academic and the non-academic members .Therefore, the college members work in harmony .</p> <p>The researcher</p> <p>3-How effective is the current leadership's vision and</p>	<p>Theme3:Educational Programs, Learning Resources, and Physical Environment</p> <p>The researcher</p> <p>1-How has the transformational leadership applied positive practices to improve the programs and the courses?</p> <p>The Chair of General Education Department</p> <p>The leadership has improved the programs and courses through the continuous reviewing process that aims to fill in the gaps in order to have effective modifications.</p> <p>The researcher</p> <p>2-What are the effective actions that have been implemented to improve the course delivery process?</p> <p>The Chair of General Education</p>	<p>Theme 4 : Documentations, Professional Staff and Research Sustainability :</p> <p>The researcher</p> <p>1-What are the significant features of the faculty handbook ?</p> <p>The Chair of General Education Department</p> <p>The handbook has clarified the responsibilities and the duties of the faculty members.</p> <p>The researcher</p> <p>2-To what extent has the Transformational Leadership succeeded in setting and planning the current policies and procedures manual?</p> <p>The Chair of General Education Department</p> <p>The leadership has aligned the policies and procedures manual with the CAA standards.</p> <p>The researcher</p> <p>3-How has the Transformational Leadership provided an adequate professional development to the faculty members?</p> <p>The Chair of General Education Department</p> <p>By providing training courses</p>
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	<p>among the concerned college members?</p> <p>The Chair of General Education Department The “transformational leadership managed in building an efficient communication channel between chairs and faculty by improving the on line course file. The Cloud-based course file management records chairs’ comments on the instructor’s course file and triggers an instantaneous notification to the concerned faculty. The chair is also notified on all corrective action or clarification made by the faculty in response to his</p>	<p>mission explained/communicated?</p> <p>The Chair of General Education Department The current leadership has effectively involved most of college members in restating clear organizational vision and mission to meet the required standards of the CAA .Orientation sessions and induction have been held to introduce the new vision and mission to the new faculty members.</p> <p>The researcher 4-To what extent are the organizational main goals aligned with the organization’s vision and the CAA standards ?</p> <p>The Chair of General Education Department The main organization goals are strongly aligned with the organization’s vision and the CAA standards .Also the goals of the general education department are consistent with the college vision and the CAA standards</p> <p>The researcher 5-To what extent does “the</p>	<p>Department By having training courses to learn more about the effective courses delivery and teaching strategies. By integrating Google Classroom Application in classrooms.</p> <p>The researcher 3-How do you measure the effectiveness of programs ?</p> <p>The Chair of General Education Department By measuring the learning outcomes with the CAA requirements .Also the Director of Effectiveness cooperates with the different committees to measure the effectiveness of the programs.</p> <p>The researcher 4-How do you apply the substantive change for</p>	<p>and workshops to the faculty members. For example , a special traing has been given to some of the faculty members to enable them to become academic assessors .This certificate is accredited by the Association of the Arab university .</p> <p>The researcher 4-Do you think that the staff qualifications meet the CAA standards ?Explain</p> <p>The Chair of General Education Department The current staff qualifications have completely met the CAA standards.</p> <p>The researcher 5-How did the transformational leadership improve the research sustainability and methods?</p> <p>The Chair of General Education Department By integrating new modules of Innovation and by establishing a new school of research and graduate studies .</p>
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	<p>comments. Also the regular college council meetings are considered effective communication channels.</p> <p>The researcher</p> <p>3- How have the new changes concerning the E course file improved the faculty performance ?</p> <p>The Chair of General Education Department</p> <p>Faculty members have been encouraged to upload their course file during course delivery time because it is accessible and easy to use . Also the accessibility of monitoring system has led to effectiveness and quality assurance. Additionally, the effective use of</p>	<p>policy and procedures manual “reflect the organization’s mission and goals?</p> <p>The Chair of General Education Department</p> <p>The policy and procedures manual are significantly aligned with the organizational missions and goals.</p>	<p>programs?</p> <p>The Chair of General Education Department</p> <p>By following the continuous cycle of improvement.</p> <p>The researcher</p> <p>5-How has the Transformational leadership helped in improving the effectiveness of internship programme ?</p> <p>The Chair of General Education Department</p> <p>By increasing the number of agreements with companies and business bodies.</p> <p>The researcher</p> <p>6-How has the college leadership improved the learning resources including library, laboratories, and technology ?</p> <p>The Chair of General Education Department</p> <p>The library has provided students</p>	
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	<p>the advanced course file has created more collaborative work within the department.</p> <p>The researcher</p> <p>4-To what extent has the college leadership met the CAA standards regarding the online course file?</p> <p>The Chair of General Education Department</p> <p>The leadership practices have significantly met the CAA standards. The recent CAA reports have confirmed that the course file quality has met the required standards.</p>		<p>with all the needed textbooks and references.</p> <p>Continuous maintaining has been done to the laboratories facilities</p> <p>.</p> <p>The use of technology is effective in classrooms through using the Google Classroom Applications, smart boards ,and projectors.</p> <p>The researcher</p> <p>7-To what extent does the physical environment meet the needs of the students and the safety precautions?</p> <p>The Chair of General Education Department</p> <p>The level of the physical environment is satisfactory according to the CAA reports.</p>	
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<p>6 : The Chair of Information Technology Department</p>		<p>Theme 1: The on-line course file ,and communication network between the college members The researcher 1-How has the transformational leadership affected the quality of the course file management process? The chair of information technology department -the school of engineering The transformational leadership has moved from the paper -based course file to the E- course file which is the cloud management course file .The recent E- course file that includes the ‘log file’ has improved the</p>	<p>Theme2:The Organizational Structure ,Policies ,Vision ,and Mission The researcher 1-How has the college administration introduced a new organizational chart? The chair of information technology department -the school of engineering The titles of the college council members and the names of the schools have been changed .In the past ,the first rank was the school chair instead of the deans. Recently, the numbers of the schools and the educational programs have been increased. Increasing the educational programs and the concentrations has led to adding new titles and positions to the organizational chart, like: the deans and the chairs positions. The researcher 2-How have the new organizational chart and structure affected the performance of the college council members? The chair of information technology department -the school of engineering</p>	<p>Them3:Educational programs, learning resources, and physical environment The researcher 1-How has the transformational leadership applied positive practices to improve the curriculum ? The chair of information technology department -the school of engineering On the school level, establishing the school committee has helped in closing the loops to achieve continuous improvements of the curriculum and the programs. The researcher 2-What are the effective actions that have been implemented to improve the course delivery ? The chair of</p>	<p>Theme 4 :Documentations ,Professional Development of the staff and research sustainability The researcher 1-What are the significant features of the faculty handbook ? The chair of information technology department -the school of engineering The faculty handbook is based on the CAA standards. It is comprehensive and detailed. It is modified according to the faculty members’ comments. The researcher 2-To what extent has the Transformational Leadership succeeded in setting and planning the current policies and procedures manual? The chair of information technology department -the school of engineering The current policy and procedures manual is planned to meet the CAA requirements. The manual is a subject to change and modification to meet the changeable demands . The researcher 3-How has the</p>
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	<p>quality management and the accessibility process.</p> <p>The researcher 2-How has the transformational leadership improved communication and feedback among the concerned members regarding the course file?</p> <p>The chair of information technology department -the school of engineering</p> <p>The recent log file has provided effective instant communication channel between the chairs, the faculty members and the director of institutional effectiveness</p> <p>.Also it has made the auditing and the editing process easy</p>	<p>The new organizational chart and the organizational structure have made the job responsibilities and descriptions clear and specific. The current organizational structure is a hierarchal top-down structure.</p> <p>The researcher 3-How effective is the current leadership's vision and mission explained/communicated?</p> <p>The chair of information technology department -the school of engineering</p> <p>The transformational leadership has involved the employees, college council members, and the director of departments in forming the organizational vision and mission statement. Many brainstorm meetings and workshops have been organized to discuss the organizational vision and mission statement. All the stakeholders were invited to participate in setting the new vision and mission.</p> <p>The researcher 4-To what extent are the organizational main goals aligned with the</p>	<p>information technology department -the school of engineering</p> <p>Establishing partnerships with Cisco and Oracle companies has improved the course delivery process .</p> <p>Also these partners have been involved in the practical applications of the courses and programs .For example, this partnership has helped in building the course fundamental networking, delivering Lab. assessments based on Cisco technology, and establishing the Cisco Laboratory that is complied with the Cisco standards.</p> <p>The researcher 3-How do you measure the program effectiveness?</p>	<p>Transformational Leadership provided an adequate professional development to the faculty members?</p> <p>The chair of information technology department -the school of engineering</p> <p>The college leadership has provided the faculty members with effective on going professional development .For example, the faculty development is done through providing professional workshops and attending conferences. Also certified courses and certificates have been given on the academic and the managerial levels.</p> <p>Partnership with recognized universities has helped in exchanging academic experiences. The college leadership has increased the number of research papers and articles locally and internationally.</p> <p>The researcher 4-Do you think that staff qualifications meet the CAA standards? Please discuss.</p> <p>The chair of information technology department -the school of engineering</p> <p>The staff qualifications are completely aligned with the</p>
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	<p>within every semester instead of waiting till the end of semester .As a chair, the recent course file has allowed me to send the needed alerts and comments to the faculty members .Also the log file has allowed me to receive the needed modifications and feedback from the faculty members .In other words, the chair is also notified on all corrective action or clarification made by the faculty in response to his comments. The researcher 3- How have the new changes concerning the course file affected the faculty performance and the course</p>	<p>organization's vision? The chair of information technology department -the school of engineering The main goals are strongly aligned with the organizational vision .The goals translate the vision. The researcher 5-How does "the policy and procedures manual "reflect the organization's mission and goals? The chair of information technology department -the school of engineering The policy and the procedures manual is completely consistent with the organizational goals and mission. The policies have helped in achieving the mission and the goals. The procedures manual describes the policies and the actions that would lead to achieving the college vision and mission.</p>	<p>The chair of information technology department -the school of engineering On the school level, the curriculum committee assesses the academic effectiveness .On the other hand; the external committee helps in assessing the curriculum effectiveness .The external committee "the school advisory board "includes industrial members and academic members who cooperate together to establish new programs and to measure effectiveness. The researcher 4-How do you apply the substantive change for programs? The chair of information technology department -the</p>	<p>CAA standards. All of the faculty members hold recognized PHD The researcher 5-How has the transformational leadership improved the research sustainability? The chair of information technology department -the school of engineering By establishing an approved research journal and motivating the internal and external researcher to increase the number of publications</p>
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		<p>delivery?</p> <p>The chair of information technology department -the school of engineering</p> <p>The updated course file has improved the quality of the course delivery based on the learning outcomes and the assessments .It has enabled the chairs to audit and check the quality of the course delivery.</p> <p>The accessibility and the effectiveness of the E course file has contributed to the cycle of continuous improvement .As a result, the faculty performance has been improved.</p>		<p>school of engineering</p> <p>Firstly, the faculty members revise the programs in order to suggest modifications. Then ,the instructors report to the chairs .Later, the chairs hold meetings with the curriculum committees .After that ,the committees report to the college council. Finally the major changes and modifications are sent to the CAA for approval.</p> <p>The researcher</p> <p>5-How has the Transformational leadership helped in improving the effectiveness of internship programme ?</p> <p>The chair of information technology department -the school of engineering</p> <p>Concerning the school of</p>	
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				<p>Engineering and the IT Department ,</p> <p>Internship is based on two evaluation forms .This means that ,the industrial partners and the academic advisor evaluate the students' practical projects .Also the internship has become a mandatory requirement for graduation .</p> <p>The researcher</p> <p>6-How has the college leadership improved the learning resources including library ,laboratories ,and technology ?</p> <p>The chair of information technology department -the school of engineering</p> <p>The college leadership has increased the number of the digital libraries “ACM” and “IEEE” and the laboratories</p>	
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				<p>according to the added specializations .For example, Engineering Laboratories , multimedia Lab, innovation Lab, Cisco Lab and Computer Lab . The use of technology has become more accessible in classrooms with one single sign .Also all the classrooms are provided with smart boards, projectors and Internet access.</p>	
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7 : The Dean of Arts and Social Science	Theme1:	Theme2:	Theme 3:	Theme4
	<p>The on- line course file, communication network between the college members</p> <p>The researcher 1-How did the transformational leadership affected the quality of the course file management process?</p> <p>The Dean of Arts and Social Science</p> <p>The transformational leadership introduced the E course file instead of the paper based course file. The Cloud-based course file improved the quality of the management process and the feedback process.</p> <p>The researcher 2-How has the transformational</p>	<p>The Organizational Structure ,Policies ,Vision ,and Mission</p> <p>The researcher 1-How did the college administration introduce a new organizational chart?</p> <p>The Dean of Arts and Social Science</p> <p>The new organizational chart is well organized and explained. It has modified the job titles and positions to meet the requirement of the new schools and departments.</p> <p>The researcher 2-How have the new organizational chart and structure affected the performance of the college council members?</p> <p>The Dean of Arts and Social Science</p> <p>The new organizational chart and structure have organized and clarified the job titles and responsibilities .Also it has introduced new positions .For instance, a dean is assigned for every school .Then, the number of the chairs have been increased to meet the requirements of the new concentrations and</p>	<p>Educational programs, learning resources, and physical environment</p> <p>The researcher 1-How did the transformational leadership apply positive practices to improve the curriculum ?</p> <p>The Dean of Arts and Social Science</p> <p>Different academic committees has cooperated together to review and modify the curriculum .Also reports and the recommendations of the external inspectors have helped in improving the curriculum.</p> <p>The researcher 2-What are the effective actions that have been implemented to improve the course delivery ?</p> <p>The Dean of Arts and Social Science There are</p>	<p>: Documentations ,Professional Development of the staff and Research Sustainability</p> <p>The researcher 1-What are the significant features of the faculty handbook ?</p> <p>The Dean of Arts and Social Science</p> <p>The faculty handbook is aligned with the CAA standards and it demonstrates clear responsibilities ,roles and the rights of the faculty members</p> <p>The researcher 2-To what extent has the Transformational Leadership succeeded in setting and planning the current policies and procedures manual?</p> <p>The Dean of Arts and Social Science</p> <p>The leadership has improved the current policy and procedures manual through the regular reviewing process in order to do the needed modifications. Also discussions have helped in improving the manual during the regular college council meetings and the school council meetings</p>

	<p>leadership improved communication and feedback among the relevant members regarding the course file?</p> <p>: The Dean of Arts and Social Science</p> <p>The E course file improved the communication and the feedback process between the deans ,chairs ,faculty members, and the director of institutional effectiveness</p> <p>.For example, the updated E- course file has improved the monitoring ,auditing ,editing ,and revising process. Also it keeps the chairs notified on all corrective actions and clarifications made by the faculty in response to his comments.</p>	<p>departments. The new structure organized and eased the job responsibilities and the faculty performance.</p> <p>The researcher</p> <p>3-How effective is the current leadership's vision and mission explained/communicated?</p> <p>The Dean of Mass Media and Communication</p> <p>All the college members have participated in restating the college vision and mission. Orientation sessions have been conducted to familiarize the new members with the organizational vision .Also the Faculty handbook and the procedures manual demonstrate the college current vision and mission.</p> <p>The researcher</p> <p>4-To what extent are the organizational main goals aligned with the organization's vision?</p> <p>: The Dean of Arts and Social Science</p> <p>The goals of the school of Mass Media are consistent with the organizational vision. The main</p>	<p>many effective actions that have helped in improving the course delivery, like: using technology in classrooms, applying student centered and cooperative learning strategies, and evaluating the teaching and learning effectiveness by the office of institutional effectiveness.</p> <p>The researcher</p> <p>3-How do you measure the program effectiveness?</p> <p>The Dean of Arts and Social Science</p> <p>By analyzing the results of the assessments and tests ,by measuring the rate of the students social participation and by analyzing the results of the Exit Surveys</p> <p>The researcher</p> <p>4-How do you apply</p>	<p>The researcher</p> <p>3-How has the Transformational Leadership provided an adequate professional development to the faculty members?</p> <p>The Dean of Arts and Social Science</p> <p>The leadership has been encouraging the faculty members to participate in many international and local conferences and workshops .Also the leadership has been trying to increase research publications.</p> <p>The researcher</p> <p>4-Do you think that staff qualifications meet the CAA standards? Please discuss.</p> <p>The Dean of Arts and Social Science</p> <p>The faculty qualifications have strongly met the CAA standards.</p> <p>The researcher</p> <p>5-How has the transformational leadership improved the research sustainability ?</p> <p>The Dean of Arts and Social Science</p> <p>By establishing the research</p>
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	<p>The researcher 3- How have the new changes, concerning the course file, affected the faculty performance and the course delivery?</p> <p>: The Dean of Arts and Social Science</p> <p>The updated course file has helped the faculty performance and the course delivery process. For example, current course file organized the faculty work, like: the assessment tools, the grade sheets, the syllabus, teaching materials, answer keys ,and students' work samples. Also it has enhanced the auditing and feedback process throughout the</p>	<p>organizational goals are totally aligned with the organizational vision.</p> <p>The researcher 5-How does “the policy and procedures manual “reflect the organization’s mission and goals?</p> <p>: The Dean of Arts and Social Science</p> <p>The policy and procedures manual is instantly revised and edited by the college council in order to meet the required changes and demands. It is consistent with the organizational goals and mission .Also it helps in achieving the assigned goals.</p>	<p>the substantive change for programs?</p> <p>The Dean of Arts and Social Science</p> <p>The substantive change for programs has been done through the continuous cycle of improvement</p> <p>The researcher 5-How has the Transformational leadership helped in improving the effectiveness of internship programme ?</p> <p>The Dean of Arts and Social Science</p> <p>By increasing the number of agreements with companies and industries.</p> <p>The researcher 6-How has the college leadership improved the learning resources including library ,laboratories ,and technology ?</p> <p>The Dean of Arts and Social Science</p>	<p>journal and encouraging the faculty members to increase their publications</p>
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		<p>semesters.</p> <p>The researcher</p> <p>4-To what extent has the college leadership met the CAA standards regarding the online course file?</p> <p>: The Dean of Arts and Social Science</p> <p>The on line course file has completely aligned with the CAA standards.</p>		<p>By providing the library with the updated required books and references. Also the classrooms are equipped with Google Class rooms Application ,projectors and smart boards .</p> <p>The researcher</p> <p>7-To what extent does the physical environment meet the needs of the students and the safety precautions?</p> <p>The Dean of Arts and Social Science</p> <p>The students' feedback is taken in consideration to improve the physical environment .For example, the college has improved the activities area, cafeteria, and the clinic.</p>	
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<p>8 : The Dean of Engineering School</p>		<p>Theme1: The on-line course file ,communication network between the college members The researcher 1-How has the transformational leadership affected the quality of the course file management process? The Dean of Engineering The transformational leadership improved the quality of the course file management process by introducing the Cloud-based course file management that provides a standardized, easy to use computing system at lower cost. Also the dynamic of log file has helped in</p>	<p>Theme2:The Organizational Structure ,policies ,Vision ,and Mission The researcher How has the college administration introduced a new organizational chart? The Dean of Engineering The current organizational chart is well organized and clear. Now we have specific clear job titles, job descriptions and responsibilities. The researcher 2-How have the new organizational chart and structure affected the performance of the college council members? The Dean of Engineering The college leadership has added new positions to the organizational chart in order to meet the needs of the new departments. Also the new organizational chart has made the job titles and responsibilities clearer to the college council members and the other college members .Therefore, the performance has become more organized and effective. The researcher 3-How effective is the current</p>	<p>Theme3:Educational programs, learning resources, and physical environment The researcher 1-How has the transformational leadership applied positive practices to improve the curriculum ? The Dean of Engineering Regarding the curriculum improvement, the college leadership has clear maps and outlines Concerning the school of engineering, the curriculum committee has introduced three concentrations after a discussion with the faculty members and the chair. The new programs have met the students' needs and the international trends. For instance, the curriculum is affected by ABET</p>	<p>Theme 4 :Documentations ,Professional Development of the faculty and Research Sustainability The researcher 1-What are the significant features of the faculty handbook ? The Dean of Engineering The current faculty handbook is well organized and clear .The college council members have participated in planning and modifying the faculty handbook .The handbook explains clearly the roles, job responsibilities, the qualifications, and policies that are related to the faculty members.</p>
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	<p>monitoring, recording, and notifying all changes done through course file. Also the E course file has enabled the faculty members to analyze the students' results and performance in relation to the courses outcomes. The researcher</p> <p>2-How has the transformational leadership improved communication and feedback among the relevant members regarding the course file?</p> <p>The Dean of Engineering</p> <p>The college leadership has improved the communication and the feedback channels through the E- course file. It has enabled the faculty members</p>	<p>leadership's vision and mission explained/communicated?</p> <p>The Dean of Engineering</p> <p>The members of the college council participated in setting the college vision and mission. The brainstorming meetings have been conducted to set the vision and mission .The vision and the mission of the organization are clear and well-articulated to the college members .The college leadership clarified the vision and the mission to the college members.</p> <p>The researcher</p> <p>4-To what extent are the organizational main goals aligned with the organization's vision?</p> <p>The Dean of Engineering</p> <p>Every school has completely aligned its vision and mission with the college general vision and mission.</p> <p>The researcher</p> <p>5-How does “ the policy and procedures manual “reflect the organization's mission and goals?</p> <p>The Dean of Engineering</p> <p>The policy and procedures manual has organized the</p>	<p>standards</p> <p>“Accreditation Board for Engineering and Technology”.</p>	
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	<p>to get regular and instantaneous feedback from the chair of department on the process throughout the semesters . The communication process has become effective and quick between the deans, the chairs, the faculty, and the director of institutional effectiveness. The researcher</p> <p>3- How have the new changes, concerning the course file management, affected the faculty performance and the course delivery?</p> <p>The Dean of Engineering</p> <p>The new changes concerning the course file management have enabled the</p>	<p>whole process. The policies help the organization to achieve its mission and goals. The college council members have been editing the manual according to the new demands.</p>		
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		<p>departmental chairs and the Institutional Effectiveness office to use a non-time consuming tool to monitor course files and give recommendation for immediate corrective actions. Also the improvement of the course file has enabled the different committees to revise the needed data effectively in order to modify the syllabus every year. All these procedures have improved the course delivery process.</p> <p>The researcher</p> <p>4-To what extent has the college leadership met the CAA standards regarding the online course file?</p> <p>The Dean of</p>			
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		<p>Engineering Regarding the on line course file ,the CAA leadership practices have completely met the CAA standards. The recent CAA reports have proved this.</p>			
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9 : The Director of Institutional Effectiveness	Additional Questions: The researcher 1-What are your main responsibilities?	Theme one : The Course File ,and Communication Network: The researcher 1-How has the transformational leadership affected the quality of the course file management process? Director of Institutional Effectiveness Accessing to the on line course file has become more accessible and confidential .The accessing process has become a “user friendly “.The development and implementation of the cloud based course file management was a strategic decision in the pursuit of education excellence and	Theme2:The Organizational Structure ,Policies ,Vision ,and Mission The researcher 1-How has the college administration introduced a new organizational chart? Director of Institutional Effectiveness The new organizational chart has added new positions to meet the ongoing needs of the different schools. The researcher 2-How have the new organizational chart and structure affected the performance of the college council members? Director of Institutional Effectiveness The new structure is more organized and specific .Therefore, the jobs’ positions and titles have become clear and specific. The researcher 3-How well is the current leadership’s vision and mission explained/communicated? Director of Institutional Effectiveness All the stakeholders have participated in forming the	Theme 3:Educational Programs, Learning Resources, and Physical Environment The researcher 1-How has the transformational leadership applied positive practices to improve the curriculum ? Director of Institutional Effectiveness By following the CAA standards, by establishing partnership universities and industries, and by following international trends. The researcher 2-What are the effective actions that have been implemented to improve the course delivery ? Director of Institutional Effectiveness Using technology	
	Director of Institutional Effectiveness - To ensure the implementation of the process -To follow the achievement of the assigned tasks. -To measure the institutional effectiveness by using quantitative and qualitative instruments. -to ensure that action plans are implemented effectively -to trace improvement -to help in finding solutions The researcher 2-How do you measure the				

effectiveness of the taken procedures? Director of Institutional Effectiveness By using qualitative and quantitative tools like: By using students' survey, staff survey, faculty survey, students exit survey and post graduate employer survey Also by using the standard operating system to measure productivity and the administrative process. This system is used to describe the steps of the main process, define responsibilities, assign the needed time to achieve the	compliance with CAA requirements. The main purpose was to facilitate and ensure the achieving of the course learning outcomes. For example, the course file reflects the students' feedback, grades sheet, Matrix, instructor review , assessments ,and syllabus . This E-course file has enabled the establishment to measure the course learning outcomes effectively. The course file has been helping in making gap analysis and assessments via using modern technology. The researcher 2-How has the transformational leadership	organizational vision and mission. The researcher 4-To what extent are the organizational main goals aligned with the organization's vision? Director of Institutional Effectiveness Every school has aligned its goals with the big organizational goals and vision. The organizational strategic goals reflect the main vision. The researcher 5-How does “ the policy and procedures manual “reflect the organization's mission and goals? Director of Institutional Effectiveness The manual demonstrates a detailed map of the practical steps and policies to achieve the organizational goals and mission.	and experimental learning, changing the learning methods ,and concentrating on the students centered methods. The researcher 3-How do you measure the program effectiveness ? Director of Institutional Effectiveness By aligning the course learning outcomes with the course delivery strategies. The researcher 4-How do you apply the substantive change for programs? Director of Institutional Effectiveness The changes happen through a mixture between a top-down and a bottom- up leadership style. The major academic changes have happened through using the academic
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	<p>process, and identify gaps in order to find solutions.</p> <p>The researcher 3-How do you measure the performance of the faculty members?</p> <p>Director of Institutional Effectiveness</p> <p>Receiving feedback has become a continuous process. Also the reviewing of the course file happens twice by the chairs and once by the deans and the director of institutional effectiveness.</p> <p>The researcher 3- How have the new changes, concerning the course file, improved the faculty performance and the course delivery?</p> <p>Director of Institutional</p>		<p>continuous improvement cycle.</p> <p>Many academic changes through sequential bottom-up strategies .Firstly, the instructors introduce the recommended changes with the rationale .Secondly, the curriculum committee reviews and approve the changes .Thirdly, the deans and the school council review and approve the recommended changes to send memo of changes to IE office .Fourthly, the collage council reviews and approves the recommended changes. Finally, a detailed plan is sent to the CAA in order to get a final approval.</p> <p>The researcher 5-How has the Transformational leadership helped in</p>	
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	<p>The researcher</p> <p>4-Has the college established clear indicators to measure the overall performance of each school in relation to the organizational goals and mission ?</p> <p>Explain</p> <p>Director of Institutional Effectiveness</p> <p>The dean of every school is responsible for establishing clear strategic action plan to achieve the organizational goals .Therefore , every school has aligned its goals with the big strategic goals of the organization.</p> <p>The achievement of the school's goals is</p>	<p>Effectiveness</p> <p>Regarding the effects of the course file, the chairs put comments in the log file so the faculty members see them and make corrections.</p> <p>This two -way process has improved the faculty performance and the course delivery.</p> <p>The researcher</p> <p>4-To what extent has the college leadership met the CAA standards regarding the online course file?</p> <p>Director of Institutional Effectiveness</p> <p>100% the E course file is aligned with the CAA standards.</p>		<p>improving the effectiveness of internship ?</p> <p>Director of Institutional Effectiveness</p> <p>The educational programs have been reformed to support career counseling activities and tasks .This means that, these strategies enable the students to acquire the needed career skills and to foster lifelong learning .For example, students are encouraged to produce practical projects that reflect real life applications. Additionally, special companies and establishments train students and promote their successful projects. These companies and establishments offer jobs opportunities to the distinctive students.</p> <p>A special jury is established to</p>	
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	<p>measured by specific indicators.</p> <p>However, The recent change process is still going on so the college has not established overall indicators that measure the overall performance according to the main organizational goals</p>		<p>evaluate the students' graduation projects .This jury includes members from the selected companies and the college members. This process ensures objectivity and credibility in evaluating the students' projects.</p> <p>The researcher</p> <p>6-How has the college leadership improved the learning resources including library ,laboratories ,and technology ?</p> <p>Director of Institutional Effectiveness</p> <p>Classes facilities , medical services ,car parking ,students' activities area have been improved.</p> <p>The library includes all the required latest books.</p> <p>The laboratories' number has been increased.</p> <p>The researcher</p>	
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				<p>7-To what extent does the physical environment meet the needs of the students and the safety precautions?</p> <p>Director of Institutional Effectiveness</p> <p>The physical environment has met the students' needs and the CAA standards to a great extent.</p>	
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