Middle States (MSCHE) Re-affirmation of Accreditation

COMMUNITY FORUM

OCTOBER, 2017
Agenda

1. Introductory Remarks
2. Overview of Standards
3. Q & A
Overview

- Three year process (2015-2018)
- 72 esteemed faculty & staff effort
- Seven accreditation standards
- Self-assessment, peer-review & evidence based
- Mission-driven & Assessment focused
Accreditation Champions

Ehab Abdel Rahman, AUC Provost
Mohamed Nagib AbouZeid, Chair

Co-Chairs & Steering Committee:
Mahmoud Farag, Nathaniel Bowditch
Alia Shoeib, George Marquis
Aziza Ellozy, Carol Clark, Helen Rizzo
Ahmed Tolba, Hanadi Salem
Heba Fathelbab, Ted Purinton
Basil Kamel, Neveen Ahmed
Richard Tutwiler, Zeinab Amin
Amir Habib, Elizabeth Arrigoni,
Iman Megahed, Maki Habib,
Shahjahan Bhuiyan, Rasha Radwan
Raymonda Raif

Abeer El Shennawy
Alia Mitkees
Aliaa Bassiouney
Alya El Marakby
Amael Salah
Dalia Ibrahim
Dalia Issa
Deena Boraie
Diaa Noureldin
Eden Bowditch
Ghada El Shimi
Hala Zoghby
Hanen Fares
Hanen Sebea
Hatem Hassib
Heba Atteya
Ihab Abdalla
John Swanson
Karim Abdel Latif
Kathleen O’Neil
Kim Fox
Laila El Baradei
Lamia Eid
Magda Mostafa
Maha Bali
Maha Guindi
Maissa Ragab
May Ramy
Michael Gibson
Mina Stefanos
Nagwa Nicola
Nevine Abul Dahab
Nizar Becheikh
Noha Saada
Ola Morsy
Osama Zayed
Randa Kamel
Rasha Mahmoud
Robert Switzer
Russanne Hozayin
Salma El Shayeb
Sarah Refaat
Sawsan Mardini
Shahira Helmy
Sohair Saad
Tawfik El Klisy
Thomas Skouteris
Yasmeen Galal
Yasmine Ibrahim
Overview of Standards

WORK GROUP MEMBERS; STANDARD AND CHARGE; STRENGTHS; SHORTCOMINGS; KEY RECOMMENDATIONS
STANDARD ONE
MISSION AND GOALS
Standard and Charge

“An institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and clarify how the institution fulfills its mission.”
Strengths

- Revised Mission Statement in 2009 with community participation; it is current and up to date.
- Many departments and offices have incorporated the University mission statement into their own.
- Four clearly articulated Institutional Priorities: Education for Citizenship and Service, Research Reflecting Innovation and Impact, Outreach Enhancing Engagement and Access, Management with Sustainability and Integrity.
- Four clearly articulated Strategic Objectives: Make Our Place in the World: Egypt’s Global University; Unleash Learning: Opening the AUC Classroom; Location, Location, Location: AUC as an Anchor and a Magnet, Instilling Integrity, Accountability, and Sustainability: Managing Continuous Change.
Shortcomings

- Mission statement is not as well known as the University would like to all constituents
- Lack of clear and consistent communication with students and parents
Key Recommendations

- Promote and Publicize the Mission and Goals
- Transparency and Participation in Resource Allocation
- Focus on Internationalization
- Increase Parent Engagement
- Increase Community Engagement
- Continue Commitment to Academic Freedom and Freedom of Expression
- Continuous Benchmarking
STANDARD TWO
ETHICS AND INTEGRITY
Standard and Charge

“Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.”
Strengths

- AUC has clearly stated policies that uphold ethical practices, professional integrity and the values stated in the mission of the institution.
- Strong respect for intellectual property; IRB compliant
- Compliant with Titles IV and IX
- Stated “Conflict of Interest” policies
- Need-based financial aid
- Evidence of fair and just hiring and promotion policies at both the faculty and staff levels.
- In the area of grievance reporting, separate reporting channels for staff, faculty, and students.
Shortcomings

- Challenges remain in the areas of academic freedom with regard to regulated speech acts, freedom of expression, and the freedom to conduct research in certain academic areas, particularly the social sciences.
- Lack of understanding of the rights of disabled students to accommodations, Poor policy communication.
- Many policies need updating, clarification, or creation in written form and posting on the AUC website.
The university policies webpage needs an immediate revamping to standardize, update and document the current practices and help in streamlining our processes to best serve our purpose.

AUC needs to address expectations of faculty, students, and staff with regard to freedoms that it states it upholds on paper.
STANDARD THREE
DESIGN AND DELIVERY OF STUDENT LEARNING
“An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.”
Strengths

- Regular assessment occurs to demonstrate the effectiveness of the design and delivery of education.
- Students are provided with a multitude of resources to complete their education like curriculum maps, undergraduate research opportunities, and well-qualified faculty.
- AUC has necessary policies and procedures for a well-run university.
Shortcomings

- FACULTY HANDBOOK
- Consistency in implementation of policies
- Student’s English language skills
Key Recommendations

- Department chairs should ensure consistent submission of strategic plans, assessment plans, curriculum maps and assessment reports annually, and ascertain that all courses have measurable learning outcomes and clear assessment criteria explained in the syllabus.

- The unresolved issues regarding the Faculty Handbook must be tackled by all concerned parties including the Senate, University administration, and the Board of Trustees.

- Develop more ways to support the English language skills of students.

- Adopt blended learning and/or online learning, particularly for graduate programs.
STANDARD FOUR
SUPPORT OF STUDENT SERVICES
“Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.”
Strengths

- AUC supports students from recruitment to career services
- Financial assistance opportunities are offered.
- Academic and nonacademic services that support the students’ journey, including mentoring, advising, registration, declaration, extra-curricular activities, and the career center
Shortcomings

- Loss of diversity after the 2011 Revolution
- Withdrawal process
- Communication
Key Recommendations

- Implement a targeted recruitment strategy to attract a diverse group of bright local and international students through a holistic admission process.
- Improve our retention management system through automated advising, faculty mentoring and usage of data to support students throughout their journey at AUC.
- Maximize students’ engagement in value-added activities and international exposure.
- Optimize and automate processes throughout the student journey to ensure quality services are offered.
STANDARD FIVE

EDUCATIONAL EFFECTIVENESS ASSESSMENT
“Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.”
Strengths

- Clear policies and procedures in place to document progress in student learning, and most departments and units are fully compliant in all assessment requirements.
- Clear progress in the development of a culture of assessment within AUC
- DAIR Office and its resources
Shortcomings

- Inconsistencies in assessment processes across departments and offices
- Not enough focus on school level assessment
- Inconsistencies in university-wide use of assessment results for continuous improvement
Key Recommendations

- Utilize university-wide framework to focus assessment efforts and to give university meaningful data on teaching, learning, curriculum, and support systems.
- Reinvigorate school and department six-year reviews.
- Enhance the connections of strategic planning across all aspects of budgeting, assessment, and new initiatives.
- Increase analysis of outcomes in the 4-7 year post-graduation range.
- Focus assessment efforts toward the clearly articulated quality goals that differentiate AUC from other universities in the country.
STANDARD SIX

PLANNING, RESOURCES AND INSTITUTIONAL IMPROVEMENT
Standard and Charge

“The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.”
Strengths and Shortcomings

- The concept of long-range planning is well established at AUC and the link exists between planning and budgeting.
- A significant effort has been made to effectively balance general institutional planning with operational resource allocation planning.
Shortcomings

- There is a need to allow further communication between the units and departments to reduce redundancy and achieve integration. This will facilitate the implementation of planning strategies and help the institution better assess feasible goals and objectives.
- Some assessment is informal
Key Recommendations

- Develop interlinks through the planning and assessment software Compliance Assist to all corresponding academic, administrative and operational units.
- Develop further specialized training programs and professional development for staff.
- Promote further communication between the units and departments to reduce redundancy and achieve integration.
- Broaden the final decision making process at the cabinet level to include representatives of all units (heads of all units). This will allow a more transparent process and better understanding of the distribution of budget and recommended actions and priority setting.
STANDARD SEVEN

Governance, Leadership and Administration
CHARGE OF STANDARD

“The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.”
STRENGTHS

- Clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making.
SHORTCOMINGS

- The absence of periodic assessment of the effectiveness of institutional leadership and governance structure
- The concentration of executive responsibility and authority in fewer hands during a period of growth in size and complexity of the university
- The absence of a shared vision for the internal governance of the university
- Lack of university wide conflict resolution policy
**KEY RECOMMENDATIONS**

- Establish a shared vision for the internal governance of the university that incorporates meaningful participation of all stakeholders.
- Ensure consistent implementation of formal, public recruitment process for all vacant leadership and senior administrator positions.
- Organizational charts should be carefully reviewed for any inconsistencies or misleading reporting relationships.
- Establish a university-wide conflict resolution policy and clear identification of channels for resolving conflicts and grievances for different constituencies. The channels should be outside the normal hierarchical administrative chains of command.
- Offer executive level management training sessions to deans, chairs and associate chairs.
Q&A and Feedback

- The floor will open for questions from the audience for the panel.
- After the forum an email will go out from the Office of the Provost with a survey on the self-study. Feedback is highly sought.
- The Feedback survey will close in one month (November 4th)
Thank you 😊