Provost’s Task Force on Quality of Undergraduate Education at AUC

FINAL REPORT

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1 EXECUTIVE SUMMARY

Within the past few years, several pervasive signs pointed to a perception that AUC’s quality of education had declined, and some collected data reinforced this. Although these signs were of concern, we had no hard data that allowed us to point to specific gaps and concerns that would help us address this problem head on.

With this goal in mind, in the summer of 2017, the Provost established a Task Force on Quality Education to appraise the quality of undergraduate education at AUC (Fall 2017).

In order to undertake the broad charge given to this task force within the relatively short timeframe, (Sept 2017 – Jan 2018) subcommittees were formed to address different components of the task force charge.

Data collected from previous sources were analyzed for relevance and possible alignment to our task force’s charge and findings. These were 1) the IPSOS report – 2016 (commissioned by the School of Business), 2) the NSEE 2016-17 report (National Survey of Student Engagement) and 3) Survey results of the Middle States Accreditation (MSA) self-study 2016-2017 (provided by DAIR – Data Analysis and Institutional Research and the School of Business).

Although Quality in Higher Education is difficult to define, we identified and described key elements that a Quality Education at AUC embodies and reflects with reference to three main stakeholders: students, faculty, and the institution. (APPENDIX 2 “Quality Education at AUC - Attempt at a Definition”)

To understand the perceptions of current AUC stakeholders, targeted data collection comprised student and parent focus groups followed by surveys of students (N= 285), parents (N= 209), faculty (N= 146) and department chairs (N=20).

Results of focus groups, and the quantitative and qualitative analysis of the survey responses reinforced the prevalent perception that the quality of “education” at AUC has declined. It has reinforced the notion that students and parents largely attribute the quality of education to the quality of teaching. In addition, results have supported the findings of other previous studies (NSSE 2017 and IPSOS 2016), namely that students do not feel challenged enough (seniors and juniors in particular), and that their courses do not push them to do their best work.

HIGHLIGHTS of RESULTS

- A noteworthy gap exists between how faculty and students appraise specific aspects of students’ learning experience: while a majority of faculty see themselves “almost always” doing what is important for quality teaching, students see it otherwise (see graphs on p 14-15).
- Only 10% of students reported that all courses showed “Clarity of teacher explanation”. This is low considering that AUC used to pride itself with high quality teaching. Factors such as
“Quality of feedback on submitted work” and “teaching beyond memorization” as well as “challenging students...” showed low percentages

- A majority of seniors and juniors do not feel that their courses challenge them to do their best work, and a majority of students finds that on average less than 60% of the courses/semester are high quality courses. These results align with the IPSOS 2016 results as well as the NSSE findings (2017) in which AUC is perceived as not challenging enough.
- When asked to rate the overall quality of teaching at AUC, again there is a gap between the appraisals of faculty from different schools and that of students from the same schools, where faculty rating is higher than those of students’, the greatest gap being within the SSE.
- The majority of all students (66.7% - 82%, with the exception of freshmen) feel that end-of-semester student evaluations rarely or never make a difference on the quality of teaching they receive at AUC.
- Except for ALA faculty, most other faculty do not receive any regular feedback or mentorship about their teaching except in problematic cases.
- Faculty report that teaching is not valued and that research “counts” for tenure, renewal and promotion while teaching excellence is encouraged but does not “count”. With the exception of ALA, approximately half of the faculty surveyed do not think that teaching evaluations are considered for the purpose of tenure, renewal and promotion.
- Faculty consider the main barriers that hinder their best teaching are Workload and Well-Being Issues (43%) and Student Issues (readiness, quality, attitude and motivation) (41%)
- Although most of the results on Quality of Education relate to teaching per se, other factors affecting it and the learning environment as a whole are mentioned.

SOME OF THE RECOMMENDATIONS MADE:

Ranking the top three factors that influence the quality of education at AUC, faculty, students and parents from all schools rated “quality of teaching” as the most important factor

Hence most of our recommendations regarding improving the quality of education at AUC have been made towards improving the quality of teaching, which will have to be a strategic priority of the institution for the coming years.

A. To improve teaching quality at AUC and to increase the validity of faculty evaluations, additional sources of data should be used together with student evaluations, specifically peer review and self-assessment. Although, in principle this is what is recommended in the Faculty Handbook, the process in general is not rigorous enough and it varies greatly across departments. We recommend
  1) that end-of-term student evaluation questionnaires be enhanced and
  2) that a quality Peer Review process be established at AUC that includes both confidential formative assessment (used to improve teaching) for annual assessment, as well as structured, summative assessment of teaching for promotion or tenure. We propose one such model with its timeline in APPENDIX 5.
3) We also recommend **self-reflection** on teaching that would be part of yearly reports and included in teaching portfolio (other than the Annual report). Faculty could attend **workshops** on *How to Prepare a Teaching Portfolio* and on *How to Self-reflect on our Teaching*.

B. We propose that administrators and faculty undertake the following (suggestions on implementation are given in the report):

- Establish a set of departmental expectations for high-quality teaching
- Revise the ‘first year’ review to make it more effective
- Develop different models (and criteria) for promotion, tenure and renewal of contract that allow for flexible and different choices for faculty.
- Create channels of communication between faculty and students to address the discrepancy that exists with regards to their learning. Address the barriers that faculty see as hindering good teaching.

A **timeline** is proposed to carry out highest priority action items.

## 2 BACKGROUND AND TASK FORCE MEMBERS

Within the past few years, several signs pointed to a pervasive perception that AUC’s quality of education had declined: students complaining that they were not getting the quality of education they expected, faculty expressing a decline in student preparation, parents and students unhappy about the admission and registration process etc. A market analysis of prospective students and their parents commissioned by the School of Business in 2016 indicated that high school students perceived AUC as not being challenging enough. That same report concluded that although parents and students thought that AUC was the best option in Egypt, they did not think it’s education compared to universities abroad (which they also perceived as being cheaper).

Although these indicators were of concern, we had no hard data that allowed us to point to specific gaps and concerns that would help us address this problem head on.

With this goal in mind, in the summer of 2017, the Provost established the present Task Force on Quality of Undergraduate Education (TFQE) at AUC to undertake a comprehensive appraisal of the quality of undergraduate education at AUC, and to offer solutions that would enhance and improve good teaching across departments, as well as address other impediments to our students’ learning experience.

**Task Force Members**

- Aziza Ellozy (Chair) Associate Provost, Acting Director, CLT
- Aliaa Bassiouni, Chair Management Dept. & Associate Professor of Finance
The Task Force met for the first time on September 15th, 2017 and one of the first order of business was to refine the mandate and to agree on terminology. The full task force met on average once a week between September 15th and December 20th 2017 and, in between, subcommittees met much more frequently to work on their various charges.

### 3 MANDATE OF THE TASK FORCE

The Task Force was charged by the Provost to:

- appraise the quality of education at AUC
- develop a comprehensive teaching evaluation process that would include a multifaceted approach
- devise/recommend mechanisms that would enhance and improve good teaching practices across departments

### 4 SUBCOMMITTEE DIRECTIVES

In order to address the broad charge given to this task force within the relatively short timeframe, subcommittees were formed to address four major components of the task force charge:

1) Researching previous relevant data collection
2) Defining quality education for AUC
3) Collecting and analyzing data from students, faculty, chairs and parents and
4) Proposing a comprehensive teaching evaluation process that would include a quality peer review process for formative and summative assessment of teaching.

Members of the subcommittees were:

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<td><strong>Chair:</strong> Aziza Ellozy</td>
<td><strong>Chair:</strong> Rob Switzer</td>
<td><strong>Co-chairs:</strong> Matthew Hendershot &amp; Heba E Deghaidy</td>
<td><strong>Chair:</strong> Zeinab Amin</td>
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<tr>
<td>Aliaa Bassiouni</td>
<td>Heba E Deghaidy Mariam Osman Matthew Hendershot Sherine el Alaily (student advisor)</td>
<td>Mariam Osman Rob Switzer Sherine el Alaily (student advisor)</td>
<td>Aliaa Bassiouni Aziza Ellozy Hoda Mostafa Iman Megahed Maha Bali Omar Moataz (student advisor)</td>
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5 RELEVANT DATA COLLECTED FROM PREVIOUS SOURCES

Previous data had been collected from different sources and Subcommittee 1 was charged to review these data and report on anything that may be relevant to our mandate.

Relevant results were found in the following reports:

- The **IPSOS research results – 2016** [commissioned by the School of Business, but results are relevant to university as a whole]
- **NSEE 2016-17** (National Survey of Student Engagement) supplied by DAIR
- **Survey results** of Middle States Accreditation (MSA) self-study **2016-2017**

The results from these reports relevant to our mandate were summarized in a Progress Report to the Provost and submitted in October 2017. These are shown in **APPENDIX 1** in the form of a PowerPoint presentation.

The most important findings can be summarized as follows:

- Most students and their parents believe that AUC is still the **best in Egypt, but that the standards are declining**. Students **do not find it challenging enough** and feel that AUC “cannot compare to universities abroad” (IPSOS 2016 results)
• Corporations value soft skills and employees who “fit in” and adapt easily. While AUC students excel in communication skills and have creative mindsets, they do poorly in “fitting in”, working under pressure and team collaboration. (IPSOS 2016 results)

• There is a perception that travelling to a university abroad guarantees better job opportunity when you return to work in Egypt. (IPSOS 2016 results)

• Most students (and their parents) look at international ranking as one of the first criteria when choosing a university. (IPSOS 2016 results)

• High School Students hear that at AUC there are easy graders and that you can game the system to graduate with high grades without having to work too hard to earn them. (IPSOS 2016 results)

• The students’ perception that AUC is not challenging enough is supported by the NSSE results especially among seniors. (NSSE 2016-17)

• The markets conclusions (IPSOS 2014) that AUC students do not fit in nor adapt easily corroborates the NSSE results which show that, when it comes to exposure of AUC students to people of a different race or ethnicity other than their own, AUC students rate lower than the NSSE 2016-17 results. (NSSE 2016-17)

• From the MSA self-study - 2016-17 Students: Survey results from the self-study conducted by DAIR show that with regards to Educational Effectiveness (p 49), students rated a relatively high score 4.5 (weighted average) for ‘Communicating “effectively through English writing” in classes’ and gave “AUC education provides good value for the cost of tuition” a low score 2.72 (weighted average). The rating averages ranged from 4.52 to 2.72 for all questions.

• From MSA self-study - 2016-17 [slides 25-27] Faculty:
  o With regards to the question concerning what their department/program does with Assessment Results, rating averages ranged between 3.86 and 3.46. Faculty do not rate very highly how their departments/programs “Plan, conduct and support a range of professional development activities”
  o The results show a high level of dissatisfaction of faculty with the tenure process, (weighted averages ranged between 2.25 and 2.55) Specifically, the criteria for tenure are not clearly defined and or not applied fairly or consistently. In addition, the feedback and reviews do not happen regularly in their department/school (p 51)

6 QUALITY EDUCATION AT AUC: ATTEMPT AT A DEFINITION

Quality in Higher Education is difficult to define. In a literature review on the subject, where the authors discuss different key perspectives, Brockerhoff et al1 mention that:

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Almost all academic publications on quality in higher education note that quality is a slippery concept. Quality is: "multi-dimensional, multi-level, and dynamic", "a wicked problem and ill-defined, contested, multifaceted", and "a poorly defined and loose concept".

and that

“quality is relative in two ways. First, quality is in the eye of the beholder... stakeholders can (and will) have differing views on the quality of higher education... Second, quality is relative to the standard one maintains”

That said, task force members decided that we should try to define what we, at AUC, consider a quality education. In APPENDIX 2 “Quality Education at AUC - Attempt at a Definition” we have identified and described key elements that a Quality Education at AUC embodies and reflects with reference to three main stakeholders: students, faculty, and the institution, these key elements being: Critical Thinking, Creativity, Self-Reflection, Collaboration, Academic Integrity, Balance of Breadth and Depth of Content, High Expectations of Academic Achievement, Relevance and Return on Investment. Each of these key elements are defined in detail with respect to each stakeholder.

7 TASK FORCE’S DATA COLLECTION: FOCUS GROUPS AND SURVEY RESULTS

The TFQE sub-committee conducting data collection after examining a variety of existing data sources (see section 5), and decided on some targeted data collection that focused on understanding perceptions of current AUC stakeholders. The data collection plans were as follows:

1. Student focus groups followed by a survey
2. A parent focus group followed by a survey.
3. A faculty survey
4. A department chairs survey

7.1 FOCUS GROUPS RESULTS
Focus groups were first conducted with students and parents to inform us on what to focus on when designing our surveys. The full reports can be found in Appendix 3.

Student Focus Group Questions and Findings

The Center for Learning and Teaching conducted three student focus groups with 24 participants who were distributed as follows: 10 Freshmen, 6 SSE Seniors and 8 non-SSE Seniors. The latter two choices were based on the NSSE results which showed different feedback from seniors. The same focus group questions were used as guidelines for all the facilitators (see Appendix 3)

The findings can be divided into feedback on the quality of teaching at AUC, and the quality of education more broadly. The key finding across all three focus groups is that students perceive quality of education at AUC as good, but not excellent, and the quality of teaching as variable and highly dependent on the instructor. Students overall felt that, on average, around half the courses they took per semester were good quality, and that while some faculty were excellent teachers, some lacked presentation and teaching skills. Students also overall felt there was insufficient real-life application in their major courses. Importantly, students mentioned systemic problems within AUC culture, such as grade-seeking behavior and instructor favoritism towards some students. While students value and recognize good teaching/teachers, they do not see impact of student evaluation of teaching on improving teaching quality. They would like their voices to be heard and suggested that new teachers get observed by peers. In general, students agreed that AUC facilities and extracurricular activities were good.

Parents Focus Group Questions and Findings

The parents’ focus group questions can be found in Appendix 3. Four parents participated in the focus group and none were alumni. All were active members of the AUC Parents Association, with a total number of sons and daughters at AUC as follows:

- 1 daughter (sophomore) in Political science
- 1 daughter (graduating senior) in Mass Comm.
- 1 son (junior) in Mass Comm., originally a Computer Science major
- 1 son (junior) in business + 2 more children on the way to university (AUC).

When asked why they chose AUC for their children, the answers varied from the “best university in Egypt”, to wanting “exposure to diversity of thinking” and the perception that AUC has quality education. They remarked that for some the first choice of the child would be to travel abroad.

They cited that their child’s most positive learning/educational experience at AUC was Liberal Education, their freedom to choose their major/courses as well as the possibility of networking.

Asked about their child’s most negative learning/educational experiences, all four parents agreed that they saw the following three things as problematic: a) advising for non-declared students, b) teaching quality and c) registration process of courses.
They felt strongly about the poor advising the non-declared students were getting and, with regards to teaching quality, they complained about the uneven quality of teaching in multi-section courses and especially about poor teachers who are tenured. They felt strongly that the latter should not be teaching and that the university should find a solution for this problem. “We could benefit from them without ruining someone’s future.”

With regards to the registration process they felt strongly that it was a very frustrating one for students, but that the root cause for this is tied to the problem of uneven teaching qualifications of faculty teaching courses.

When asked about their perception of the quality of education at AUC, they responded that AUC was on top for a long time but that GUC is quickly catching up especially in the fields of engineering and Computer Science. However, they said AUC offers a lot of other unique things such as the extracurricular activities, the way AUC teaches students to how think critically and how to be ethical.
7.2 SURVEY RESULTS: QUANTITATIVE ANALYSIS

All survey questions can be found in APPENDIX 4

7.2.1 DEMOGRAPHICS:

The following graphs show the distribution of students, faculty, and parents answering the surveys.

**STUDENT REPRESENTATION- N=285**

**FACULTY REPRESENTATION- N=146**

**PARENTS REPRESENTATION, N=209**

*Why Choose AUC? Top Three Reasons*
- Best Education in Egypt 67%
- Employability of Graduates 52%
- Reputation 54%

*What is your child’s standing at AUC? Are you an Alumnus/Alumna of AUC?*
7.2.2 QUANTITATIVE ANALYSIS: QUALITY OF TEACHING AT AUC
EXAMINING THE QUALITY OF TEACHING AT AUC

QUESTION TO STUDENTS (N=285): For each of the following factors, how important do you consider them as part of quality of teaching, and how often are you exposed to them at AUC?

QUESTION TO FACULTY: How important do you think each of the following is to quality of teaching and how often do you do each when you teach? (N= 146)
The previous graphs show students reporting that they are **often not exposed to factors they consider important** as part of the quality of teaching. This gap shows up particularly when it comes to: “Clarity of teacher explanation”, “Teaching for understanding beyond memorization”, “Quality of feedback on submitted work”, “Fairness of grading”, “Choice of Good quality course materials”, and “Promoting critical thinking”.

For similar factors, Faculty graphs **do not show a gap** between what they consider important and how often they do it when teaching.

**COMPARING STUDENT AND FACULTY PERCEPTONS**

When comparing students’ perceptions to those of faculty (regarding the same factors), a definite divide exists: while a majority of faculty see themselves “almost always” doing what is important for quality teaching, students see it otherwise. A majority of students think they only are exposed to these factors in ‘some courses’, or ‘a few courses’ or ‘no courses’ at all.
RIGOR OF COURSES

QUESTION TO STUDENTS: To what extent have your courses so far challenged you to do your best work? N=285

QUESTION TO STUDENTS: On average, how many courses per semester would you consider high quality courses?
QUESTION TO FACULTY: How often are you able to teach a course with the level of rigor you would like (i.e. a course that challenges students to your standards of what a good quality university course at that level should be)? (N=146)
TOP THREE FACTORS INFLUENCING QUALITY OF TEACHING

QUESTION TO STUDENTS (N=285): What are the top 3 factors that influence the quality of teaching at AUC?

QUESTION TO FACULTY (N=146): What are the top 3 factors that influence the quality of teaching at AUC?

Both faculty and students agree on two of these factors: teachers’ skills and challenging students while encouraging critical thinking.
CHANGE OVER TIME?

QUESTION TO FACULTY (N=146): In the time you have been here, and with a focus on your department, how have each of these changed at AUC?

![Bar chart showing changes in the quality of undergraduate students in different departments over time.]

STUDENT EVALUATIONS

QUESTION TO STUDENTS (N=285): How often do you feel that end-of-semester student evaluations of courses make a difference in the quality of teaching you receive at AUC?

![Bar chart showing the frequency of student evaluations by year.]

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QUESTION TO FACULTY (N=146): When student evaluations of instruction become available, my department Chair (or Chair’s delegate/mentor) does the following: [select all that apply]

QUESTION TO CHAIRS by SCHOOLS (N=20): As Department Chair, when student evaluations of instruction become available, which of the following do you do [select all that apply]
Student Responses:

The majority of all students (66.7% - 82%) feel that end-of-semester student evaluations rarely or never make a difference in the quality of teaching they receive at AUC. The exception are the freshmen, the majority of whom answered, “I don’t know”

Faculty and Chair Responses:

While all chairs (86%-100%) who answered the survey said they considered student evaluations of instruction for the purpose of renewal, tenure, promotion, etc., faculty see it differently (with the exception of the Academy of Liberal Arts) and only 44% (School of Business) – 53% (SSE) think that the teaching evaluations are considered in such cases.

With the exception of GAPP, department Chairs responded that they consider student evaluations for the purpose of faculty annual reviews. Here again, faculty in some Schools do not see it the way chairs do: only 29% of GAPP faculty and 39% of HUSS think that teaching evaluations are taken into consideration in faculty annual reviews. ALA and business faculty are more positive.
When asked to rate the overall quality of teaching at AUC, again there is a gap between the perception of faculty and that of students, where faculty rate is better than students do; the greatest gap being in the SSE.
7.2.3 QUANTITIVE ANALYSIS: QUALITY OF EDUCATION AT AUC
RATING THE OVERALL QUALITY OF EDUCATION AT AUC

**Students by School (N=285)**

**Parents by School (N=209)**
Faculty by School (N=146)

Chairs by School (N=20)
TOP THREE FACTORS INFLUENCING QUALITY OF EDUCATION

QUESTION: Which of the following would you rank as the top 3 factors influencing the quality of education at AUC?

**Student Responses by School (N=285)**

**Faculty Responses by School (N=146)**
When asked to rank the **top three factors influencing the quality of education** at AUC, faculty, students, and parents from all schools, rated “quality of teaching” as the most important factor. For **students**, the “**Content of major courses**” was also a **top factor**. In all cases, “Quality of faculty research, scored low percentages”
7.3 SURVEY RESULTS: QUALITATIVE ANALYSIS
Methodology

A grounded-theory approach was used to analyze the open ended responses: categories were not pre-determined, but rather evolved from the data.

There were several open ended questions on the survey, but only three of them were common to all surveys, namely:

1. In your opinion, how can AUC improve the quality of education it offers?
2. In your opinion, how can AUC improve the quality of teaching it offers?
3. How would you define a good quality education?

One coder was assigned to one open-ended question, across all stakeholders (students, faculty, parents and chairs)

The coders started with granular categories, which were then grouped into larger categories (e.g. “real-life application” grouped with “career preparation” in defining quality of education)

Coders discussed amongst themselves the categories that applied across questions.

The qualitative analysis that follows concentrates on the three questions above.

Almost 1550 entries were analyzed and coded.
How would you define a good quality education? Total N=629

Real life applications and Career related examples/cases appear as a top theme in all stakeholders’ definition of a quality education. Teaching and quality of faculty appear on all groups, but comes up more often in students’ and parents’ responses.
In your opinion, how can AUC improve the quality of education it offers? Total N=540

Teacher quality and faculty hiring criteria dominate students’ and parents’ responses, but do not appear as a factor or Chairs of faculty.
In your opinion, how can AUC improve the quality of teaching it offers? Total N=372

Quantitative analysis indicated that all stakeholders rank quality of teaching as the top factor influencing quality of education.

Interestingly, in the open ended questions (qualitative analysis), faculty go a step further and point out specifically how to improve teaching, e.g. through teaching assessment, mentorship and professional development. Faculty workload and motivation are other main factors that would improve quality of education.
Enablers and Barriers to Good Teaching

### What factors support you to do your best teaching? N=118

- Well-prepared and Interactive Students: 38.09%
- Facilities: 15.08%
- Teachers' Community: 14.60%
- Professional Development: 11.00%
- Professional Experience and Research: 9.52%
- Department Support: 6.82%
- Teaching Flexibility: 6.02%
- A&G Administration: 5.30%
- Receiving Feedback: 5.09%
- TA: 4.09%

### What factors hinder you in doing your best teaching? N=111

- Faculty Workload and Well-Being Issues: 43.14%
- Student Issues (Readiness, Quality, Attitude, Motivation): 41.46%
- Logistics/Resources/Facilities Issues: 26.13%
- Administration Issues (Support, Transparency, Effectiveness, Policies Affecting Faculty): 79.42%
- Department Issues (Grade Inflation, Teacher Assignment, Coordination): 7.29%
- Policies/ Procedures Affecting Students (Attendance, Pre-requisites, Orientation on behavior guidelines): 4.50%
8 DISCUSSION, OVERALL RECOMMENDATIONS AND ACTION PLAN

Results of this task force have reinforced the prevalent perception that the quality of “education” at AUC has declined. It has also reinforced the notion that students and parents largely attribute the quality of education to the quality of teaching. In addition, results have supported what other studies had previously found (NSSE 2017 and IPSOS 2016), namely that students do not feel challenged enough (seniors and juniors in particular), and that their courses do not push them to do their best work.

Ranking the top three factors that influence the quality of education at AUC, faculty, students and parents from all schools rated “quality of teaching” as the most important factor (p 20-21)

Hence most of our recommendations regarding improving the quality of education at AUC will be made predominantly towards improving the quality of teaching and that of the learning environment, which will have to be a strategic priority of the institution for the coming years.

However, for our recommendations to be implemented two basic conditions need to be met:

1) Department Chairs with a strong support from their Deans, will be responsible for rigorously carrying out any final recommendation.
2) We will need to adopt different models (and criteria) for promotion, tenure and renewal of contract that allow different and flexible choices for faculty (teaching intensive/research intensive models)

DISCUSSION of some HIGHLIGHTS

- Only 10 % of students report that all courses showed “Clarity of teacher explanation”. This is low considering that AUC used to pride itself with high quality teaching. “Quality of feedback on submitted work” and “teaching beyond memorization” as well as “challenging students...” also showed low percentages
- A noteworthy gap exists between how faculty and students appraise the factors mentioned above and other specific aspects of the students’ learning experience. While a majority of students think they only are exposed to these factors in ‘some courses’, or in ‘a few courses’ or in ‘no courses’ at all, a majority of faculty, regarding the same factors, see themselves as “almost always” doing what is expected for quality teaching.
- Students are unhappy with institutional actions in response to poor evaluation of courses and instructors. In addition there is poor student compliance.
Evaluation of teaching is dominated by student quantitative end-of-semester evaluations which are outdated and have not been revised in several years.

For renewal of contract, tenure and promotion evaluation of teaching relies heavily on a number score which is not an accurate reflection of quality of instruction.

Except for ALA faculty, most other faculty do not receive any regular feedback or mentorship about their teaching except in problematic cases.

Peer evaluation at AUC is not systematic and is not sufficiently rigorous.

Faculty report that teaching is not valued and that research “counts” for tenure, renewal and promotion while teaching excellence is encouraged but does not “count”. With the exception of ALA, approximately half of the faculty surveyed do not think that teaching evaluations are considered for the purpose of tenure, renewal and promotion.

Faculty consider the main barriers that hinder their best teaching are ‘Workload and Well-Being Issues’ (43%) and ‘Student Issues’ (readiness, quality, attitude and motivation) (41%)

Although most of the results on Quality of Education relate to teaching per se, other factors affecting it and the learning environment as a whole are mentioned. In particular, students from all schools mention that “Content of major courses” is a top factor influencing the quality of Education, and both students and parents find real-life experience and career preparation very important. Other factors mentioned regard learning spaces (classrooms and labs), the library, quality of students, the admission and registration process etc.

RECOMMENDATIONS
1) DEVELOP AN UPDATED and RIGOROUS COMPREHENSIVE TEACHING EVALUATION PROCESS

To improve teaching quality at AUC and to increase the validity of faculty evaluations, additional sources of data should be used together with student evaluations, specifically peer review and self-assessment. The collective data would be triangulated together for more accurate and more helpful assessment. Although, in principle this is what is recommended in the faculty handbook, the process in general is not rigorous enough and it varies greatly across departments. Specifically:

- END-OF-TERM STUDENT EVALUATION questionnaires need to be enhanced and, if possible, a couple of customized question for each discipline/department should be included. A draft survey can be designed making use of other institutional models and piloted with tenured faculty.
• **IN-DEPTH PEER OBSERVATION AND REVIEW** is a highly effective way (if done properly) to address the shortcomings of student evaluations. We suggest establishing a **quality Peer Review process** at AUC that can include both **confidential formative assessment** (used to improve teaching, similar to CLT’s Small Group Instructional Diagnosis - SGID) for annual assessment, as well as structured, **summative assessment** of teaching quality for promotion or tenure (one such model has been proposed by this Task Force and can be found in **APPENDIX 5**)
  o **Formative assessment**, which should be done **at least once a year**, can be provided by faculty peers or by CLT members. Faculty who do formative assessment should not be the same as those who will be doing summative assessments (for promotion and tenure).
  o Faculty members who will act as peer reviewers should be **trained** to do so and their efforts should be counted as service.
  o **Departments/Schools should develop guidelines and rubrics** for formative and summative assessments (this could be done in collaboration with CLT).

• **SELF - REFLECTION / TEACHING PORTFOLIO**
  o **Self-reflection on teaching** should be part of yearly reports and included in teaching portfolio (a Teaching Portfolio is not the Annual Faculty report although it could be linked to it for all items related to teaching to avoid repetition)
  o Faculty would attend **workshops** on *How to Prepare a Teaching Portfolio* and on *How to Self-reflect on our Teaching*.

2) **DEVELOP and ADOPT DIFFERENT MODELS (AND CRITERIA) FOR PROMOTION, TENURE AND RENEWAL OF CONTRACT** - that allow different and flexible choices for faculty. Models adopted in other universities could serve as examples: for instance, one such model is to have a planned variable workload system; another would be a system that gives faculty the choice between research intensive commitments or teaching intensive commitments that would include the Scholarship of Teaching and Learning (SOTL) as part of faculty members research output.

3) **ESTABLISH A SET OF DEPARTMENTAL EXPECTATIONS FOR HIGH-QUALITY TEACHING** that are clearly conveyed to all instructors.
  o Discuss among departmental faculty what constitutes quality teaching for promotion and tenure
  o Develop a rubric on quality of departmental teaching and use it to assess teaching practices in departments
  o Establish a support system for SOTL at CLT with clear guidelines and expectations
4) **REVISE THE ‘FIRST YEAR’ REVIEW TO MAKE IT MORE EFFECTIVE**

At present, the first year review for new faculty is done in the spring of the first year, when only one semester of teaching is evaluated. Only in very rare cases, is there a recommendation not to keep the faculty member, leading to an obligation to keep him/her for an additional 3 years even if it is discovered that their teaching skills are not up to par and are not improving.

It is proposed that new faculty would have their first year review after the second semester of teaching is over. Faculty receiving poor evaluations/feedback and showing no improvement should be advised by the summer that their contract will be terminated at the end of their second year. In addition, mentoring new faculty should be part of departmental culture.

5) **ADDRESS THE BARRIERS HINDERING GOOD TEACHING**

- The faculty workload could be addressed within a more flexible P/T model (recommendation #2) that allows different choices for faculty.
- Address the issue of grade inflation and the large number of undergraduate students receiving honors at graduation. Switzer’s proposal, approved by Provost Council in 2016, could be a starting point. Another model adopted by some departments would be to commit to a quota for A grades, or use forced curving (NYU and Columbia University do it to limit inflation).
- Enhance the Quality of admitted students – make the admissions process more competitive and ideally follow it up with an interview (this is considered at present for borderline cases).

6) **FACULTY PROFESSIONAL DEVELOPMENT:**

- Develop, implement and assess a faculty teaching program that focuses on new faculty with a year-long curriculum, mentoring, CLT classroom observations/formative assessment.
- Establish a program for professional renewal and continuing engagement for senior faculty.
- Assess present training of adjunct faculty and develop more rigorous professional development program for them.

7) **The lack of ENGLISH PROFICIENCY OF FACULTY AND TEACHING ASSISTANTS** is a pervasive problem in some departments. A language vetting process during hiring would be one way of addressing it. In addition, teaching in Arabic should be strongly discouraged.

8) **EMBED CRITICAL AND CREATIVE THINKING AS WELL AS INNOVATION AND ENTREPRENEURSHIP THROUGHOUT THE CURRICULUM:**

Students consider critical thinking (CT) one of the top three factors that influence the quality of education at AUC. While 75% of faculty say that they promote CT, a majority of students think they are only exposed to it in some or a few courses.
Critical thinking looks different in different disciplines – CLT, in collaboration with faculty from different disciplines, needs to explore how to train faculty (both adjuncts and full time faculty) on how to teach critical and creative thinking as well as innovation and entrepreneurship in interdisciplinary ways but also within each discipline.

9) **CREATE A CHANNEL OF COMMUNICATION BETWEEN ADMINISTRATORS AND STUDENTS**

(Deans, Associate Deans, and Chairs) to address the gap between faculty and students regarding the student learning experience. This could be modeled after an initiative established by Provost Haroun in 2012 whereby a University student committee would collect feedback/complaints/concerns or suggestions which would be distributed to the various departments and discussed within the departments. **A similar model is described in the Faculty handbook** but is **not implemented**. Alternatively, CLT could run focus groups with students from 8-10 departments each semester and report back to Chairs to discuss with faculty.

10) **ESTABLISH A WORKING GROUP ON SPACES FOR THE FUTURE OF AUC EDUCATION**

The working groups is to consider the future of student life and learning at AUC. It is to bring together stakeholders from around campus to envision, plan, and craft spaces for the future of AUC education. The charge of this working group will be:

- Agree on a vision for teaching, learning, and common spaces that are well integrated with the campus;
- Holistically assess campus needs for teaching and learning spaces including classrooms, library, performing arts, and “sandbox” spaces;
- Examine campus needs for common spaces, including informal gathering spaces, meeting and conference spaces;
- Recommend a prioritized plan for creating these spaces and making the vision for spaces for future student life and learning a reality; and
- In this way ensure that our campus of the future is comprised of the spaces needed to enable the next generation of student life and learning.

**CONCLUSION**

Research points out that an essential characteristic of quality education and quality teaching is that they are student centered i.e. that they focus on student learning. **In order for student learning to be enhanced**, the focus of quality teaching and learning initiatives should not simply be on the teacher and on pedagogical innovation. Although most of the recommendations made here are based on the more salient results of the task force, attention should be paid to the learning environment as a whole and factors affecting it. Some of the factors mentioned by stakeholders included **content of the courses in the major**, **real-life experience**, quality of students, learning spaces (classrooms, labs, library) the admission and registration process, and overall faculty and student well-being.
### Action Items (Main Priorities)

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share results of the TFQE with AUC community: Provost Council, BOT, Associate Deans and Chairs, Senate, faculty at large, parents and students</td>
<td>January 2018-May 2018</td>
</tr>
<tr>
<td>Discuss recommendations with faculty, Chairs and Deans of different schools and get feedback</td>
<td>May 2018 – October 2018</td>
</tr>
<tr>
<td>Develop and implement an Updated Comprehensive Teaching Evaluation Process – in collaboration with faculty representatives from different schools and Senate</td>
<td>September 2018 – September 2020</td>
</tr>
<tr>
<td>Discuss, develop and adopt different models (and criteria) for promotion, tenure and renewal of contract that allow for flexible and different choices for faculty</td>
<td>September 2018 – September 2019</td>
</tr>
<tr>
<td>For new faculty, develop, implement and assess a faculty teaching program with a year-long curriculum</td>
<td>September 2018 – September 2019</td>
</tr>
</tbody>
</table>

KPIs will be developed for all action items.
APPENDIX 1

PROVOST’S TASK FORCE on QUALITY of EDUCATION at AUC
PROGRESS REPORT – OCTOBER 2017
BACKGROUND

- Increased concern among some BOT members regarding the perception that the quality of education at AUC has dropped.

- Some of this is due to attention given to international rankings which overemphasize research.

- Rankings do not include teaching as it is a complex process that is challenging to evaluate against set benchmarks.

- Undergraduate students and their parents identify quality education mostly with quality teaching.

MANDATE

The Task Force was charged by the Provost to

- define and appraise the quality of education at AUC as perceived by all stakeholders.

- devise mechanisms that would enhance and improve good teaching practices across departments.

- develop a comprehensive teaching evaluation process that would include a multifaceted approach.
MEMBERS and FACILITATORS

- Aziza Ellozy (Chair), Associate Provost, Acting Director, CLT
- Adham Ramadan, Dean of Graduate Studies
- Ailaal Basslouni, Chair Management Dept. & Associate Professor of Finance
- Heba Eldegahaidy, Associate Professor, Graduate School of Education
- Mariam Osman, Instructor, ELI
- Matthew Hendershot, Associate Dean, Office of Undergraduate Studies
- Omar Mostafa, Undergraduate Student (Senior, MENG) Student Union
- Rob Switzer, Interim Dean School of HUSS
- Sherine el Alaily, Graduate Student
- Thomas Skouteris, Associate Professor, Dept. of Law
- Zeinab Amin, Associate Professor & SSE Associate Dean for UG Studies

Task Force Facilitators are:
- Hoda Mostafa, Associate Director, and Associate Professor of Practice, CLT
- Iman Megahed, Executive Director, Data Analytics and Institutional Research
- Maha Bali, Associate Professor of Practice CLT

WORKING GROUPS

- **Subcommittee 1**: DATA COLLECTION AND ANALYSIS – Chair Aziza Ellozy

- **Subcommittee 2**: DEFINING QUALITY EDUCATION AT AUC – Chair Rob Switzer

- **Subcommittee 3**: QUALITY TEACHING AND HOW TO EVALUATE IT – Chair: Zeinab Amin

- **Subcommittee 4**: 4. PEER REVIEW FOR FORMATIVE AND SUMMATIVE ASSESSMENT – Co-Chair Matthew Hendershot and Heba Eldegahaidi
A. RELEVANT DATA COLLECTED SO FAR FROM DIFFERENT SOURCES

This presentation summarizes some of the data relevant to our task force questions taken from different sources

- The IPSOS research results – 2016 [commissioned by Bus. School but results relevant to university as a whole]
- NSEE 2016-17 (National Survey of Student Engagement)
- Survey results of MS accreditation self-study 2016-2017
The IPSOS RESEARCH RESULTS – 2016

PERCEPTIONS OF PARENTS

POSITIVE ASPECTS

- The best culture and atmosphere to study at in Egypt
- The AUC is a secure option (safe environment)
PERCEPTIONS OF PARENTS

NEGATIVE ASPECTS

- AUC is becoming very commercial and not selective anymore
- Many good professors left the AUC
- Not challenging at all
- It is cheaper to send your kids abroad. AUC is more expensive and without added value
- Definitely not as good as universities abroad

PERCEPTION OF High School STUDENTS

POSITIVE ASPECTS

- In general, AUC is the best university in Egypt
- Very relevant for undeclared majors
- The only university where they can fit in
PERCEPTION OF High School STUDENTS

NEGATIVE ASPECTS

- Lack of specific specializations within each school
- Online application is very complicated and confusing
- Many good professors left the AUC
- The administration department is very unprofessional and not fully informed about required documents
- Their schools are more difficult and challenging
- Cannot compare with universities abroad

What Do Corporations Care for?

- Creative mind set
- Entrepreneurial skills
- “Fitting in”
- Communication skills
- Work under pressure
- Trainings
- Negotiation skills
- Keen to Learn
- Team work
- MBA for managerial positions
- Certificates
- Work experience
**Where do AUC students fit in?**

**WHERE OUR STUDENTS EXCEL**
- Creative mind set
- Communication skills

**“Fitting in”**
- “Fitting in”
- Work under pressure

**WHERE OUR STUDENTS DO POORLY**
- Keen to learn
- Team work

**IMPLICATION**
Corps care a lot about soft skills & to have someone that “fits in” & adapts easily. Working under pressure is very important. Educational background comes later.

**Summary**

<table>
<thead>
<tr>
<th>General University Comments</th>
<th>AUC Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is a perception that travelling to a university abroad guarantees better job opportunity when you return to work in Egypt</td>
<td>• Most students &amp; their parents believe that AUC is still the best in Egypt, but the standards are declining &amp; this is no longer good enough</td>
</tr>
<tr>
<td>• Most students (and their parents) look at international ranking as one of the first criteria when choosing a university</td>
<td>• Students &amp; their parents perceive AUC admission procedures are cumbersome &amp; vague, &amp; consider it an obstacle to applying to AUC. It’s so much more straightforward to apply to universities abroad</td>
</tr>
<tr>
<td>• Students believe that travelling abroad will help build their characters as they face more challenging experiences</td>
<td>• Students hear that at AUC there are easy graders &amp; you can game the system to graduate with high grades without having to work too hard to earn them</td>
</tr>
</tbody>
</table>

Source: Research includes 4 IPSOS Focus groups totalling to about 30 students; as well as in depth interviews with 4 parent couples. Schools covered include DEO, BISC, CAC & Aliou Students; Interviews were also made with the CAC Principal as well as BISC office of Career Services
NSSE 2016-2017 (AUC STUDENT PERCEPTIONS)

NSSE 2017 (Student Perception)

Challenging Students

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."

[Bar chart showing data for First-year and Senior students at AUC in 2016 and 2017, distinguishing between high, moderate, and low challenge levels.]
NSSE 2017 (Student Perception)

First Year students

**Highest Performing Relative to NSSE 2016 & 2017**
- Assigned more than 50 pages of writing\(^8\)
- Worked with other students on course projects or assignments\(^3\) (CL)
- Instructors provided feedback on a draft or work in progress\(^5\) (ET)
- Learned something that changed the way you understand an issue or concept\(^5\) (RI)

**Lowest Performing Relative to NSSE 2016 & 2017**
- Institution emphasis on providing support for your overall well-being...\(^2\) (SE)
- Discussions with... People from an economic background other than your own\(^7\) (DD)
- Institution emphasis on using learning support services [...] (SE)
- Quality of interactions with academic advisor\(^6\) (QI)
- Discussions with... People of a race or ethnicity other than your own\(^8\) (DD)

NSSE 2017 (Student Perception)

Seniors

**Highest Performing Relative to NSSE 2016 & 2017**
- Completed a culminating senior experience [...] (HPI)
- Participated in an internship, co-op, field exp., student teach., clinical placement. (HPI)
- Worked with other students on course projects or assignments\(^3\) (CL)
- Assigned more than 50 pages of writing\(^8\)
- Participated in a study abroad program (HPI)

**Lowest Performing Relative to NSSE 2016 & 2017**
- Quality of interactions with academic advisor\(^6\) (QI)
- Quality of interactions with other administrative staff and offices [...] (QI)
- Discussions with... People from an economic background other than your own\(^7\) (DD)
- Discussions with... People of a race or ethnicity other than your own\(^8\) (DD)
- Extent to which courses challenged you to do your best work\(^9\)
Middle States Accreditation Self-Study SURVEY RESULTS

MS SELF STUDY: STUDENT AND FACULTY SURVEY RESULTS

A. STUDENTS:
1) QUESTION 6: EDUCATIONAL EFFECTIVENESS
2) QUESTION 9: CO-CURRICULAR ACTIVITIES

B. FACULTY:
1) QUESTION 4: ACADEMICS
2) QUESTION 5: EDUCATIONAL EFFECTIVENESS
3) QUESTION 10: TENURE PROCESS
<table>
<thead>
<tr>
<th>PLEASE STATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Options</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>AUC provides adequate co-curricular learning opportunities to support academic progress (such as the Common Reading Program, study abroad, internships, and graduate research and conference opportunities).</td>
</tr>
<tr>
<td>Extra-curricular and other non-instructional experiences have contributed to my overall educational experience.</td>
</tr>
</tbody>
</table>

answered question 634

skipped question 635

<table>
<thead>
<tr>
<th>PLEASE STATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Options</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>I communicate effectively through English writing in my classes.</td>
</tr>
<tr>
<td>I am able to communicate effectively in English during class discussions and oral presentations.</td>
</tr>
<tr>
<td>The learning experience at AUC helps prepare students for successful careers.</td>
</tr>
<tr>
<td>Educational goals/objectives are clearly articulated at the institutional &amp; program level.</td>
</tr>
<tr>
<td>My capstone course(s) reflect(ed) the integrative experience of my program of study well.</td>
</tr>
<tr>
<td>I believe that my AUC education provided good value for the cost of tuition.</td>
</tr>
</tbody>
</table>

answered question 675

skipped question 594
### Please indicate your level of agreement with the following statements.

#### Assessment results in your program/department are used to:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist students in improving their learning</td>
<td>45</td>
<td>42</td>
<td>30</td>
<td>14</td>
<td>4</td>
<td>3.84</td>
<td>155</td>
</tr>
<tr>
<td>Improve pedagogy and curriculum</td>
<td>44</td>
<td>49</td>
<td>21</td>
<td>16</td>
<td>4</td>
<td>3.86</td>
<td>154</td>
</tr>
<tr>
<td>Review and revise academic program and support services</td>
<td>45</td>
<td>42</td>
<td>29</td>
<td>16</td>
<td>3</td>
<td>3.84</td>
<td>155</td>
</tr>
<tr>
<td>Plan, conduct and support a range of professional development activities</td>
<td>32</td>
<td>48</td>
<td>47</td>
<td>23</td>
<td>5</td>
<td>3.51</td>
<td>155</td>
</tr>
<tr>
<td>Plan and budget for the provision of academic programs and services</td>
<td>23</td>
<td>58</td>
<td>48</td>
<td>19</td>
<td>7</td>
<td>3.46</td>
<td>155</td>
</tr>
<tr>
<td>Improve key indicators of student success, such as retention, graduation, transfer and placement rates</td>
<td>28</td>
<td>54</td>
<td>54</td>
<td>14</td>
<td>5</td>
<td>3.55</td>
<td>155</td>
</tr>
</tbody>
</table>

*answered question 155*

*skipped question 2*

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#### Please indicate your level of agreement with the following statements.

### From FACULTY survey - ACCREDITATION 2016

#### Question 4: ACADEMICS

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students in my classes communicate effectively in class discussions and oral presentations.</td>
<td>56</td>
<td>64</td>
<td>18</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>3.99</td>
<td>154</td>
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</tbody>
</table>

### From FACULTY survey - ACCREDITATION 2016

#### Question 5: EDUCATIONAL EFFECTIVENESS

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning experience at AUC helps prepare students for successful careers.</td>
<td>55</td>
<td>61</td>
<td>19</td>
<td>11</td>
<td>3</td>
<td>4</td>
<td>3.93</td>
<td>153</td>
</tr>
</tbody>
</table>

If you do not agree, please explain specifically the major impediments to effective communication.

*answered question 154*

*skipped question 3*
**A few TENTATIVE CONCLUSIONS from these data**

- The theme that an AUC education is "**Not Challenging Enough**" shows in all three sources of our data. This is one of the main issues our Task Force needs to address.
  
  Is there a correlation between "not challenging enough" and grade inflation ??

- In addition, we need to address these gaps –
  
  - Solving complex real world problems (emphasize inquiry based learning?)
  - Working effectively with others? [Emphasize team work: IPSOS results show that our students do poorly in team work ], Is it because they cannot work easily with people from a different economic background?
  - Understanding people of different racial/ethnic/economic backgrounds than their own? Is this part of the reason why they do not seem to fit in at the workplace?

- **Tenure Process:**
  
  - Need to address concerns of faculty regarding fair tenure process. Criteria need to be clearly defined from the start, and timely formative feedback mechanism should be in place

- Need to analyze Employer Survey from Career Center
APPENDIX 2

Quality Education at AUC
Attempt at a Definition
QUALITY EDUCATION AT AUC

Quality Education at AUC
Attempt at a Definition

Although it is agreed that Quality Education is not the same as institutional effectiveness, it seems appropriate that we take our bearings from AUC’s mission statement.

The current AUC Mission Statement reads as follows:

AUC is a premier English-language institution of higher learning. The University is committed to teaching and research of the highest caliber, and offers exceptional liberal arts and professional education in a cross-cultural environment. AUC builds a culture of leadership, lifelong learning, continuing education and service among its graduates, and is dedicated to making significant contributions to Egypt and the international community in diverse fields. Chartered and accredited in the United States and Egypt, The American University in Cairo is an independent, not-for-profit, equal-opportunity institution. AUC upholds the principles of academic freedom and is dedicated to excellence.

As the Re-Accreditation Self Study puts it, p. 14:

The foci of AUC’s revised mission statement are: (1) a sustained commitment to the development and delivery of an English-language American liberal arts education, (2) the continued cultivation of professional programs, technology development, entrepreneurial innovation, and policy analysis for Egypt and the region, (3) the pursuit of excellence in local, regional, and global recognition of its high caliber research, and (4) the cultivation of a culture of service, leadership, and lifelong learning in the context of a rapidly evolving ‘city of learning.’

This could serve as a basic statement of Quality Education (QE) at AUC: a sustained commitment to delivering an English-language American-style liberal arts education, alongside professional and other specialized programs of importance for Egypt and the region, with stress on the cultivation of a culture of service, leadership, innovation and lifelong learning.
The following chart attempts to identify key elements of QE at AUC, with reference to three main stakeholders: students, faculty, and the institution.

<table>
<thead>
<tr>
<th>Quality Education embodies and reflects:</th>
<th>Role of Students</th>
<th>Role of Faculty Members</th>
<th>Role of AUC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>- Students understand and appreciate that education is less about knowledge than about learning how to learn — about analysis, synthesis, posing questions, considering competing frameworks and diverse points of view, and in general moving beyond the surface of &quot;facts&quot; to the deeper contexts in which they have meaning.</td>
<td>- Faculty design and implement classroom activities, tests and assignments that eschew rote learning in favor of active examination, the synthesis of available data and the construction of cogent arguments on the part of students.</td>
<td>- The institution effectively articulates and reinforces the importance of critical thinking, as at the core of the liberal arts and sciences, and the classes, programs and teaching styles that best embody it.</td>
</tr>
<tr>
<td>Creativity</td>
<td>- Students are encouraged to explore new ideas and take educated, calculated, and well-thought-out risks in developing new and innovative ideas and initiatives, and &quot;thinking outside the box&quot; - a result, which is beyond measure, transformative.</td>
<td>- Faculty, at all levels, encourage and support students' creativity — commonly defined as the ability to transcend established ideas, rules, patterns and relationships, to create meaningful new ideas, forms, methods, and interpretations, which reflect originality and imagination. This is carried out both on a one-to-one level and/or via group work.</td>
<td>- The institution fosters and nurtures an environment that encourages creativity and innovation on the part of both students and faculty, and actively contributes to incentivizing, supporting and rewarding them to produce innovative and creative output, including academic and creative work, patents, and other forms of intellectual and artistic productivity.</td>
</tr>
<tr>
<td>Quality Education at AUC</td>
<td></td>
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<tr>
<td>--------------------------</td>
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<tr>
<td><strong>Self-reflection</strong></td>
<td>- Students are encouraged and empowered to make connections, think on higher-order levels about their own learning, ask questions of themselves as well as their instructors and peers, and in general “put the pieces together” through structured opportunities for informed, critical reflection such as reports, essays and e-portfolios.</td>
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<td></td>
<td>- Faculty not only strive to support and realize a student-centered approach to teaching and learning in their classes, but also engage in active self-reflection of their own—that is, engage in regular and sincere assessment and self-assessment of teaching, with emphasis on a “triangulated” approach involving multiple measures and indicators.</td>
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<td></td>
<td>- The institution links course assessment with program and institutional assessment, with ties to budget allocations, to ensure that resources actually support, in a transparent and self-aware way, the goals publicly identified as core.</td>
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<tr>
<td></td>
<td>- The institution invests, both financially and in terms of “political capital,” in both teaching styles and IT platforms that encourage active reflection on the part of students—such as e-portfolios.</td>
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<td></td>
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<tr>
<td><strong>Collaboration</strong></td>
<td>- Students learn to work effectively in teams, without sacrificing either their individual perspective, initiative, or academic integrity, and to realize the importance of dialogue, debate and collaborative discovery.</td>
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<tr>
<td></td>
<td>- Faculty make teaching a collaborative undertaking, through team-teaching, interdisciplinary initiatives, regular discussion sessions and workshops with colleagues in their departments and across campus.</td>
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<tr>
<td></td>
<td>- The institution facilitates, supports and incentivizes innovative and collaborative teaching opportunities, forums for sharing insights and approaches to effective teaching with peers, and learning communities and other mechanisms for encouraging collaboration among students.</td>
<td></td>
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</tr>
<tr>
<td><strong>Academic Integrity</strong></td>
<td>- Students are held to a high standard, and empowered, to do their own work, and contribute as valued partners in the academic conversation, giving due credit to those from whom they have learned in their research.</td>
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<tr>
<td></td>
<td>- Students understand the importance of, and embrace, the challenges of higher education, and see themselves as serious, committed partners in learning.</td>
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<td></td>
<td>- Faculty, in all courses and programs, emphasize not just specialized knowledge but broader contexts and social/ethical issues and concerns.</td>
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<tr>
<td></td>
<td>- The institution reinforces and supports the complementarity of courses in the major and in the Core, through coherently linked learning outcomes and Interdisciplinary courses and programs.</td>
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</tbody>
</table>
## Quality Education at AUC

<table>
<thead>
<tr>
<th>Balance of Breadth and Depth of Content</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>- Students will come to appreciate that any pursuit of specialized work or study will be informed and enriched by the wider knowledge, range of interests and set of skills they bring to it</td>
<td>- Faculty, at all levels, are to set, within the learning objectives and outcomes of programs and individual courses, ambitious milestones with high expectations, providing the required sustained support to students for attempting to achieve, if not actually achieving, these milestones.</td>
<td>- The institution nurtures an academic culture and learning environment that rests on, and encourages high expectations, as well as recognizing high academic achievers</td>
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<th>High Expectations of Academic Achievement, Relevance and Return on Investment</th>
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<td>- Students are encouraged and supported in all their learning activities to meet ambitious learning goals and develop a sense of self-challenge and high expectations. Students are encouraged to see the relevance and impact of their studies, and to apply the knowledge and understanding they gain to real world problems of the global commons.</td>
<td>- Faculty are aware of what regionally and globally comparable universities are doing in their educational practices, and seek to offer courses that meet or exceed those standards. Faculty support and develop experiential learning that connects local resources with global concerns.</td>
<td>- The institution invests in enhanced programs to prepare students for the workplace, to gear professional education to the needs of the marketplace, and to support integrated learning and transferable skills across the curriculum. Tuition fees are measured and tracked against a basket of comparable regional universities and a basket of roughly comparable US universities.</td>
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Report on Parents’ Association Focus group

Conducted on Tuesday, November 7, 2017

From 6:30-7:45 pm

- Facilitator: Aziza Ellozy
- Note-taker: Nadine Abdel Meguid
- Number of Participants: 4
- Total number of sons and daughters at AUC:
  - a daughter (sophomore) Political science
  - a daughter (graduating senior) Mass Comm
  - a son (junior) Mass Comm.
  - a son (junior) business + 2 more children on the way into university.

The facilitator had the following questions as guidelines:

1) Written: what is quality of education to you?
2) Why did you chose AUC for your son/daughter?
3) For your child who is currently at AUC:
   a) What is one of your child’s most positive learning/educational experiences at AUC so far? What is most valuable about their AUC experience?
   b) What is your child’s most negative learning/educational experiences at AUC so far?
   c) (if they never mention education beyond teaching, probe for it)
   d) What is your perception of the quality of education at AUC?
4) What do you suggest can be done to improve education at AUC?

First Comment: Parents requested that the survey be bi-lingual.

None of the parents present were alumni.

1) To the question what is quality of education to you?
   a. “I think quality of education is when you allow your son/daughter to get the required information in the best possible way without getting bored or stressed and at the same time in a manner that will help him/her in their lifelong practice.

   b. The quality of education to me is the means by which our kids can compete and the tools that can be of aid to their future careers. A good quality of education to me is efficiency, professionalism, accreditation, and proper future for their professional carriers.

   c. Quality education is education that emphasizes the concepts/values of the different subjects/materials that are being taught.
2) **Reasons why they chose AUC for their daughter/son**
   a. One person said: “It is the best university in Egypt – bottom line”
   b. The perception that AUC has quality education.
   c. Best fit as her child came from Canadian schooling system
   d. They wanted to make sure their son is exposed to diversity: diversity in the student body, diversity of thinking – she felt that graduates from engineering and medicine in public universities turn out very narrow minded.
   e. For some, the first choice for child would be travel abroad.

3) **What is one of your child’s most positive learning/educational experiences at AUC so far?** What is most valuable about their AUC experience?

   a. **Freedom of choice:**
      i. the ability to choose your major after exposure to different courses.
      ii. The flexibility to change your mind if your choice turns out to be not what you really wanted.
   b. **Liberal Education:** parents were very positive about this. They felt strongly that students should learn about subjects other than their major. Their son was a CS major, switched to Mass Comm. but was also thinking of majoring in philosophy. They mentioned that nowhere can a graduate from engineering school have that choice. One parent said “This mix is what yozbot demo3’ el nas. There are so many radicals in engineering and medicine, because there is nothing that addresses the soul and the mind outside of the scientific subjects”. They felt that this is what makes the fabric of graduates of AUC different.
   c. **Networking:** “They [AUC] make a lot of networking events versus other universities, except for GUC. In AUC they have a structured networking system.”

4) **What is your child’s most negative learning/educational experiences at AUC so far?**

   All four parents agreed that they saw the following three things: advising for the non-declared students, teaching and registration process for courses

   a. **Poor advising of the non-declared students** They had a lot to say about. They felt strongly about this. In one case, when student expressed interest in marketing as a possibility she was advised to do business (instead advising Mass Comm.) and after a few courses, they found out about “…something called Mass Comm. and IMC that has marketing. why she didn’t direct her to that? Do you see how it was wrong?”

   b. **Teaching-**
      i. The uneven quality of teaching in multi-section courses was an important issue that they feel cause negative experiences. They want more uniformity in these multi section courses the lack of which causes at
the very least a sense of “unfairness” as some teachers are not demanding and are easy graders.

ii. **Quality of teaching:** They were asking for a minimum of teaching proficiency “Kids want teachers to be good enough. Can’t be [not] talking English well, can’t be unable to explain. This is AUC, mayenfa3sh!!! This is not acceptable at AUC.” They complained about poor teachers who are tenured and recommended we talk to the SU who would have a lot to say about students’ opinion about teachers. “I understand faculty in tenure could be costing the university a lot; we are running businesses we understand. But at the end 3ala 7esab el students. We could benefit from that without ruining someone’s future.”

c. **Course registration:** They felt very strongly that the process is a very frustrating one for students but that the root cause for this is tied to the problem of uneven teaching qualifications of faculty teaching courses. When asked if they have seen a change in the registration process recently, they said “nothing has changed at all”.

5) **What is your perception of the quality of education at AUC?**

They felt that AUC was on top for a long time but that GUC is quickly catching up especially in the fields of engineering and CS. When asked by what criteria they came to this conclusion, they responded that GUC graduates have jobs before they graduated, while AUCians struggled (they were mainly focusing on engineering and CS. When Google had a branch in Egypt, one parent was privy to the information that on their list they had ranked GUC, then AUC then Ain Shams, then Cairo University. (in CS)

However they said AUC offers a lot of other unique things such as the extracurricular activities, the way they teach students to think, to be ethical – they mentioned teaching how not to plagiarize, etc.

6) **What do you suggest can be done to improve education at AUC?**

a. One parent suggested that we look at other quality programs and “imitate” them, borrow ideas from them.

b. Make sure programs are accredited and have them reviewed and updated. (They were really asking for accountability)

c. Establish relations with industry.
d. Have a look at tenure track faculty who are not performing well as teachers and try and benefit from them as researchers (this would benefit the ranking). They felt strongly that they should not be teaching if there is a problem. “We could benefit from them without ruining someone future.”

e. They wanted the university to find a solution for whoever is reported to be a bad teacher.

TFQE Student Focus Group Findings

Prepared by CLT Participants:

Aziza Ellozy, Founding Director and Professor of Practice (Chair TFQE)
Hoda Mostafa, Associate Director and Associate Professor of Practice (Facilitator TFQE)
Maha Bali, Associate Professor of Practice (Facilitator TFQE)
Azza Awwad, Manager Pedagogy and Assessment

INTRODUCTION

The primary stakeholders in AUC’s quality of education are its students. The TFQE sub-committee conducting data collection used a variety of existing data sources (NSSE AUC data as well as additional data such as Business School IPSOS study), and have designed some targeted data collection that focuses on understanding perceptions of current AUC stakeholders on quality of education at AUC. The data collection plans are as follows:

1. Student focus groups followed by survey
2. Faculty surveys
3. Chairs survey
4. Parent focus group (PA) followed by survey.

The report hereunder summarizes findings from the student focus groups conducted during October 2017, which encompassed 10 freshman students, 6 SSE senior students and 8 non-SSE senior students. These will be used to inform a student-wide survey, and surveys of chairs, faculty and parents.

CLT METHODOLOGY AND APPROACH:

Students were initially selected in a random manner by DAIR and a list was generated and weighted by school (BUS, GAPP, Undeclared, SSE, HUSS). An email was sent to all selected students through the Associate Provost for Transformative Learning and Teaching. This approach did not result in the numbers required to run the focus groups (only 3 students responded). CLT then approached the student representative on the Task Force on Quality of Education and faculty members from various departments asking them to invite students from their classes to attend the focus groups. This yielded 10 students for the freshman group, 6 and 7 students respectively for each of the SSE and Non-SSE focus groups (minimum for conducting the focus group).
Focus Group Questions

1. What is a quality education? (written; seniors only)
2. What do you think of the quality of education at AUC?
3. How would you describe/evaluate the quality of teaching you have received at AUC so far? (ask for examples of a good quality teacher/course and what it entailed)
4. Do you think you are challenged in the classroom? Can you give us some examples?
5. What do you suggest can be done to improve quality of education at AUC?

FINDINGS:

The findings can be divided into feedback on the quality of teaching at AUC, and the quality of education more broadly. The key finding across all three focus groups is that students perceive quality of education at AUC as good, but not excellent, and the quality of teaching as variable and highly dependent on the instructor. Students overall felt that, on average, around half the courses they took per semester were good quality, and that while some faculty were excellent teachers, some lacked presentation and teaching skill. Students also overall felt there was insufficient real-life application in their major courses. Importantly, students mentioned systemic problems within AUC culture, such as grade-seeking behavior and instructor favoritism towards some students. In general, students agreed that AUC facilities and extracurricular activities were good.

I. Quality of Teaching:

A. Students value and recognize good teaching and good instructors
   On average across the three focus groups, about half their courses per semester were taught by good teachers. A few, especially SSE seniors, said courses in their majors were good but core curriculum not always. Some students also shared that the quality of courses and teaching improve as they progress in their academic career.

B. Students are looking for courses that connect course content with real life - some students say this comes from internships, instructors bringing in real-life examples, others discussed field trips and similar. In their written responses to how they perceive quality of education, the majority of students emphasized relevance to real world, application. Some mentioned how some courses gave them opportunities to work with actual real-life businesses to develop their projects and how this helped them in internships. Seniors in SSE commented that faculty with strong research credentials that served their quality teaching was considered a plus, and some also mentioned how outside consulting work provided some faculty more real-life experiences to share.

C. Students said that the quality of the course offered is highly dependent on the instructor.
   They said they care more for the instructor’s teaching ability, how well the explain, prepare and organize a class, rather than their credentials. They also mentioned lack of
English proficiency in some classes, especially introductory courses; however, they felt bilingualism was valuable in some courses such as engineering, where teaching could be in English but students needed to learn key terms of the field in Arabic.

D. **Regarding teaching strategy and methods**, senior SSE students specifically commented about the endemic practice of instructors reading off PowerPoint slides and requiring rote learning and memorization. One senior (Non-SSE) student mentioned a positive learning experience where the instructor gave students the choice between interactive group work vs lecturing, and when students chose the former, the instructor did it. This student and others also appreciated having this format by default in other courses. Not many students had similar experiences.

E. **Interaction with students beyond course material.** Freshmen felt an important quality of a good teacher is that they care about students as individuals and are understanding of their circumstances. Senior non-SSE students found it important that faculty give clear feedback/grades in a timely manner and that they are accessible outside class, particularly over email. Senior SSE students felt that good teachers are those who manage to adjust the pace to student needs and are open to student questions.

F. SSE students mentioned variability in **quality of TAs** - some of whom are inaccessible due to minimal hours spent on campus.

II Quality of Education:

A. Students said they believe this is the **best university in Egypt**; some said based on experience of transferring from other universities

B. Regarding quality of education at AUC besides teaching - **students are generally satisfied with facilities and extracurricular activities.** SSE students reported that not all SSE students had the time for student clubs given workload, however, two students in the senior SSE group were very active in student clubs and associations with other students (2-3) reporting some activity; one SSE student did not participate in clubs.

C. **Grade-seeking behavior - systemic**

   a. Students seek easy graders who are not good instructors if students cannot get into a section with a good instructor OR if they need the GPA to declare. There was a consensus among students that grade-seeking was related to attaining a high pre-declaration GPA. Students were divided on the core courses, reporting that when they could get into the sections they wanted with “good” instructors they preferred that but if seats were not open in those sections they would prefer an easy grader even though they knew that the teaching would not be of good quality.

   b. Some students reported that choosing easy graders for non-major courses was more likely as major courses would affect their career and thus a good quality instructor was important.

D. **Students were unanimous on bias/favoritism amongst some instructors** - that
students recognize some instructors have favorites and students can show them interest in order to get an easier A even if they aren’t learning or working too hard. Some called it “wareeni nafsa” culture which they say is prevalent at AUC. They elaborated that this culture sometimes leads students to think that by visiting a instructor frequently in office hours or interacting with them, this would earn them a better grade.

E. Core curriculum courses: students were split on this: some found them interesting in some cases but may not always see relevance to their majors. Students admitted that sometimes they choose to take courses with easy graders and know they might end up with poor learning experiences. Others had good learning experiences, such as a student who said “The core curriculum is what really sets AUC apart”.

F. Curriculum suggestions
   a. A student mentioned that courses in public speaking were very important as part of a quality AUC education, the course offered was mentioned as being a high quality course, but often not available. Some students (particularly Non-SSE) mentioned the value of elective courses (such as film and theater) as vital character- and skill-building courses.
   b. Programmatic Issues:
      a. Marketing (IMC) curriculum does not offer enough digital marketing courses and students felt that were vital for career and a well-rounded education. Finance students also felt that content was repeated in multiple courses.
      b. Business students reported lack of course offerings every semester that would allow them to choose courses within their concentrations. Some courses are not offered every semester leading to some concentrations being unattainable when a student is registering for courses.
      c. Most seniors felt internships should be a requirement for graduation. Multiple internships before graduation will be very useful.

G. Disconnection in curriculum
   • Within a course: some students said they had Sci 120 instructors for example who did not connect the class to the GL and that the GL was of little value.
   • Misalignment among multisection courses was reported by most students, this was problematic in gateway pre-declaration courses.

H. SSE students mentioned they would like their voices (what they write in student evaluations of teaching) to be heard - to know what the chair does when they evaluated a instructor poorly. One student reported that an entire class decided to take action by giving a instructor who they saw as ineffective, a low evaluation score (1) to see what the department would do (SSE). According to the student reporting this, nothing was done. There was a consensus among students that student evaluation of teaching as it stands is ineffective and that they do not feel their opinion matters.
I. SSE students **asked for more focus groups such as this** so faculty can get their teaching; more peer assessment of faculty (I think they mean observations of their teaching); and that instructors who perform poorly on something in evaluations receive training or such on it. Students requested more focus groups and opportunities to share feedback about the quality of teaching in their departments. They also recognized the value of identifying instructors that needed professional development and offering that to them in order to improve.

J. **Some students requested that new teachers get observed by peers**

**RECOMMENDATIONS**

- Improve processes of teaching quality assessment to better support departments/faculty to enhance quality teaching (departments + CLT)
- Improve support processes for teachers who aren’t doing well? (CLT role?)
- Reform systemic issues unconnected to particular teachers but within our culture - hold fora involving students and faculty to discuss?
APPENDIX 4
Survey Questions
Quality of Education - Student Survey

Dear Student,

This survey is conducted as part of the efforts of the Provost's Task force on Quality of Education at AUC. The focus is on your undergraduate education. The data collected will be combined with results of faculty and parent surveys, and student focus groups, in order to form a holistic picture of where AUC currently stands on various dimensions of quality of education from the viewpoint of various stakeholders. Your responses are anonymous and will be used in aggregate form. Your feedback as students is very important. We hope you will be candid and objective in your feedback.

This survey is intended only for undergraduate students.

We expect this survey to take less than 15 minutes. Thank you in advance for your time and attention.

If you have any questions or concerns about this survey, please email clt@aucegypt.edu

* 1. What is your standing?
   - ☐ ELI or ENGL 0210
   - ☐ Freshman
   - ☐ Sophomore
   - ☐ Junior
   - ☐ Senior
   - ☐ Graduating Senior

* 2. What is your major? (If you are a double major, please select one from the list, and include the other in the comment field below)

If double major or other (please specify second major or other)

* 3. How would you define a good quality education?

* 4. How important are each of these factors in influencing the quality of education at AUC & how would you rate its quality at AUC? Note: If you're taking the survey off your phone, you may need to scroll to view this question properly.

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<th>Importance</th>
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<td>Course content of</td>
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<td>major courses</td>
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<td>Course content of</td>
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<td>core and non-major</td>
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<td>Liberal arts education</td>
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<td>Opportunities to enhance research skills</td>
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<td>Quality of Library</td>
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<td>Extra-curricular activities</td>
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<td>Instructor credentials, including research</td>
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<td>Instructor teaching ability</td>
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<td>Exposure to international faculty</td>
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<td>Exposure to real life applications and life skills</td>
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<td>Opportunities to learn to think critically</td>
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<td>Opportunities to enhance writing skills</td>
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<td>Interaction with the community outside AUC</td>
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<td>Diversity of student population and experience</td>
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<td>Campus facilities and student support services</td>
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<td>Academic advising</td>
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<td>Registration of courses</td>
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<td>Classroom &amp; lab facilities and IT infrastructure</td>
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<td>Career preparation (including quality of internships offered through AUC)</td>
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5. Which of the following would you rank as the top 3 factors influencing the quality of education at AUC?

- Liberal arts education & core curriculum course content
- Content of major courses
- Quality of teaching
- Learning transferable skills (e.g. research, writing, critical thinking)
- AUC academic support (e.g. libraries, classrooms, labs)
- Exposure to diversity (e.g. of faculty, of student body)
- Exposure to real-life experiences (including career preparation and extracurricular activities)
- Advising and registration
- Quality of faculty research
- Other (please specify)

6. For each of the following factors, how important do you consider them as part of quality of teaching, and how often are you exposed to them at AUC? Note: If you're taking the survey off your phone, you may need to scroll to view this question properly.

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<th>Importance</th>
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<td>Clarity of teacher explanation</td>
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<td>Effective ways of presenting course material (e.g. videos, text, images)</td>
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<td>English language proficiency</td>
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<td>Use of real-life applications as examples in class</td>
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<td>Choice of good quality course materials</td>
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<td>Use of in-class discussions, debates, etc.</td>
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<td>In-class group activities</td>
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<td>Group projects</td>
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<td>Opportunities for students to apply their learning in real-life contexts (e.g. with industry, or simulations of real-life contexts)</td>
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<td>Teaching for understanding beyond memorization</td>
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<td>Promoting critical thinking</td>
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<td>Caring about students and their circumstances/needs outside the classroom</td>
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<td>Teachers providing career mentoring</td>
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<td>Faculty member’s accessibility (via email, office hours) and responsiveness</td>
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<td>Fairness of grading</td>
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<td>Challenging students beyond their comfort zone</td>
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<td>Timeliness of feedback on submitted work</td>
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<td>Quality of feedback on submitted work</td>
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<td>Variety of methods of assessment (e.g., not all exams/written papers)</td>
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<td>Addressing student diversity within assessments (e.g., to pursue topics of interest, express themselves in different ways)</td>
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<td>Opportunities to interact with people across the globe (e.g., via video conferencing or social media in a course)</td>
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<td>Other (please specify):</td>
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7. What are the top 3 factors that influence the quality of teaching at AUC?
- Teacher preparation, explanation and presentation
- Teacher accessibility and care for students beyond the classroom
- Real-life application
- Interaction between students via discussions and/or group work
- Variety of assessment methods and topic choices
- Quality and timeliness of feedback and fairness of grading
- Challenging students and encouraging critical thinking
- Other (please specify):

8. To what extent have your courses so far challenged you to do your best work?
- All the time
- Most of the time
- Some of the time
- Rarely
- Never

9. On average, how many courses per semester would you consider high quality courses?
- None
- One
- Two
- Three
- Four
- Five or more

10. How often do you feel that end-of-semester student evaluations of courses make a difference in the quality of teaching you receive at AUC?
- All the time
- Most of the time
- Some of the time
- Rarely
- Never
- I don’t usually fill student evaluations
- Don’t know

11. Overall, how would you rate the quality of teaching at AUC?
- Excellent
- Very good
- Good
- Satisfactory
- Poor
- Very Poor
- Unanswered
12. In your opinion, how can AUC improve the quality of teaching it offers?

13. Overall, how would you rate the quality of education at AUC (including liberal education, extracurriculars, facilities, not just teaching)?

   - Excellent
   - Very good
   - Good
   - Satisfactory
   - Poor
   - Very Poor
   - Unanswered

14. In your opinion, how can AUC improve the quality of education it offers (other than teaching)?

15. If you have other comments, please write them in the box below.
Open Ended and Other Responses from the Student Survey

Q3: How would you define a good quality education?

- Flexibility
- Activities
- To be able to deal with anything
- Creative thinking and ideas
- An education that helps you understand your surroundings, consider other people's perspectives, and helps us in your work later
- Implementable in career, relevant to country as well as international scene
- Depends on quality of Faculty
- Education that is challenging and makes us learn something new in an interesting way, but not to the point of extreme stress from the work load.
- That I love what I am studying and suffering for
- Persistence and dedication
- An education that stimulates our thinking and engages us in activities
- High qualified professors and perfect place or environment around you
- "Getting the student to deeply understand the material taught while seeing their applications in real life.
- Producing a student who can use software not being replaced by them.
- Qualifying students with different skills to get the best of their studies."
- Useful curricula that would be used in the real practical life
- Depends on understanding that memorizing
- Encourages to seek knowledge more than grades
- Useful in real life
- As much I put (mental and physical) effort, my work is appreciated"
- Consistency in the learning process of the content and ability to explore and apply knowledge outside the classroom
- Good quality education is actually having a state of the art curriculum. Top notch professors who inspire us and push us to explore.
- Explaining the concept clearly and helping us to carry it out not just explaining and leaving us lost
- An education in which everyone finishes a course totally understanding the material.
- Education that gives you the best technical skills and is always updated
- Professor and student dedication, class engagement, having my brain hurt from thinking
- Courses up too Ivy League standards, capable professors
- Good, experienced and easygoing professors who work professionally rather than just grading students on whether they like them or not. Practical means of learning and application on theories taught in each course. Field trips and more class activities.
- "To me, it has a lot to do with the professors themselves and not the factors "surrounding" the education process. Credentials are important, but they're not as important as the ability to deliver information to students.
- Proper course design.
- Good quality education enables its graduates to think critically in order to know exactly what is required. In other words, our solutions should be direct and concise.
- There are many more factors, but it's difficult to generalize because it also depends on the major.
- It's the education that will equally provide facilities to all students which will enable them to be economically productive and know how they will be able to enhance their well-being and their society
- An education that encourages critical thinking and challenges ones creativity, expands the mind's horizon
- It's when I have a fair grade policy, enough time to study before finals not just ONE study day, teacher assistants available for office hours and most important professors who are good enough and well trained on how to simplify the information to students
- A good quality education is one that empowers students by giving them the knowledge and skills needed for them to excel and be proactive and have in impact on the world. An education that develop students and provides them with up to date tools for exploration and self-learning.
- One that promotes critical thinking and provides the students with opportunities to apply their knowledge to real world applications
- A good faculty that provides quality education and information
- Education that encourage students to understand not memorize
- An education that is both fair and applicable. Does not spoon feed, allows freedom of thought
- An education that make me ready to compete with graduates of other us universities and get jobs in leading international companies.
- One that offers everything to develop and prepare the student for his future and does what it takes to support the student
- Good quality of courses and different variety
- Learning something
- Learning new things
- Implementation of what I learn"
- "Fair, equal chances for all students
- Well qualified professors and teaching assistants"
- Challenging & linked to the job market
- Teaching information that is actually useful, interesting in a way that makes me want to listen.
- Encouraging the students to learn not to memorize, tackling real life situations.
- Good quality education is defined by the quality of students' efforts and interest in their work during and beyond their academic years.
- An integrated system which has the latest teaching technologies and approved curriculum at its core. Together with freedom of expression, personality construction aid and no limits/restriction for innovation.
- A good quality education is one that is not bias by any means. One that allows interaction and practical works and also one that includes mutual respect from the Professor and student.
- Having qualified professors who can speak proper English and engage students with good quality material that stimulate thinking.
- When it is multidemensional
- One that sufficiently educates its students and prepares them for life.
- An education that challenges students and make them exert effort outside class to reach the class goal
- Students actually learning
- Variety of activity
Not only academic learning but practical one as well"
- Teachers who are able to teach you beyond the curriculum and help you think outside the box
- Good teachers
- Helpful teachers
- Good and safe working environment
- Successful grades"
- An education in which learning is far more important than acquiring high grades.
- Education that equips most students graduating with learning and experience necessary for work and life
- A good quality education is that one that teaches you something to use in life, it gives skills and abilities to cope with the outside world
- The education that I can apply in real life
- high quality
- Doctors who really care about the education and put real effort into making sure their students understand the material. Also, having up-to-date equipment for labs and activities outside the class.
- Interaction between students and professors, lots of activities, real life applications
- A good quality education is one that help one widen their horizons
- Very nice education
- The professor explained the class very well and I didn’t need to go back and watch a video to understand more.
- The kind of education that would help me advance in my career field and fulfill my intellectual needs
- One that provides me with the necessary knowledge to be able to apply it in my career, while forming an identity to myself
- Making you very well prepared for work life after university, not just cramming everything you know on a test without actually growing from each course
- Where learning is not only assignments and lectures but also experiences
- A good quality education would compromise of classes that are engaging to the students and professors that are motivated to teach their classes
- By having students learn through creative, practical and new ways...
- There should be very good professors meaning, professors with PhD or masters degree. Also there should be improvement in the system of education, how they teach and the material used must be clear.
- That produces good job candidates
- A system where the education is understandable. It is organized and beneficial.
- Practical work good dr
- A good quality education is an education that offers you more than just basic knowledge, a good education offers you knowledge that helps shape your personality
- An education that helps personal development
- One where the things you learn will help you in life after university
- The education system which encourages the students ability to think and apply what they learn in the practical life instead of memorizing
- Learning useful material for work
- Average
- An education that stimulates my mind, one that encourages me to want more.
- I am able to be engaged and remember the information after the exam because it was useful
- Education that focuses more the students learning the material rather making them desperate to get good grades.
- A combination between good analytical overview on different topics while being able to use logic to prove or disprove points. That's the end goal of good quality education
- Learning the material fully in a way that you won't forget it late
- Professors who can translate their knowledge to students effectively.
- An education that provides a hands on experience
- Good explanation with suitable workload and assessments
- Fair delivery of the subjects content while breaking from the traditional giving/ reading out the lecture and leaving without ensuring that the info has sunk in to all students.
- Provides thorough understanding of the material and cultivates my ability to teach myself outside the classroom. Expose's me to ideas and concepts I wouldn't have reached otherwise.
- Professors can teach knowledge that resembles Real Life not just professors asking students to memorize outdated books that have no use in Real Life like what happens at most of my courses at AUC
- Well explained concepts without boring attitude or topics
- An education that shapes minds capable of critical thinking.
- One that focuses on understanding and not memorization
- Student and professor interaction and feedback
- Fairness
- The education that challenges you
- Blended education
- Learning concepts, being able to criticize them if needed and knowing how to apply them
- An education that helps me grow, think independently and be creative
- One that helps you understand the material and apply it in a an educative manner
- One that is not based on memorizing and students would actually benefit from in their daily lives.
- Good professors with high quality and a well-qualified curriculum
- You learn before getting grades
- With great doctors and workshops
- Good, fair doctors that explain their subjects well and a good content of knowledge
- When I actually learn something that will help me in my life. When I have the freedom to learn and apply anything without fear.
- An education that makes a student want to learn more and teaches the student to love what they're studying.
- When the person you came in the university is not the same as when you came out
- I believe good quality education is when I do not need to take private lessons to help me understand some course, which is not interesting to me yet it is required as a part of the architecture program. It is from which I gain knowledge I can apply to my life now not to be told that I would use what I am learning now after I graduate or maybe I would not. Even if I would use it later, would my memory keep it tell then?! For instance, I am taking two courses this semester which I do not find any beneficial, one in which I am taking external private lessons because I do not understand anything from the instructor and it is not my personal opinion only but my colleagues' as well. The other course, I do not know when or where I would be applying what I learnt from it.
- Challenging and developing. Helps you grow
- Understanding the topic from different aspects.
- A variety of course choice, and not courses just related to one's major. Professors just assess or conceptual and analytical understanding, and not our ability to memorize.
- One that tries its best to be objective and provide stances from different perspectives.
- An education that prepares you for life after graduation
- Thorough explanation of material included
- A good quality education is one that inspires the student to delve into a particular area of interest, by being forced to think critically and offering him/her a hands-on experience.
- Helping students understand how to apply the things they take in real life
- The education that prepares us as a student to the real world business. Combined with the channel that help us attain promising jobs. Moreover, facilities and technology when needed to improve and develop the process overall.
- Education that is engaging and builds the mind and the character through practical work.
- Excellent professors and fair grades
- Challenging courses that forces you to think.
- One that teaches detailed material (i.e. not easily achieved from online surfing), challenges students, and urges them to think and criticize.
- One that provides students with skills that help them develop their personalities, thinking and future careers
- An interdisciplinary educational environment where acquired knowledge is challenging, elicits critical thinking and analysis and makes you well-equipped and well-rounded to excel in both the social and professional life.
- Good quality education ensures that all students come out of a semester with new sets of skills that can further enhance their career and life rather than focusing on how to pass an exam and get a good GPA which from my short experience have proved to be terrible measurement of intelligence and understanding
- An education that's not essentially based on memorization or following instructions blindly. An education that promotes self-expression and ideas communication; up-to-date with the latest methods used at top universities; actually relevant to the nature of the 21st century world and the market demands. "Qualified professors who are aware of the modern effective teaching methods, who encourage and support the student to understand the topic not just explain it, who are not too old to communicate effectively with youth, and who apply fair evaluation criteria". 
- An education that is not based on grades
- A well-rounded education that exposes a student to practical sciences. An education that stresses on the importance of self-learning, independence, character and practical experience, rather than rely on theoretical knowledge. It is an education that is truly tailored to each individual, and takes the individual's capabilities into consideration.
- A good quality education is one that provide students with all the new information and helps them to implement what they are learning.
- Good professors that make you understand the subject clearly and a fair grader
- Depends only on the professor, there is no system every faculty member has their own system, you have to check more than once for any info.
- A teacher that can make an uninteresting topic fun and interesting to learn
- Practical education
- An education system that teaches students how to reach conclusions effectively and how to communicate with people and to be able to find a middle ground in regards to one's decision making process one goes through in their intended major. as well as the ability of students to grasp all the information required to reach an effective decision in business making.
- Very good
- Critical thinking, leaning something new, not feel that the course is a waste
- Deteriorating
- One that enriches rather than limits the intellectual and affective growth of its students.
- An education that tries as much as possible to teach as skills like how to be creative, sociable, presentable, how to write, involve us in the working environment as much as possible to grasp knowledge of how real life works. Critical thinking and philosophical thinking, interesting concepts of life, and question life
- An education that allows all students who have different learning styles, to engage and critically think of content taught.
- When I learn something new
- Good professors and Curriculum
- One that is intellectually stimulating and prepares one to begin down his/her career path
- Education that is based on experimental work in different fields, instead than just studying from text books and solve past exams
- A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

- one that gives all kinds of knowledge and different useful skills while maintaining students’ wellbeing

- Based on the knowledge given and delivery of the information

- An education that helps students understand the content not only make them suffer from a high workload or loads of assignments

- Varying, some teachers and courses are inspiring and useful while other courses are terrible.

- Being followed up closely and education of relevance.

- Easy to understand material, exam and assignments are relevant to the course and relatable to what was taken and doctor knows what he is teaching.

- One that affects the way I think and act on a daily basis. Not one where all I have to do is memorize

- Challenging your thoughts

- Education that allows one to think critically and go deep in the analysis to come up with

- "Correct" information that helps in further research."

- Education where I learn how to think of a solution not how to solve it.

- An education were we lean to implement our knowledge and solve problems based on what we learned. Not just give back information. A good education must also be flexible enough to suit anyone. No "Railway-Education".

- Good quality education is based on how the university teaches students to think critically towards everything.

- Teaches me something new, not repetitive, challenges my thinking

- Consistent and thorough. Allows us to compete internationally. With professors who care both about the subject itself and the students' deeper understanding of it.

- Efficient information

- Informative, emphasis critical thinking, can be related to real life

- Well-rounded and objective

- One that enriches the mind and helps in thinking outside of the box

- Helpful doctors

- Motivation
- Good teaching techniques, not just giving assignments
- Classes are well constructed with coherent goals and a clear understanding of the level the students are currently in as to not overwhelm them with numerous obligations that they are not qualified to achieve yet. Sources and materials needed to construct tasks are easily accessible and available. Professors are qualified for teaching and are currently practicing their selective profession alongside their teaching responsibilities, they can direct and teach the students in an effective manner as to be capable of presenting and guiding the students to attain the most useful skills possible.
- A good quality education is when I still remember the things I learned and use them in my career after graduation
- An education that broadens one’s horizon and doesn’t enforce any ideologies
- Ability to expand at will as well as being guided by professionals at the subject through study, practice and application.
- By having top facilities and good professors who can make the info or content understandable to the student, not every doctor is able to teach.
- Results in students with good understanding of material and experience
- An education which results with comprehending most (not necessarily all) of the material studied. A quality education is one that enables the student to succeed in applying what he has learned, because after all, life is an application of science.
- Successful transmission of a skillset that will prepare them to succeed in their intended job but also in their life as a whole.
- A good quality education is one that challenges the student's intellectual capabilities practically as much as it does theoretically.
- One which promotes critical thinking over memorizing
- One which really lets you understand the ins and outs of something, one which teaches you how to think instead of just let you know some hard facts, and one which utilizes your talents as a unique person, which are definitely different, and which are definitely not restricted to the traditional “intelligent and knows how to study” thing. This last point, bringing about your unique talents you’re blessed with to society is particularly absent and lacking in most education
- Learning the concepts, applying them, and exploring different things as well
- Excellent
- Interesting courses that would actually benefit us in the real world and not just for assignments purposes.
- A student that graduates with the ability to adapt according to the market.
- Teaching students How to learn not how to take an exam"
- Stimulating, thought-provoking theory, followed by practical application
- Course materials are rich with a high level of intertextuality
- Active encouragement of critical thinking.
- A knowledgeable professor who is able to effectively communicate that knowledge."
- One that doesn't require a person to memorize or to seek only one correct answer but rather to come up with your own reasoning and steps that made you reach this solution and one that lets you express your views freely and to be creative. Basically not to just follow suit of traditional learning but to be constantly innovative and to be creative and bold enough.
- Good quality education is one where students are challenged to go beyond what the professor is teaching. It is an education where students are expected to develop skills that will help them in their daily life as well as their career. It is also an education that provides students with a realistic understanding of what they could do with what they are studying and constantly reminding them of the purpose of what they are doing and why they are asked to do it. Not only that, good quality education evaluates students based on certain clear criteria (ones including the expected skills they need to develop). Meaning that students are not defined by simply a number or letter grade but rather something much greater than that.
- One which capitalizes on the value of theoretical and how to apply them. But an education of excellent quality would go beyond that and develop methods and programs that foster the creativity and flexibility in students. The final goal of education isn't to prepare graduates who can accomplish what has already been accomplished but to produce the characters capable of advancing our current knowledge
- One that is not running for profit but rather for student's benefits and development
- Accomplishes what it claims to offer. In my case, a good quality education should allow me to become a professional engineer in my field, with the ability and skills necessary to pursue graduate studies if I want to pursue a more research-oriented career
- An education that provides a hands on experience without entirely focusing on factual concepts
A good education system, where the professors know how to teach everything and how to make you understand a concept the easiest way there is in order for you to be able to grasp several concepts. Professors need to explain in a good way, so that students don’t have to memorize but to only understand which is easier.

- Good environment
- Good coherent relationship between teachers and students, availability of teachers in their offices, diverse teaching methods
- Good environment, good professors, providing the necessary equipment for students.
- A good quality of education is one that challenges a student to increase their understanding of a subject and their understanding of the application of the subject in the real world.
- Receiving the quality of Education you pay for.
- One that helps students grow both educationally and mentally
- To be qualified for the job market. No differences between what I learn vs. what happens actually in the industry.
- Education that is focused on really teaching the students something and not grade oriented.
- Good professors who care about their students and have the capability to teach. Courses that do not have misleading course descriptions. Relevant courses required. Suitable environment for this education.
- It’s an education in which you can use to apply in your daily life not memorize things and write them down in an exam. Being able to understand things and think critically.
- One that stimulates critical thinking and prepares students for the job market.
- When I feel that I’m getting an education worth the money I am paying.
- A well-rounded education which provides students with up to date knowledge and places them in a top category in the competitive world.
- A comprehensive system which strikes a balance between all areas of development.
- Good professors that know how to teach and convey message to students and good program and several majors.
- Great doctors explaining materials in a way of understanding not just memorizing. Also, reasonable work load which will make the students exposed to what they will need in their future career.
- One that challenges me, pushes me beyond passive internalizing of information, and offers me the opportunity to be critical and creative. Part and parcel of this is a course structure.
that is rigorous and relevant to my interests, and a faculty that is trained in helping me reach these goals.

- One where I am provided with an atmosphere that is conducive to critical thinking, one that advocates academic freedom. One where I am placed in classes that are engaged, and not merely under the banner of the CORE curriculum, where social science students are bombarded by swathes of uninterested engineers, business students, and mass communication students. One that provides me with the tools to critique and to think independently, as well as provide me with the necessary foundations and frameworks to do so. One that is offered by qualified instructors who are genuinely interested in the fields they instruct, and are always gauged to teach and help students achieve and learn.

- Excellent
- Learning experience
- On hand experience
- Community & environment
- Doctors
- Curriculum
- Extracurricular activities
- An education which focuses on learning concepts rather than memorizing and/or learning the exam style, you are encouraged to learn for the sack of learning rather than encouraged to learn how to get grades
- An education where you are encouraged inside and outside the classroom to explore and have opportunities to innovate. And having good quality professors with a lot of experience to pass on their knowledge, inspire student innovation and guide them through the process
- Having good student to professor’s ratio.
- Applying what we study in practical way not just studying theories as we do in engineering and small practical applications. material and curricula should be regularly updated we are still studying outdated material that no one uses today like having electric and hybrid engines and we are still studying internal combustion engines at least for cars internal combustion engines will not exist in the near future. Almost no field trips for engineers in mechanical engineering however architecture and construction engineering do a lot. one last thing, we do the thing you call advising to know the estimated number of students taking courses so when you have about 60 students taking same course and you just make one
class with capacity of 30 and they have to wait till first day of the semester with only having
1 course registered in their major and waiting to see what the useless department will do to
accommodate the rest of the students and their courses then that's not a UNIVERSITY nor
an educational institute and I have to go for a week every day skipping classes to literally
fight for a place in a class then this is completely intolerant."

- Tells u how to think not what to think, is accredited, has world renowned professors who
  are experts in their field, and is unique in comparison to other institutions
- Good professors, Good curriculum and organization.
- Education that enforces critical thinking and impose students to new information
- One that challenges a student's intelligence (capacity to learn new things) and enriches it.
  One that analyzes existing practices within fields of study and doesn't merely reiterate them
  or build on them.
- An education that helps you to understand thoroughly what you study, and provides hands
  on experience to better your understanding. Also, it should not have the aim of getting good
  grades and how to solve an exam yet, it should aim to educate you on how what you study
  will be implemented in reality.
- Does not depend mainly on exams, learn and relate to real life, has lots of activities and
  experiments, time is not wasted, classes are not cancelled, has a small percentage of theory
  and the rest is based on understanding and relating to real life. Never get into a lecture or
  class and say I could not understand a word or this won't benefit me in real life.
- Providing the highest level of knowledge and skills through professional, high quality faculty
  and environment
- It is fine. depend on the courses, the professors
- A good quality of education would be one that is useful and beneficial to the students and
  has an impact on them and prepares them for the future with tools that they will use in their
  careers.
- A good quality education is one that stimulates people's minds, makes them grow, and
  affects who they are as people.
- Well educated professors and faculty who are competent and well trained in teaching as
  well as a cultivating environment for research and development.
- String and rigorous content-wise, with a solid, communitarian and moral pedagogical
  philosophy backing it up, creating a learning environment and a solid arisyic community that
inspires revolutionary social change, that doesn't pay lip services to current regimes of power, that doesn’t cozy up to them, that doesn't commodify the educational experience and therefore result in alienation and exclusion for students amongst themselves, the other community constituents, and society at large.

- Where you learn something every day while being engaged and empowered.
- Education that helps me understand things and how to apply it in real life and not just putting it in the exam and forgetting what i took after that.
- To them quality education consists of a strong syllabus, teachers willing to give their all and strictness.
- To be fully prepared for the work life and have enough knowledge in the field.
- Education that could be passed down completely via the student.
- "Fair.
- Beneficial"

- Good academic syllabus covered, practical application of what we learn, courses should be engaging and fun.
- A widespread, holistic educational experience is one that integrates various strands from the discipline, including non-Eurocentric views and theories that take into consideration the context we live in. A good quality education should be one where the students are taught to engage critically and reflexively with the professor instead of following a strict textbook-oriented syllabus.
- One that pushes you to know your limits, enjoyable, and creative.
- An education that focuses on and prioritize learning rather than obtaining the highest GPA or getting the highest grades.
- High caliber professors, high quality content and substance and enjoyable.
- Provides real life applications for each piece of knowledge it addresses.
- 2. Straight to the practical purposes with as limited theoretical exposition as possible.
- 3. Strict when it comes to deadlines and attendance.
- 4. Approachable teaching staff.
- 5. Nonprofitable"
- One that teaches topics connecting it to the real world.
- "Good quality education is to me means..."
- 1. Good explaining the materials from professors in new ways not be boring and the professors have to be good in explanation whatever the certificates he has.
- 2. And, without a lot of exams like 5 quizzes, 3 midterms and a final exam. It does not need an exam to test my understanding but a lot of projects will be helpful.
- 4. Attendance not graded or have any bonuses because I delayed once by one minutes for 4 classes and the professor deducted 2% because of 1 minutes!!!
- 5. Good quality education relates the materials of the subject to the real life experience or the career. For example, if i am a engineering student, I must exposed to engineering projects cites coordinating with companies.
- 6. Good quality education does not need to push every final in one week. The last year i took 4 finals in consecutive 2 days which was a nightmare to me.
- 7. Good education needs to focus more about giving more scholarships to students without making the university is a place for business as it affects the attitude of students when they come to AUC.
- 7. Good education makes its graduated student are very good and excellent in their fields.
- 8. It also allows a lot of opportunities to go abroad and makes a partnership with high ranked universities in all fields. For example, the list of universities in this year has only one engineering exchange opportunity in Turkey which is dangerous place for Egyptians. And there are no opportunities else for us. ?"
- "Highly qualified Teachers
- Modern Research Facilities
- Updated Teaching Methods"
- An education where I actually get good use of what I learn, not only taking loads of exams and have 6 days of comprehensive finals where my effort of the whole semester may easily be blown away.
- "Good professors teaching world class courses that meet certain objectives that will enhance my knowledge later on in my career
- Good professors, facilities, opportunity to learn and develop, extracurricular activities
- Being able to actually enjoy the material you’re learning while developing passion for your major in a less stressful environment
- One that inspires me and unleashes my potential
- An education that combines practical academic theory with useful practice, in addition to culturally and mentally enriching opportunities both within and without the chosen field of study to expand on one's horizons and learn more about one's potential and talents, as well as being exposed to other ideas in a respectful environment that encourages but does not force students to step out of their comfort zone.

- Education that impacts my knowledge beyond the classroom.

- A good quality education includes well educated professors that know and understand HOW to teach. Most of the professors have PHDS and Masters degrees but are incapable of teaching. They lack quality, skills, and some but not all, class. Not anybody can be a professor they need to acquire a set of skills that allows them to teach beyond memorizing.

- Good explanation of material with practical applications and a room for critical thinking

- Challenging; appropriate workload; relies on critical thinking rather than memorization.

- Well profound education with relevant and enjoyable tasks

- Where students no just learn but also participate. as a mechanical engineer, I mean going to factories, labs,..

- An education that depend on understanding rather than memorizing. Also with exams that challenge students.

- Education based on critical thinking not memorization.

- Professional professors.

- as a graphic design student, I think we need more skilled professors.

- MORE Facilities"

- An education that touches on all aspects of knowledge as well as physical, moral, values, and all disciplines. it is one that gives a deep insight for all these aspects and not just merely introduce them to the students

- Where the return on tuition fees is effective and efficient.

- You know you enjoyed a good education when you leave school with more questions than you started with.

- Education that helps in our everyday life. To make it better! And that lets us have a better quality of thinking, using different perspectives!

- When the doctor can deliver the material not just say it

- One that sparks curiosity and a willingness to go on
- An education that prepares you to all the works in your field and widens your critical thinking skills and problem solving skills
- It's good
- Education that combines practical and theoretical aspects together
- Education that creates a desire in me to learn

Q4: How important are each of these factors in influencing the quality of education at AUC & how would you rate its quality at AUC? Note: If you're taking the survey off your phone, you may need to scroll to view this question properly.

(entered manually; student missed last question because it was on a new page)

- What you're generally offered versus the money you are forced to pay. Very Important, poor. Everything used to so much better 2 semesters ago. The fees are increasing and the quality of everything is going downhill, the professors, the internet which often does not work anymore, the classes at the gym which now cost money even though they were free, and the cleanliness of the bathrooms which are so much worse this semester.
- Student supporting administration Poor
- Many of the fields for quality here I evaluated upon my performance major in specific.
- Facilities in the PVA such as self-serve printers (or printing centers available 24/7), a study lounge, easy access to needed tools, lockers and easy/close access to food and beverages (such as coffee or snacks similar to quick's goods; quick is too far from PVA especially when students have back to back classes) are needed or lacking
- Most of the instructors are really excellent, few however are not that good (but they are not really bad).
- Number of students enrolled in a course should be fewer than 40
- Most of the factors having a "good" standing are due to extremes. Some are excellent professors and excellent courses, but there are also very poor professors and practically useless courses
- I am very disappointed in how none of these questions speak to the social and moral responsibilities of a liberal arts education. The whole civic aspect of the liberal arts education, which is THE main pillar, aspects supposedly featured in the mission statement, is completely overlooked in your formulation of questions that reflect how aspects good quality education is measured. This absence is the main and fundamental problem behind
the failures of this institution, and how it currently stands as a bastion of brute capitalism, political and social apathy, and classism. All of these ailments that plague Egypt, this institution, and the relations it reproduces within it, are part of and complicit in these plagues.

- All of these judgments are based on my first semester here and compared to the German system, from my point of view
- Availability of these courses
- Security Important Very Good
- Answers are in the context of the math major
- Not ignoring bad student evaluations of a professor just because of his/her credentials or because you can't find an alternative
- Some professors are extremely biased towards some students in particular (because they are sons/daughters of other professors/very important men in the country) and that affects fairness and equal opportunities for the students. I have greatly touched that in the architecture department.

Q5: Which of the following would you rank as the top 3 factors influencing the quality of education at AUC?

- Nothing from the above
- History Department Doctors
- International reputation
- The administration's consistent limiting of student freedoms of assembly, expression, and movement.
- Architecture Labs are ancient!!!!!!!
- I was amazed during my first semester but when i went to summer abroad a couple of times I learned that we don't receive the proper education.
- I have selected the lacking elements. Content of curricula is lacking and simplified to meet mediocre, C student levels. Advising does NOT prepare students with a full picture of their academic career and only offers quick fixes, often leading to overlooked courses and the need to stay extra semesters.
- And these are all for the wrong reasons: 1) the transferrable skills are not critical thinking and research, it's those empty indicators that the corporate HR management likes to hear
(team work, leadership, and time management skills). 2) exposure to real life experience only in the sense of career advancement and specific vocational training. Again nothing to do with the civic and social missions of a liberal arts education. 3) Quality faculty research only in as much as that makes the institution look respectable in the eyes of donors and accreditation review boards.

- I don’t know
- Facilities
- You can’t ask that question apparently because they are equally important. If we values some factors above others, the quality of education will get even worse. so whoever has put or will read this survey should change his mindset of how the quality of education in AUC can be elevated

**Q6: For each of the following factors, how important do you consider them as part of quality of teaching, and how often are you exposed to them at AUC?**

*Note: If you’re taking the survey off your phone, you may need to scroll to view this question properly.*

**Importance**

E(responses on second column edited because were noted incorrectly as E (excellent), P (poor) so I did P = few courses, E = all courses, etc. Last few questions the student had X so I considered that N/A and No courses

- To be honest I think too many professors use PowerPoint presentation as the only mean to give knowledge. When it comes to engineering courses I would much prefer the professor to actually write on the board instead of explaining things on a slide show.
- No
- Again the same concern as my previous comment
- Most of the teachers focus only on our grades and not our understanding, they even sometimes make fun of those who ask which discourages ask from asking. Also, they are very relaxed in the beginning of the semester (they don't give many assignments, quizzes, etc) and at the end the semester they ALL give a lot of things in very short time.
- Strictness Important Few Course exposure

**Q7: What are the top 3 factors that influence the quality of teaching at AUC?**

- Proficiency in English Language
- All of them suck in fact, at least in Meng department  
- Teacher personalities 
- Honestly it's none of the above. The quality of teaching at AUC in most of my classes was really poor. I just had to pick them to submit the survey.  
- In architecture department almost none of the above applies  
- I honestly think this semester, AUC is doing poorly in all the fields i just checked them for submission  
- His ability to deliver the content  
- All mentioned above exist on a moderate level  
- If quality of curriculum is lacking, quality of teaching will be pointless.  
- Teacher experience including but not limited to education and training level, research, life experience etc  
- I don't know  
- Approachability  

Q12: In your opinion, how can AUC improve the quality of teaching it offers?  

- By letting the student choose what they want to study (declaration) as I needed to be an architect and now I'm targeting mass communication  
- Real life examples  
- Better recruitment of capable professors and availability of courses  
- Renewing Faculty, and impose better assessments for them  
- Instructors should provide more feedback on our papers and projects; their feedback is rarely sufficient. More teacher's assistants should be present and they should engage more with the students. The 2 TAs I have for 2 of my courses this semester just take the attendance... We sometimes really need the extra help.  
- More than 5 repeat forms  
- Make sure that the professors actually care about their jobs and do their best in the classroom and if they're effective teachers or not  
- Get qualified professors because some of then they don't even care if we understand the concept or not they just teach  
- Focusing on understanding not memorization and grading.  
- Choosing professors who are interested in the topic."
- Focus on the quality of education
- Put an excellent criteria for choosing the professors (English must be a must)
- Fair grading system for courses; to clear arguments between student and professor regarding answers and grades
- Fairness in the declaration and registration issue
- Have grading rubrics rather than vague grading requirements. A lot of the time students may complete assignments not knowing what they are being graded on other than vaguely the content of the paper. Also, more diversity needed.
- Actually make sure that professors know how to teach and deliver information to students. Make sure that professors can speak fluent English, considering the fact that we're an American university.
- Decrease the workload especially in mechanical engineering
- Focus more on the mistakes done by students during assessments and explaining their concepts again.
- Id recommend choosing professors in their ability to teach. Checking up on their curricula making sure it is updated and equal to those of other prominent universities.
- Assess each professor to certain standards, if you don't already do so! Some teachers are very smart and carry a lot of knowledge but are simply not eligible for teaching.
- Many professors lack fairness and ability to properly teach beyond memorisation. There should be a system monitoring how teachers are interacting with their students in order to avoid unfairness and make sure they're connecting outside the classroom.
- By constantly reviewing course outlines
- The university should be monitoring professor's grades and professors are interacting with students, as some teachers are unfairly distributing grades.
- Have good faculty members, give students time to study and care about students outside classrooms
- Course content needs to encourage creativity and space for students to use their creativity
- More real life application and exposure is EXTREMELY NEEDED.
- Course content needs to be more interesting and up to date.
- Professors need training on how to engage students, challenge their minds and to show students the different ways they can expand their knowledge on things they are passionate about."
- Introduce teaching techniques that are personalized to the students’ interests and strengths.
- Hire more competent professors especially in the political science department where we have professors teaching courses they are not specialized in, and are feeding students incorrect information
- Take the evaluation into consideration and care more about students
- More responsiveness to student’s complaints and a safe space to complain. Regulating course workload among different sections by different instructors for the same course
- Meeting different needs of the students
- Better courses and professors
- Provide us with professors who care about the students' wellbeing and understanding and professors who know how to teach and transfer the information correctly. Professors who do not discriminate. Professors who make learning interesting
- Selecting fair, well organized & qualified professors and teaching assistants.
- Make professors more interactive, and have more experience in the field they are teaching with skills to actually teach in a stimulating manner
- Less of a "do it yourself" approach sometimes I feel like the actual teaching is not very useful and I'm depending solely on myself. Some professors never respond to emails as well. Some professors demand too much of a workload. Few professors don’t make an effort to make the course interesting.
- Recruiting better professors, housekeeping staff. Better facilities. Stop using the annoying core freshmen requirement. I should feel free to take any course whenever I want.
- There needs to be more serious evaluations of professors and the quality of their work that depend on faculty and student panel discussions, especially for majors like engineering where there is a clear shortage of good faculty.
- 1) interims of department and school chairs should be well monitored and limited
- 2) Choice of professors should be on the ability of knowledge transfer and not solely based on academic achievements and research ( being a scientists doesn't mean you can teach!!)
- THE DOCTORS SHOULD BE UNBIAS AND RESPECTFUL!
- Ensure that the course content is beneficial and can be applied to real life and get fair professors who speak proper English and care about educating the students not just making them memorize or stressing them and TAKE AN ACTION IN RESPONSE TO OUR COURSE EVALUATIONS
- By distributing sheets containing the main points that will be discussed each class
- Hiring professors is not about their research experience, I believe professors should be tested for a semester and then decide to hire or not based on students opinion
- By improving the quality of teachers it hires
- By including different forms of activities within the course
- By creating a relationship between real and academic life
- More teachers that are able to go beyond the curriculum and teach real life applications of what we study
- Grid of unqualified professors.
- Only keep instructors who work full time at AUC as they focus on the students here rather than the ones who think about the students here and other students in a different uni like Cairo university for example.
- Better more credited teachers
- Well I think it is good but if projects increased and the professors concentrated on developing the students skills rather than expecting them to be perfect it would be better.
- Make all doctors fair with all classes
- Reassess the math department because probably most calculus doctors are not good. Same applies to physics department regarding physics 1 & 2
- Make sure teachers are better prepared, teachers should have TAs for better access
- Listening to students' opinions and evaluations
- Find ways to teach in an easy and simple way. Don't over complicate the course content.
- Revision week. Cheat sheets
- Lift the pressure of the necessity of getting the best grades off the students, what's the point of rushing to get an assignment done before the deadline without really learning much.
- Professor need to answer more questions and understand that everyone stats at different levels when they come into class especially freshman level courses
- Make sure that all professors are actually good.
- The quality of teaching would improve if the instructors explain the content in more clarity and were available for assistance in non-class hours
- "Teachers should rely less on memorized methods from the past and start adapting to the present
- Invest more in the courses curricula
- They need to provide more time for assignments, different ways besides written and practical exams. Relate the courses to real life work.

- Making sure that evaluations of doctors are taken into considerations

- By ensuring that professors give fair grades

- Better teachers

- Hire professors that are qualified in teaching. Have professors assessed by neutral parties each semester.

- By hiring good doctors in explaining and less care of their researchers

- To do mid-semester evaluations as well as the end of the semester ones.

- To ensure that those evaluations have been taken seriously and a change has been applied during the second half of the semester.

- To ensure that all teachers abide by the rules and do not grade students for attendance.

- To make it mandatory for every class to have a real life opportunity to apply the education

- To ensure that there is an internship/job shadowing opportunity offered that relates to every field of study offered at AUC (there are non that relate to biology, chemistry or Music performance.)

- To train the teachers on how to follow the interactive learning method (less memorization and more critical thinking.)

- To never allow any professor to put weight hat exceeds 30%on anything.

- To recheck the content of major courses and compare them to other international universities. (very poor content concerning music)

- To for committees that revise the content courses on a yearly basis.

- To conduct more lectures with guest speakers that talk more the different practical fields.

- As an engineering student, i realize the importance of having a liberal arts education, however, some non-science courses are extremely demanding and have a high work load, which inevitably affects my performance in engineering courses. Consider decreasing the amount of core courses for student engineers ... Thank you ...

- Have teachers more available to discussing grades

- It could pour more money into improving facilities and compensating professors than redecorating the university and adding more food outlets

- N/A

- Give more practice and application problems
- Stop recruiting from future university, except Dr. Saad, he's good
- Bring better professors with fair grading and fair exams
- Having other Dr's review exams of their colleagues to assess whether students have actually reached the course goals. Also listen to student evaluations
- Implement an evaluation system to all professors allowing students to complain about them. Most professors do what they want without consequences and students are not sure what to do. Most profs do not follow all AUC rules (this semester alone I have profs not giving me majors grade before 1st November, profs put in finals in non-final week, and other rules most not abided by. That is of course along with implementing real life practices in all courses especially SSE and updating curriculums that are outdated in today's world and most are truly useless.
- Research
- Student professor interactions
- START PROVIDING MONEY TO THE DAMN DEPARTMENTS FOR ONCE INSTEAD OF PUTTING IT INTO A USELESS PRESIDENTIAL INAUGURATION THAT SERVES NO ONE BUT THE PRESIDENT AND THEN COMPLAIN ABOUT A DEFICIT WHEN DEPARTMENTS CAN'T EVEN HIRE TEACHER ASSISTANTS BECAUSE THEY ARE SHORT ON MONEY. (I mean seriously, thousands into an inauguration when a TA takes 3k a semester)
- There are some courses are provided with only one teacher which may not be good; thus, we have to be provided with more than one doctor for each course.
- Hiring more credible and nice professors
- Be more focused on ensuring students ability to apply what they learn as possible
- Adhering to student evaluation by not relying on the professor's credentials only and doing more evaluations
- Fairness in professors as it all depends on the professor of the course.
- Listen to students.
- Take student evaluation in mind and change the professors according to this evaluation
- By providing better teachers and making sure the ones already there are fair and qualified enough
- by having qualified teachers not by their previous professional experiences, but by the way they teach
- Sit in on classes to see how teachers teach and if students actually pay attention. Survey students about specific teacher.
- More application of theory to practice
- Part of the faculty are highly reputable figures in their fields; however, they lack teaching skills. In addition to the teaching skills, how would some professor holding a Phd from MIT be teaching "physics 1" which is so basic compared to his level and accordingly, he will not be able to simplify things to students whom physics 1 to them is a nightmare. This happened to me more than once where the instructor would be teaching a course which is very basic to his level. Also, instructors could learn how to deal with students in an individual aspect in a more humane/ less systematic way. They could be more understanding.
- Curriculum and calibers
- Increasing critical thinking aspects, practical real-life applications and fieldwork, engaging and CHALLENGING faculty and assignments.
- Introducing new teaching techniques
- Thorough explanation of material and feedback on assignments submitted
- By changing how doctors teach their class and adopting a method that pushes students to do more than read their textbooks and complete mediocre assignments.
- For my courses teaching is going smooth however, there should be enough space of times between different tasks and specially finals
- Better professors. Trained better and good credentials
- Teachers should know the material they’re teaching very well in ordering to know how to deliver it to us. They should be organized and have a clear syllabus and grading rubrics.
- "Hire young professors and professionals to link us with the real job market.."

- Evaluate the professors, there are professors who can’t teach anything and keep reading the slides and there’s many of them.. Also there are professors that give good grades for girls only and they are well-known in campus."
- Again regarding engineering courses the professors have to actually write stuff on the board and not just explain from a PowerPoint. I watched lectures on MIT open courseware and thought the lecturers were so much more involved. Many times the professors get the students involved too much that no actual content was given in the end. Each professor has
to have objectives that he HAS to finish every lecture and if the discussion is getting out of control then he has to stop and continue on. I have never seen lecturers from MIT or Yale for example wasting 30 minutes or even more time to talk to the students. Please note that I am not talking about the liberal arts courses, I am strictly speaking about the engineering courses.

- By more monitoring of professors, to ensure they teach their course's material efficiently and don't just waste classes telling stories or controlling students.
- Qualified faculty...listening to student complaints
- By taking students surveys seriously and setting good quality explanation as its priority while assessing faculty
- There has to be more focus on the quality of professors in each school, e.g. professors in the school of business. Some professors in fact are receiving high feedback just because they're easy graders although the overall course learning outcome maybe very low, and although I'm a sophomore, third semester, I've met more than one professor of this type.
- "Greater care should be taken when selecting instructors. Many instructors don’t care about the students and all they care about is coming to class, give a lecture and leave. That’s it job done. And in the end they put an exam so difficult only 10% manage to come out with good grades and they say it is the way of life. I have come across this more than i could count in my 2 years at AUC.
- My grades are relatively high so I’m not truly affected by this but sometimes i see students with great potential who fail or perform poorly only because the instructor fails or is unwilling from the first place to approach such students in a way that can help them bring the best of themselves"
- Even though all the doctors have very impressive credentials, some of them genuinely cannot teach. It is not just about where they got their PhDs or how many papers they published; it wouldn’t make a difference if he can’t get his point across to the students. It harms the students greatly when that happens. Student evaluations should be taken seriously and investigated to make sure of the credibility of the complaint.
- By helping each student in his/her weak points
- By ensuring that all its professors are capable of teaching and delivering the ideas into the student 'brains, and by ensuring that students are not just submitting class assignments without understanding for getting a high grade.
- Get professors who can make you understand well not professors with high degrees only
- Make effective interviews and someone follow up the teaching plan and teachers should report monthly about the teaching plans and their experience with students make sure they give students the best quality and time, they should also consider students with mental physical and psychological disabilities
- More practical rather than theoretical teaching, less complicated curriculum, more interacting teachers, more experienced and diverse teachers
- Have more real-life experience assignments or projects and teaching in the classroom.
- "Faculty members should coordinate their grading systems and workloads as well as try to provide hands on experiences in all the major courses and provide internships for classes that reflect on the semester work.
- As well as make sure that the information being studied is useful and related to the current technological developments and problem solving techniques.
- By good professors
- Supervise teachers and evaluate them because a lot of teachers especially in the Political Science department are very bad and are not worth the money we pay.
- Stop hiring professors based on their PhDs and start hiring them based on their ability to explain and actually teach.
- Stop firing the good professors, stop adjunctification of faculty, stop attacking professors' livelihoods, give professors some semblance of job security.
- Hire Professors who can actually teach the material, they shouldn't only have masters or PhDs. They need to know how they can communicate the information to students. Also, this the AUC, for God sake’s hire professors who can talk good English. I don't have to decrypt a professor’s language. It's simple English. We are at AUC, all professors need to have a good if not an excellent command of English.
- Use a variety of teaching styles and leave out obsolete content
- Become cheaper
- All doctors must be fair by making the sane exams for all classes and only one person corrects them to be more fair to students!
- It's good
- By assessing them before taking them
- Include better content in majors
- Putting more effort into listening to the students opinions about courses and understand its importance.
- Through more interesting approach to education rather than the current utilitarian method.
- Make sure all the students get challenges at their own level in classes.
- Hire good performing and experienced teachers.
- Ask students what they think sit with them in groups and ask them everything in callobration with student Union
- Helpful feedback rather than being harsh for no reason
- Vary teaching methods and use material to go more in depth in the course.
- Equality in the professor's professionalization
- N/A
- Give more challenging content
- By improving the doctors
- Offer more interactive and interesting ways
- More interaction with student preferences
- By offering a good teachers that care for students and their learnings.
- By PROVIDING PROFESSOR WITH ACTUAL TEACHING DEGREES. By appointing faculty or keeping check on faculty to make sure that they're treating the students well and that the course material makes sense and is actually effective. To ask students more about the CONTENT of the courses rather than just evaluating the professor alone.
- Better training for certain teachers, understand that students ability to learn is different and that they should be more understanding of students life outside of AUC
- Less group projects
- Teachers should keep in mind that they are not supposed to be present in class and just transmit information to students. They are supposed to teach students things that can benefit them outside the classroom and in real-life situations. Most teachers do not care about the students and do not think about how they can help them benefit from any skills or knowledge that they may have. Teachers should motivate the students, push them to reach their best, and come out of the semester with new, beneficial knowledge and experiences.
- Allowing new professors to be visited more by more experienced ones to ensure the quality of teaching
- International faculty, and well experienced doctors who can speak English fluently and are not boring at teaching the subject
- Remove some of the useless core courses as students only want an A in them, they do not care or concentrate on the content so the students don’t benefit from them, only time and money wasted.
- "By stopping the instructors from doing a curve. Curving the grades is really misleading, a student who deserves a B gets an A-, which is basically cheating. If the whole class deserves an F, then they get Fs. If the whole class deserves an A, then they get As, it's simple.
- One more thing, we differ from the national universities like Cairo and AinShams by the extracurricular activities (ours are better) and the core curriculum and the opportunities available for students to be exposed to different cultures like travelling abroad, international students, etc... that's all great, but when it comes to technicalities (engineering for example), other national universities are superior in this case. An example for this, (engineering), many students do not know how to apply calculus while solving an engineering problem, this is really dangerous and shows how things work by 'kosa'.
- The solution, from my perspective, is to make such vital courses (like calculus in case of engineering) either pass or fail, and the percentage to pass is above 85% for example, and once you pass, this accounts for 3 credit hours added to one's GPA with grade of A, and if below 85%, one has to repeat the whole course till they score 85% or more, but GPA is not affected in this case, because they won't have their degree unless they Pass this course.
- This is one way you guarantee to have engineers who prove to the whole world that the quality of education at AUC is good!
- PS: you may also research how MIT have quality education."
- Change professors, there are many professors who are amazing in their careers however are very bad teachers and give a sense that they don’t care about their students
- This is a really long one, but first of all I want to understand. It’s cool to know how to solve partial differential equations but I want to know what I’ doing and why. I also need instructors to be able to both understand me and let me understand from them; in other words, communication should be better, and minds could be more open. Also, the link to reality is important; how this theory describes the physical world instead of just understanding theoretical things just in themselves.
- Teachers need to make sure that everyone understood the concepts
- Teach more of the things that would be helpful in real life situations.
- "Teach teachers how to teach"
- By employing smart, consumers of theory who actually applied said theories in real life
- Most of my teachers so far have been doing a wonderful job and I highly appreciate, admire, and respect them.
- Hire more qualified professors. Pay them properly so that the turnover is not that high.
- Changing the grading system and being more challenging in assessments.
- By listening to the advice given in the question about a good quality education
- Have poor-performing professors learn from professors who perform well as teachers
- If they send the professors abroad to learn how to teach properly or get them someone that gives them sessions
- By giving classwork's, giving time to students to solve problems, doctors trying to give diverse methods to help the student to understand
- The teachers should be a bit more accountable for the quality of their in class performance.
- Providing better professors for a start should contribute to making my department (the Architectural dept.) a better learning environment. Exposure to the industry is really a key factor in choosing AUC but that wasn’t the case in my department. Professors aren’t always fair while grading the quality of work submitted which is really frustrating. Last but not least, the architecture labs are way outdated than the rest of the world and we do pay to get the best quality education and facilities but none are offered. Why don’t we have some 3d printing labs and lots of other facilities that are offered abroad for almost quarter the price?
- By improving the process of selecting the professors
- Hire more professional instructors
- Make sure that professors can explain well, and care about the students' knowledge more than grades.
- 1- There are SO many countless courses that are in desperate need for more professors.
- 2- Looking at professors' credentials is not enough. How the professor teaches and their ability to actual portray his/her message is very important. There are thousands of students, each learn in different ways. Teaching requires a huge amount of skill.
- 3- Class audits and having someone from the department visit truly never works. Professors change completely when a person who is not a student is visiting the class. Therefore, please trust the students.

- 4- Take the student evaluations into consideration. The more that happens, the more students actually fill them."

- Professors should engage more with the students and stimulate them to think critically not memorize for exams

- "1) Assess professors on bases other than degrees.

- 2) Take student evaluations more seriously.

- 3) Further clarify what is required from a professor and the quality of teaching expected."

- I feel that some professors have absolute power to do whatever they want without being held accountable. There needs to be a strong system, and their performance needs to be monitored to make sure they are up to standards. I say that because I am fully certain that there are some professors which don't deserve to be teaching at my university, and this would be clear if a proper hierarchy is established whereby everybody's work is being monitored.

- Getting better doctors! some courses like statistics for business have unprofessional doctors and I heard many students complaining about it

- Encouraging instructors of Core Curriculum required courses to move beyond strict syllabi and rigid regulations and encourage their students to be more critical of the matter at hand, as well as to engage them in more pressing matters than what is usually in the syllabi of these courses

- Reserve sections of classes offered under the CORE curriculum for major students only. The CORE curriculum classes for social science students are of an incredibly poor standard.

- Provide more effective teachers

- Not choosing doctors on their PhD but their teaching skills. Reading student evaluations, i have been filling them since freshmen year and all I see is coming worse. Always evaluating doctors through departments. I am really frustrated with the teaching quality and very low professionalism I see

- Increase group activities and introduce assessments other than exams, reform the liberal arts structure to offer more flexibility, teachers making the class more interesting and engaging through visuals and discussions
- Hire faculty from diverse backgrounds with excellent qualifications AND NOT DO THE OPPOSITE DUE TO FUNDING ISSUES!!!
- Get professors that can actually teach not just read slides!!!!
- Better choice of professors, and not having tenure be a barrier to removing incompetent professors
- Listen to students’ evaluations.
- Teaching is excellent.
- Better evaluation of doctors. Teachers should be able to clearly explain things in English; otherwise let them explain in Arabic. Take student comments seriously when they say that a doctor is terrible in explanation or is biased to a certain gender.
- Make sure teachers are prepared before they give lectures or tutorials. Get motivated teachers.
- The quality of faculty at AUC is declining every semester. Most of the Professors are not professional at all and do not speak proper English. AUC should hire higher quality of faculty
- In order to improve the quality of teaching, AUC needs to monitor its instructors with regards how they grade, give feedback and how they deliver the material they state in the syllabus.
- Choose teachers based on their credentials and not on their relations.
- Listen to the students more often when they raise complaints. There are certain professors which are known throughout the university for being absolutely terrible and yet they continue to be here. There are certain professors which can ruin the GPA of a student for no good reason and when complained about, nothing happens.
- "Retain people like Sean Mcmahon. He and 4 more are probably the only professors that come to mind when I answer the questions above. I said I rarely have stimulating classes that challenge me, and 2 of these rare courses he has taught.
- The manner by which you choose faculty is clearly on a demand and supply model and other economic and market logics, not who offers critical thinking, not who really challenges students, not who instills social and moral and revolutionary values. Which is fine, if you were a pro-regime, for-profit institution. But since you claim to be a beacon of light, an oasis of water, well then your methods of faculty selection and retention have to drastically change, including perceiving them as mere ""employees"" of the Board of Trustees. Honestly you'd make everything so much easier if you take off the liberal arts cloak and operate transparently as a status quo, market-driven, socially and politically apathetic institution.
That way we would know for sure where you stand, you can practice your authoritarian policies freely, and I bet you all the bright minds, all the humanities and social sciences and art students will be out of the door soon. And you’ll be left with the lucrative majors that keep you connected in a feedback cycle to the market, and to capital. You’ve taken AUC down a very weary and dangerous trail and most of us who care have tried so hard to stop this trajectory, whether through discussion or conversation or writing or even protests, that the only thing left for us to do is to just let the ship sink."

- Well, I believe it’s very good in accounting only. Other majors keep complaining about the quality of people teaching them, either because of their attitude, or their inability to teach.

- Choose doctors that can teach well (not only having good CVs), focus more or teaching us how to apply what we took in real life not just caring about getting high GPA AND GIVE MORE ATTENTION TO THE EVALUATION THAT WE GIVE ON THE DOCTORS because there are many doctors that we give negative feedback as they are horrible and they are still here.

- Handpick each and every professor, I sometimes wonder how some managed to become representatives of the university in a classroom. Those with a lot of TEACHING experience are the best, some are good in their field, but a doctorate in that field is not yet a qualification to be a teacher, not for middle/high school and not for university.

- Take the evaluations more seriously. Have committees responsible only of sustaining and developing the quality provided

- I think in my major they should implement more real-life applications i feel courses became very systematic and boring you don’t have to think to be good we should have more practical work as engineering is all about practical things and things we can do by hand individually instead of only theoretical stuff

- Most of the time, the course content feels outdated and unfit for the context we live in. Most of it is not very critical, which is essential for HUSS disciplines. We are rarely required to learn beyond memorization and most of the facts we do learn seem of little relevance or importance to us. Professors should work on making the material they offer more relevant and can do so by using more mediums (film, literature, etc) as well as 'unconventional' texts instead of the same classics we are exposed to over and again throughout a number of courses.


Actually reading our course evaluation and taking real action against bad professors
- Bring more professors who actually know how to explain rather than a professor with a good CV but cannot deliver any information to the student-

- "1. Integrating the traditional pen and paper model with the modern e-model
- 2. Provide more individual based learning experience
- 3. More international teaching staff"
- More real-life examples through trips

- "1. Make sure the doctor can explain wellllll whatever the certificates he holds.
- 2. Expose the students to real life applications.
- 3. Abroad internships will add a lot to the student’s career and life.
- And to notice what i wrote in good education quality question in first question "
- More qualified professors, Increase numbers of professors because there problems in registration due to lack of doctors. Also have the ability to make the student understand the course content easily
- Reduce bureaucracy within administration; give room for students and faculty to grow; revamp selection process; capitalize on lean management concepts
- Consider the student evaluations!
- More in class activities and not to base the grades solely on written papers
- By taking student complaints regarding professors' unfair grading, inefficient explanation methods, and other issues (harassment, abuse, disrespect, etc.) seriously and acting upon them in a timely manner
- 1. Take the students evaluation seriously. PLEASE!
- 2. PROPER interviewing of instructors before signing a contract, which apparently cannot be terminated mid-semester, and students are left with a horrible professor, struggle, do not learn a thing, and end up with a bad grade."

- Please stop getting Egyptian professors, they speak in Arabic all the time and do not promote any critical thinking! and please don’t just hire anybody that has a PHD! Instead, hire a professor that has a PHD and some sort of certificate that proves they know how to teach like a teaching certificate. And the key is international faculty, this is the only way our education can get any better! Egyptians are not exposed like western professors.
- Include more of real life applications and experience to avoid post graduate shock
- Make sure the students at AUC are heard
- The most important factor is to choose good doctors because there are many inefficient ones in the uni
- Hire more professional professors
- We need more skilled teachers
- I think rather than complaining about teachers, it's more important to give teachers more mature students to deal with. In my opinion, the student body in Egypt is too young and immature to properly attend and participate in university level institutions. I suggest at least a year or two in a professional environment would encourage a more critical perception of responsibility and privilege.
- "Choosing Professors based on their ability to deliver and explain not only based on research and how successful they are.
- End of semester evaluation SHOULD make a difference !"
- AUC should change its current action, AUC praises a lot of excellent educational policies and it does none of them and whenever we complain, they have their replies ready like the budget deficit answer. it is very obvious that AUC (through the actions taken) don’t want to promote its education at all, it has become a sole organization that looks for more profit only without even addressing the new and recurrent needs of its users. if this survey is really made for the sake of upgrading the quality of teaching, then I think the number one answer is that to make AUC an organization for education not for profit
- Decrease the number of students accepted
- Find some doctors that can deliver the materials to the students not just say it.
- There a centre called el hamed where engineering students from AUC goes to check the professors there they don't have a PhD but they know how to deliver the materials "
- "Combatting grade inflation by challenging students to grow more
- Emphasis on learning process instead of product"
- The teaching method
- Improve the student/professor relationship and make sure that everyone understands the material
- Bring more international staff who are fair and good in teaching
- One way is to make the student feel that what they are learning is of extreme importance to them.
Q14: In your opinion, how can AUC improve the quality of education it offers (other than teaching)?

- Declaration
- Trips
- Real life applications
- Offer more diverse majors
- Liberal education
- Improve advising and registration. And improve the facilities and the diversity of services offered to students
- Focus more about major courses
- Help students to declare a major they find it suitable for their skills
- Know the difference between examining students' skills and knowledge, and complexity.
- Actually draw more attention to the world we live in (other parts of Egypt other than private universities and Cairo, also the international community).
- "More research opportunities, increase research grants.
- Each department can have a research competition each semester."
- More specialization maybe
- Labs are pretty good. The library needs upgrading computers are centuries old.
- Quality of education other than teaching is very satisfactory but some advisors centre are not helpful at all.
- Try not to make students study for whole year or more under pressure because of "Declaration
- Focus on major courses as an engineer student there are a lot of courses that are really compressed just to save time for core courses and ARIC which doesn’t make sense
- Student activities are a main pillar in development and exposure of students. Year after year, student activities are becoming constricted. There are clubs and associations with great initiatives and vision that are slowly fading because of OSE restrictions and ineffective impractical procedures that suddenly appeared. I learned so much about leadership through student activities (much more than I learnt in the classroom). Finally, facilities are deteriorating. The cleanliness is much much worse. The availability of facilities and updated tools to self-learn are so minimal. Generally, more diverse and engaging workshops need to be offered by the university (instructed by professional, well-known people).
- Have more helpful deans of departments. More seminars with important figures, like Norman Finkelstein
- Focus more on facilitating activities rather than charging money for sports classes. Become less profit oriented as it is a non-profit organization
- Hiring professional people who understand their jobs and who inform correct information
- Providing a suitable atmosphere for students to learn, make a difference and being heard.
- The advising system is completely useless most of the time, and the registration process feels like war, there are never enough places in the courses we want in general and in the Mascom department in particular even though they are often obligatory. The amount of students are not equal to the places in the courses which is completely illogical and unfair.
- Mentioned above
- There should be a clearer focus on developing students' interest in research and real-life implementations of their academic work.
- Maintain the current quality while NOT CHARGING MORE!!
- THE DOCTORS SHOULD BE UNBIAS AND RESPECTFUL!
- By providing students with textbooks
- Try to invite employers to let students know their potential jobs
- Offering space for research
- Thinking outside the box
- Try to put students with close GPAs together so that one does not feel that he/she is too superior or too inferior to others.
- Some courses should be divide in 2
- Help students get internships more.
- More electives, more interaction with foreign teachers
- Taking into consideration the students' evaluation
- It's good
- Cheat sheets
- Let the students study more major courses than the core ones that most of us find unnecessary
- Expose students to more of outside AUC activities, so they can communicate with other people outside the community of AUC
- Have no exams for core courses as they should stimulate critical thinking and not your ability to memorize
- I think it doesn't need improvement
- It can provide a more diverse set of liberal art courses
- I don't know.
- I don't have more suggestions
- Involving more group work
- Field trips related to the course"
- By having diversity among its students
- Critical thinking
- Offer a bigger variety of courses and try to simplify requisites.
- By offering a more interesting variety for core courses for SSE students
- To do mid-semester evaluations as well as the end of the semester ones.
- To ensure that those evaluations have been taken seriously and a change has been applied during the second half of the semester.
- To ensure that all teachers abide by the rules and do not grade students for attendance.
- To make it mandatory for every class to have a real life opportunity to apply the education
- To ensure that there is an internship/job shadowing opportunity offered that relates to every field of study offered at AUC (there are non that relate to biology, chemistry or Music performance.)
- To train the teachers on how to follow the interactive learning method (less memorization and more critical thinking.)
- To never allow any professor to put weight hat exceeds 30%on anything.
- To recheck the content of major courses and compare them to other international universities. (very poor content concerning music)
- To for committees that revise the content courses on a yearly basis.
- To conduct more lectures with guest speakers that talk more the different practical fields.
- To create more majors."
- Mend the core curriculum.
- A more streamlined use of Google sites or blackboard grade posting
- Make the course material more centered around getting the information into the student's head than forcing the student to focus on memorize. Basically, make the grading system give
more to the student who understand the material than the student who knows how to solve the test.
- Invest more for the departments and care for all departments equally
- Its good
- Real life application
- N/A
- A course should be implemented to help aware people how to utilize AUC and how to choose one's major, prepare resume, develop interpersonal skills, and other important aspects that need to be covered to produce a pro-active individual able to lead a successful college life.
What happens is putting students in a failed educational system and so most students become corrupt not caring about anything especially this useless education in most AUC majors that has nothing to do with real life fields in Egypt.
- Debate in classroom
- Work life.
- Encourage research more than that as it’s more important than regular exams
- Incorporating real life work
- Make contact more practical to conventional life and for future jobs
- None
- Professors should stick to university rules as not all professors which causes unfairness
- Stop forcing courses we don't want.
- I don't think it needs to be improved
- More challenging courses. More courses per semester
- N/A
- Rethinking about and improving the role of the Advising center which is becoming less useful/more useless.
- Course contents could include real-life applications where the student can experiment what he learns in real life and apply it.
- Introducing controversy into the curriculum. Introducing several perspectives and not just euro-centric readings and authors. Practical fieldwork.
- It’s perfect
- Invest more on extracurricular activities, teachers being clear in their explanations
- By eradicate the idea of an easy 'A' course and create an environment thirsty for knowledge and progress. This could happen by training doctors to advocate knowledge over grades.
- Teachers must be monitored.
- Developing a transparent results of teachers evaluation 
- Accreditation and focus more on teaching proper research
- Our engineering majors need to add more elective courses that will prepare the students more for the industry. As far as electronics engineering goes we have a limited selection of electives and no electives at all for analogue electronics field. They should at least allow us to pick more courses from the graduate studies.
- Facilitate the process of creating a club.. give free courses whether drawing photography to increase our talents.. some courses are not worth 30000 egp we can take them online..
- Online teaching is as good as on campus and maybe lower the prices..
- By developing material to suit college-level (even introductory courses)
- More practical integration of concepts..
- Equip students with the required research skills and ensure that they're introduced to the lab facilities
- More real-life applications early on would be a great start, most real-life related applications start either early senior year or very late junior year. Not that this is ineffective but minor applications will help sophomore and freshmen students understand their major more and will also be a plus in their CVs when applying for internships, since many good internships require previous experience regardless of how minor it is and usually many seniors or juniors lack that
- Library needs more improvement: many courses-related textbooks are missing, there's a notable lack of sources and books in some areas like medicine, facilities like lockers and copy center needs more improvement in number and in quality. Courses should really include parts when to go visit real workplaces and institutes building on AUC reputation, especially in Business school.
- Don't know
- Ensuring that they provide real life experiences.
- Make curve for each subject it will make it a fair way to put grades
- Appointments for career advising before graduation that are mandatory , life experience from faculty members for students who are graduating
- Same as number 12
- I believe AUC should provide mandatory classes for students to teach them how to do their CV's and how to well present one's self in interviews; because the fact that workshops are provided as well as centers usually students are either not free to attend the workshops or are rarely are free from work so they use their free time to relax; thus these classes should be provided like LALT (mandatory but has zero credit hours)
- High quality of facilities
- Provide students with job internships related to their major.
- More interactions between different major students to utilize their knowledge towards designing something unusual.
- Stop limiting students' freedom. Treat students' education and wellbeing as a target, not a product or a pawn in fundraising schemes.
- Constantly change the material of courses add more real life exposure, real life projects for big companies. Try to change the material in a way that would match the operations in the real working environment. 1 class of critical and philosophical thinking is not enough. Or you have to strengthen the material. Add more research material than exams material. We tend to learn more when we research things ourselves with the right guidelines from professors. We don’t need exams to test our memory capabilities. Evolve that old teaching methods and try to stand out. There are better ways to test our level of knowledge.
- become also cheaper
- More activities
- It's good
- By denying the declaration
- Content of majors
- Put small library/student workspace on Tahrir campus
- Increase internship opportunities to students.
- Very good
- Offer diversity in engineering majors. I want to enter either environmental or chemical engineering
- Make use of more complex books and not depend on memorization so that the information lasts nothing on mind now
- N/A
- Opportunities for real life interactions
- Offer courses that require students to do the teaching not professors
- Educational trips in the field of jobs for majors
- Less core because a lot of it is pointless, such as scientific thinking and Philosophical thinking, they should be optional. Ask the advisors to have a better understanding of IB degrees because many IB students don't even need to take RHET 1020. Advising in general needs a ton of improvement because many of the advisors are misguided and rude.
- Rely more on understanding not memorizing
- The university should facilitate things such as registration and advising as these are the main things that influence students' experiences and course life. Advising should ensure that students understands which courses he/she should take and why and what courses this one will open in the future. Many students take courses and they do not even know why and they find themselves stuck or behind in their semester plans, not to mention having wasted money. In addition, the facilities on campus should be present to accommodate the students' needs and not force them to seek places off-campus. The simplest examples are the food facilities and the bathrooms. Things like cleanliness should not even be a subject of discussion as the things that students see at AUC should be the smallest of presentations as to how the community should be like. This is also a form of education to students so they can apply these values elsewhere.
- Keep expanding new subjects to learn and more specific sections of wider subjects or mixing majors to allow new majors to be available; for example uniting graphic design and computer science (as well as adding some specific courses) to make a game design major
- More outside experiences, more health concerns (problems because students smoke everywhere, no time to do sports seriously outside of class)
- Advising needs to be done properly, it is unbelievable that I have 2 courses that I didn’t need to take because I couldn’t been exempted from them but not one of my advisers told me about it
- Improving the quality of the labs and allowing the students to do more of the hand-work themselves. I do understand off course that some things are dangerous so this can be put into consideration. Also, the consideration of the students’ differing personalities as well as their needs. Some may be shy to ask for help, some may problems with a particular thing in the presentation and so on.
- It is good the way it is
- More advising regarding the market
- More critical, controversial topics of study that challenge the conservative culture of the country
- "I think AUC is doing the best it can, the only thing that brings the quality of my classes down are the other students. As a sociology major many of my courses are part of the CORE curriculum and most/all of the students that come to class do not put any effort into it, so the quality of class discussions falls and so the course loses its value.
- Also, with little students putting in the effort it seems like the professors themselves also reduce their standards and most class assessments in all their forms are made easy so that more people can pass and move on with their semester. I don't think that's right.
- Bottom line is, I hope less courses are made part of the core curriculum. Doing that can improve EVERYONE'S quality of education all round."
- Hire more qualified professors who can speak proper English and who do not focus merely on memorizing
- More ways to force students out of their comfort zones when making friends. Basically to make more activities like FYE.
- By listening to the advice in the question about a good quality education
- Remove the undeclared thing because students no longer care to understand anything but they rather think of getting the Scores needed to declare by cheating or any other unacceptable methods.
- Promote student-led research
- Offer extra tutorial classes for courses towards the end of the semester where the average grade is extremely low.
- In my experience, better architecture labs must be provided as its unfair having such outdated labs in comparison to the insanely high tuitions
- Let the students be more exposed to the real life not the auc bubble
- Real-life examples and case studies not theories
- I understand that the university is trying to teach its students a little bit of everything outside of their own major/intended major but that does not mean that they will be good and get As in all of these courses. Therefore, I believe that they should not be taken into consideration when calculating the GPA for declaration. This is why I am currently an
undeclared junior because I took courses that I was forced to take, I had fun in some of them, learned some new things in a few of them, but I obviously did not do well in all of them which made my GPA take a hit. I am not the only one facing this problem unfortunately. The university is very strict about GPA in order to declare. There should be a MUCH better way than having a GPA requirement based on the demand on the major, calculated from courses that have nothing to do with that major.

- Select the professors better
- "Enhance the student admission process and limit amount of students entering to create a more challenging and top notch student community.
- AUC offers a comprehensive educational system and I personally try to make the best out of all opportunities that the university offers. However, other students might not do so, and this is where I believe more can be done. We need to find a way to force students to explore different options and step out of their comfort zone.
- To apply what we take in real life
- The office in charge of the Core Curriculum needs to reevaluate the content and requirements of the program so as to remove classes that are irrelevant, and revamp classes whose syllabi are utterly useless as they stand.
- Not censoring student-run publications, as well as providing more funds to the arts programs (particularly the Theatre program).
- Provide more well-trained teachers
- Some core courses are useless and some are better than my major courses and the best I have take. Please remove the ones that are useless like seminar 1023
- Care more about clubs, as they can be organized better. Diversity of clubs, most revolve around the same concepts (logistics, fundraising, etc) with few elements differentiating them from each other
- More on campus activities that prepare students for post grad life
- "Accreditations and advising
- Accreditation mainly for HUSS departments

is useless and sometimes even misleading and misinformative that leads to harm rather than good for the student"

- Provide more varieties of courses.
- Better course content, more reading, lower grades (to truly reflect student achievement).
- Be more organized in the registration of courses and provide less stressing timeliness for exams. Offer as much internships as possible and provide hands on experience to any applicable course.
- More competitions with other universities abroad, make introductory courses more challenging
- More real-life opportunities, more clubs
- Offer a wider range of courses and update the material of the existent courses
- More room for freedom of expression and more exposure to other socio economic classes and cultures.
- Standardize the quality of professors and faculty, standardize the standard of teaching, use/encourage use of the facilities more, lower prices to match current quality
- "GO BACK TO TAHIRIR
- The amount of alienation, exclusion, seclusion, homogenisation, sinking in blinded privilege, segregation, apathy, depoliticisation, and exacerbated classism and racism this move has brought upon the AUC ""community"" is beyond words. If you want to be a part of neoliberal capitalism, I'm sure as hell most of us don't. "
- Increase the activities that make the students apply when he took, offer field trips to every major to see how things are done and applied, offering tutor for every major (because sometimes the teachers and the TAs are not good) and make teachers focus more on the understanding and not the grades in order to have students think the same way.
- Unsure
- Take the evaluations more seriously. Have committees responsible only of sustaining and developing the quality provided
- I think that the extra - curricular activities are good however maybe the university could find clubs and activities that link extra- curricular activities to what your studying for example more practical work related to engineering through clubs that can enter competitions worldwide with things that students create and manage as a group. PS: there might be a few things like that but I believe it doesn’t cover most engineering majors and it’s not funded or promoted properly
- Do not focus on grades and GPA. Develop the student to be eager to learn not beat his colleagues in grades
- Equal importance for extracurricular activities and teaching
- "Increased courses' scheduling flexibility as well as their availability at registration.
- More real-life examples through trips
- "I have a concern about the extracurricular activities.
- The students allows their favorite colleges to make them as the new heads of the committees. This is not allowing student with no connections to occupy these positions."
- Encouraging a curiosity-driven education climate between the student. The atmosphere of AUC is much more social than academic.
- Hear the opinions of students and actually consider applying them
- Better team leading the OSE for extracurricular activities; committee of faculty and students for reviews in different areas, surveys, auditing, assessing...
- Consider student evaluations
- By taking measures that would enable students to seek their potential
- "By implementing methodologies from British and European education and by focusing on the student's wellbeing rather than the effort of bureaucracy.
- Furthermore, the complete elimination of group projects from syllabi. The dependence of students on others for grades with an unfair division of work between group members benefits no one, especially because it does not teach teamwork. Promoting teamwork comes from putting students in situations where they must collaborate in an open discussion or debate in order to reach a conclusion, not to produce a paper or presentation."
- Critical thinking work
- Clearly state the requirements and expectations for declaration
- Make them for free; for example, why the hell shall I pay money to learn boxing and other sports? is 300,000 per year is not enough
- Decrease the importance of acing tests rather than understand
- It's good enough once you have the student body that appreciates it. Education is reflective of those who receive it.
- Better registration, more core courses offered, better food outlets.
- Improve advising
- Don't know
- Let go of the consumerist mentality that governs the way the system runs
- Change the registration process!!! and the advising center could be more helpful
- Campus services and facilities

**Q15: If you have other comments, please write them in the box below.**

- Instructors should take into consideration that some students have exceptional personal problems that sometimes require a special treatment to be fair to them. For example instructors should be more flexible in accepting excuses for absences because some students have serious personal reasons for missing class that is out of their hands while all their work is being done so it is unfair to fail them to for their absence if they have serious reasons for it.

- "PLEASE, PLEASE consider the declaration issue as many students are really qualified but the department says there are no enough slots for you.

- Ex: in Architecture department; we pay A LOT of money for the courses and materials, and more important the effort students put in these courses seeking declaration. Then, the reply is; sorry there is no place for you in our department!

- PLEASE understand the pressure we have because of the declaration process."

- Poor education for such high tuition fees

- The survey is too long

- I had the worst education i could have imagined, even though i came to AUC from recommendations of my father’s friends. As an international student, I was not happy

- Take into consideration that sometimes there are 3 final exams at the same time which is nearly impossible to do well in the exams besides we need at least a week before the finals to be able to cover all the courses, please care about students

- The advisors and office of student service employees along with the business department do not offer the expected quality and are unprofessional and provide wrong information

- AUC is a great experience but has 3 main problems

- 1) An insane tuition fees and is logically unjustifiable

- 2) Amount of accepted freshman per year is increasing which is decrease the specialty of AUC as a pioneering institute where the best students meet (not the richest)

- 3) The current administration is frankly caring heavily about financial and political gains and forgot their morals as being leaders of an educational institute not a gambling halls. Education has to come first!"
I have been enrolled in a comparative religions course by doctor Adam Duker and it was an very critical course and a sensitive topic and a lot of the classes were offensive to me and my believes, religion and country. I was highly offended by the course lectures and comments by the doctor as it was very obvious he was always bias to a certain religion and ideology he made the class to me not interesting at all rather offensive and hurtful. I believe such topic could create a lot of controversy and unhealthy discourse therefore, whom is assigned to teach such course should be un-bias and neutral by all means, not one who offends religion rather than teaches it.

AUC is supposed to be the best university in Egypt. So, it is really absurd that the admission here accepts students who would not be accepted in universities that we compete with like Cairo university or Ain Shams university. And that is why our ranking is deteriorating from a year to the following one.

Make the psychology curriculum better- introduce more courses that are more biologically oriented and try to compete with other universities’ psychology departments in the world because Auc's is far from best.

Professors need to have more interactive courses

The survey is very long

Too long survey

Thank you.

Thank u

None

Mend ... the core. Curriculum.

N/A

N/A

Thank you.

N/A

Professors are very low in quality in many majors such as Computer Science. Most are useless because they cannot and should not even teach.

Stop wasting our money on useless things. Take a resource management’s course or something. Making money out of money isn’t hard.

The survey is too long, which may affect its results as some students may get bored so they will give random answers
Fairness of professors should be present!!

In my sad opinion, the allover state of AUC is degrading in terms of the quality of education, services, labs, housekeeping and maintenance. For instance, firstly, in one of the architecture labs, around nine computers are not working from twenty, and even those which work take ages to start. Also, a lot of classrooms have non-working air conditions; for example, personally, this semester, I experienced, and still do, that problem in two different classrooms. Last but not least, the vast difference in the quality of housekeeping between the last years and this semester is so obvious. I, personally, reported a lot of incidents this semester to the SU showing the very unsatisfactory state which the housekeeping has reached. Toilets are not cleaned on hourly basis as used to be and classrooms are usually unorganized. Tables and chairs do not match the classroom occupancy; there is always a shortage in the number of chairs and tables in the majority of the classrooms I use this semester.

None

We must decrease the American bias inflicting our curricula.

Thank you

The course material shouldn’t be repeating other courses that I already took because this way I’m not learning anything new.

This is the most important one, and I urge the people who are reading the survey to consider it. We have very few days after the final day of classes to prepare ourselves for the finals. To be honest many of us students don’t have enough time to study the last material content we had taken. An easy solution to this is to give the students a whole week after the last day of classes to prepare. I do not care if this means I will have seven days less of vacation if it means I can perform better at my finals knowing fully well that at least I did my best.

300,000 Egy. at Auc is not worth it at all.. I wanted to leave but I am graduating in two semesters

We pay a whole lot amount of money to receive, supposedly, the best education in Egypt. so it really makes no sense when we go to class and find the teacher telling personal anecdotes, or teaching high-school level material. ALSO THERE MUST BE A CURVE FOR EVERY COURSE, a standardized grade-levels just make no sense because it has rarely been that 2
consecutive years the average was the same. Why should students be evaluated on other standardized standards that are not realistic nowadays?

- None
- No comments
- No comments
- "I would like to point out that this semester I took a course where the doctor himself didn’t know how to use the software we were learning. The TAs were the ones who taught us how to use the software. It is worth mentioning that apparently this doctor has a PhD from a very reputable university in UK and that may be the only reason he was allowed to teach this class. This is not acceptable at all. Students aren't paying all of this money for unqualified professors. This professor was given the power to come up with a syllabus and grade assignments even though he doesn’t know how to do any of the work we are doing. How is that okay?

- And I wish this was the only example I had of a case like this. Unfortunately it is not, and even though I have been doing these surveys every time I am asked to do them, nothing changes. "
- N/A
- System on AUC is a real mess, I had several cases regarding bad advising and declaration problems because everyone at the department says something different that leaves us in a mess (register and psychology department), also the amount of money we pay doesn't match the quality of education. the most helpful and fair department is Multimedia journalism you know who to ask and they work as team

- The student's tuition does not stress parents, it stress students to; sometimes we feel the urge to reach perfection which is in most scenarios unattainable during academic years.
- Students do feel sometimes the need to get rewarded to make all their hard work pay off, and good grades are not very rewarding most of the time, they are not enough.
- I believe AUC should provide academic excellence scholarships and definitely student will have greater incentives to work harder academically and help their parents. "
- Thank you!
- Fire Riccardione or radically shift his policies and politics; this university is becoming the epitome of neoliberal exploitation (of the system, the workers, the faculty, the students, and the community).
- Cheaper
- All good
- There is this idea of "customizing" the way students receive education or classifying classes based on what suits them better and what makes them understand the material better.
- N/A
- "I really hope you take these reviews into consideration because I for one as a graphic design student am going through a lot of difficult times because of the course material and inadequate teaching skills of the professor. Please provide more resources for the graphic design students and pva students in general. Please allow us to take summer and winter courses in AUC. And please confront professor who have been getting bad evaluations from their students.

- All in all, I'm extremely disappointed with the quality of education in this uni, I thought the professor for one would be more skilled at delivering the intended message they're attempting to provide but honestly 99% of the professors I've engaged with have left me awful impressions and memories. You would think that a university that gets millions of pounds every year would at least have the decency of providing graphic design students with adequate printing supplies but we don't even get that. Everything is a hassle in this uni and literally nothing has been preformed with ease, be it getting through courses or registering for courses or understanding the ridiculous core system that even advisors do a terrible job at helping with. The only thing that has impressed me thus far in this uni is our free access to Lynda.com and the library website."

- I would just like to mention a couple of things that are of concern. Bathrooms, food facilities, registration, advising, course content, number of sections and availability of teachers in some majors ESPECIALLY graphic design. As I am a student double majoring in Graphic Design and Integrated Marketing Communication, it is difficult for me to find sections in IMC that don't clash with other courses in Graphic Design, especially since most Graphic Design courses are 3 hours long. Almost every semester I find myself not being able to take specific courses as there are no suitable timings. Furthermore, some of the courses in Graphic Design are not available every semester as there are not enough faculty members to teach. A course like Thesis for instance, which is offered every Spring ONLY, would delay a student's graduation by a YEAR because there is a limited number of professors. This is not fair for the students and should not be the case in a prestigious university like AUC.
- I am sorry to repeat this, but it is highly needed for me and many of my colleagues. The facilities in the PVA such as self serve printers (or printing centers available 24/7), a study lounge, easy access to needed tools, lockers and easy/close access to food and beverages (such as coffee or snacks similar to quick's goods; quick is too far from PVA especially when students have back to back classes) are needed or lacking.
- Did I waste 20min of my time or this will be useful?
- Live long and prosper, AUC
- Here is an important point I want to emphasize on. Communicating knowledge effectively doesn't always mean the instructor has to be clear. That depends on the kind of course. It often feels like we are being spoon fed the material we should know. By being "less clear" (But still relevant of course) the students will be forced to think for themselves and articulate better questions. That enhances critical thinking and can make class discussions much more engaging and rich.
- Honestly relative to what we pay at AUC, the quality of education we receive is extremely poor. Unless professors are going to be hired based on their interpersonal, and academic skills, the quality will remain poor. Ever since I joined AUC, I have only learnt to do what the Professor wants (his/her interest in a paper for instance) so that I don't fail the course. I have learnt that professors will rarely build rapport with the students and will grade them in clusters or groups because he/she barely knew the student's name. I have learnt that professors under probation don't give out as and that's why we should avoid them. I have learnt that easy graders are the best. I have learnt to just sit there quietly, do what I am told and not to choose a bold topic or challenge the professor's point of view.
- How do I know that this effort made a difference, I wonder? Would, whoever is reading this truly care about education and teaching qualities? In the end this is another survey and to be frank whoever prepares those has already lost my trust though that wouldn't matter at this point.
- Again, AUC has some excellent professors, some of the best. However, it also has professors so bad that people actively avoid taking courses whose topics they are interested in just because a certain professor is teaching the course.
- No
- "Pleaseeeee make students think critically... seriously we graduate knowing nothing we speak better and communicate easier but technically we are zerooo.... i hope someone cares and take this comment seriously.

- Some professors are horrible and they don’t care if they give us the best education "

- It took more than 15 minutes!

- "please please please, I always fill evaluations and spare a lot of time in them, so please take them into consideration for better AUC. Let students be proud that they are having their degree from AUC especially engineering students. I am not frustrated because of the heavy workload or tough midterms. It makes me sad seeing that at the end my learning outcome is very low. the engineering program needs a lot of changes. not even the teaching problems but even the real life experience is very low. the internships I find on careerweb are mainly for non-engineering students and low frequency of field trips. It would be great if we can collaborate with companies outside Egypt to invest in students by offering internships.

- Unfortunately I can't address all problems here, but please give the SSE some thought for a change."

- Please improve the quality of teaching.

- None

- This university is exorbitantly expensive for the quality it offers. I don't use the gym, I don't go anywhere past the food court, I've never been to PVA. The prices aren't fair.

- This is my last year, and I have been counting the days till I graduate and have nothing connecting me anymore to this monument of neoliberal capitalism, classism and segregation, and the only reason for which I dreadingly have to spend time in the cesspit that is the 5th settlement. I refuse to belong to AUC, is refuse to identify with it, I refuse to speak of it when I introduce myself to new acquaintances, and I would have said that I am disappointed in and ashamed of it, but disappointment and shame are strong feelings that one feels towards something one loves or holds dear. Clearly I don't, I never did, and I never will. Not as long as it remains all which I have been describing throughout this survey: all that is unfair, unjust, oppressive, exploitotive, and purely evil, in this world.

- I think professors and the student evaluation are the most important things so please focus more on them

- Thank you for reading my feedback :)

- "
- Facilities at the university shall match with the tuition paid at AUC, which is not happening right now
- Quantitative reasoning is convincing, but not necessarily right.
- I want to thank the person behind this survey because he allows me to get out a lot of feelings and thoughts I want to share. ???? I love u. And a lot of thanks. God with yo????
- Please try solving the registration problem, also please consider giving us at least 1 week off before the finals in order to have time to study because it is really unfair to us that the effort of the whole semester just fade away because of lack of time to study for the finals
- None
- None
- We need FREE printing facilities. We pay A LOT for Printing and the making of our projects outside the campus and we already pay a lot " tuition fees " However, we get nothing in return, we have no professors, nor facilities !!!
- Check the numbers of students failing every semester in every class especially in engineering and math courses. you will know that something is wrong
- Please work on the registration process so that it's fair for everyone
Quality of Education - Parents Survey

Dear Parent,

This survey is conducted as part of the efforts of the Provost’s Task force on Quality of Education at AUC. The focus is on undergraduate education. The data collected will be combined with results of faculty surveys, student focus groups and student surveys, in order to form a holistic picture of where AUC currently stands on various dimensions of quality of education from the viewpoint of various stakeholders. Your responses are anonymous and will be used in aggregate form.

For what follows, beyond the first question, please respond with respect to your ELDEST currently enrolled undergraduate child:

We expect this survey to take less than 15 minutes. Thank you in advance for your time and attention.

If you have any questions or concerns about this survey, please email clt@aucegypt.edu

* 1. How many children do you currently have enrolled as undergraduate students at AUC?
   - [ ] One
   - [ ] Two
   - [ ] More than two

* 2. What is your child’s major at AUC (your eldest enrolled child). If your child is a double major, please select one from the list, and include the other in the comment field below.

   If your child has a double Major, please specify the other here:

* 3. What is your child’s standing at AUC?
   - [ ] Enrolled in ELI or ENGL 0210
   - [ ] Freshman (1st year)
   - [ ] Sophomore (2nd year)
   - [ ] Junior (3rd year)
   - [ ] Senior (4th year)
   - [ ] Graduating senior (5th year+)
4. Are you an Alumnus/Alumna of AUC?
   - Yes, undergraduate studies
   - Yes, graduate studies
   - Yes, both undergraduate and graduate studies
   - No

* 5. Why did you choose to send your child(ren) to AUC? (please choose top 3 reasons)
   - Best education in Egypt
   - Liberal arts education
   - Extracurricular activities and campus facilities
   - Diversity of student body
   - Accreditation
   - Reputation
   - Employability of graduates
   - Social environment
   - Concerns about negative consequences of sending children abroad
   - Other (please specify)

* 6. How would you define a good quality education?

* 7. For each of the following factors influencing the quality of education at AUC, please let us know how important you think they are to quality of education (first dropbox), and how good you think they are at AUC (second dropbox).
   Note: If you’re taking the survey off your phone, you may need to scroll to view this question properly.

<p>| Instructor credentials including research | How important is this to quality of education? | How would you rate its quality at AUC? (with reference to your eldest currently enrolled child) |
| Instructor teaching ability |         |                             |
| Exposure to international faculty |         |                             |
| Content of courses |         |                             |</p>
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<thead>
<tr>
<th>How important is this to quality of education?</th>
<th>How would you rate its quality at AUC? (with reference to your eldest currently enrolled child)</th>
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<td>Liberal arts education</td>
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<td>Interaction with the community outside AUC</td>
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<td>Diversity of student population and experience</td>
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<td>Campus facilities and student support services</td>
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<td>Registration of courses</td>
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<td>Classroom &amp; Lab facilities and IT infrastructure</td>
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<td>Career preparation (including quality of internships offered through AUC)</td>
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<td>Class size</td>
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<td>Availability of merit, sports, art and other scholarships</td>
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<td>Other (please specify)</td>
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* 8. Which of the following would you rank as the top 3 factors influencing the quality of education at AUC?

- Liberal arts education & core curriculum course content
- Content of major courses
- Quality of teaching
- Learning transferable skills (e.g. research, writing, critical thinking)
- AUC academic support (e.g. libraries, classrooms, labs)
- Exposure to diversity (e.g. of faculty, of student body)
- Exposure to real-life experiences (including career preparation and extracurricular activities)
- Advising and registration
- Quality of faculty research
- Other (please specify):

* 9. How common is it for your child to take what you would consider high quality courses (good quality content and teaching)?

- All/Most courses
- Some courses
- A few/No courses
- Don't know

* 10. Overall, how would you rate the quality of teaching at AUC?

- Excellent
- Very good
- Good
- Satisfactory
- Poor
- Very poor
- Unsure/Don't know

* 11. Overall, how would you rate the quality of education at AUC (including liberal arts education, extracurriculars, facilities, but not teaching)?

- Excellent
- Very good
- Good
- Satisfactory
- Poor
- Very poor
- Unsure/Don't know
12. In your opinion, what should AUC focus on to improve quality of undergraduate education it offers?
Open Ended and Other Responses from the Parent English Survey

Q5: Why did you choose to send your child(ren) to AUC? (please choose top 3 reasons)

- I am an AUC alum
- Quality of the Education
- As well as social standard & what I hoped for as best education versus money spent
- International education
- Freedom of speech, expressing himself/herself freely without afraid of any consequences, professional system, everybody are equal within the AUC (Administration, Faculty, students, staff, etc.) and nondiscrimination policies.
- Accommodation of special needs students
- Accommodation of special learning difficulties (Mentoring and support)
- International Certificate
- Loyalty to my university and the values that it taught me
- The need to gives my kids the same quality of education I took "

Q6: How would you define a good quality education?

- "Education that develops the talents of students.
- More practical then theoretical.
- Focus on learning not competition.
- Teach means of searching for information, rather than memorizing.
- "An education that would help my son to think and explore and not to take ideas for granted. An education that is geared to research rather than memorizing.
- Professors and curriculum
- Standard of professors, critical thinking abilities, writing skills, public speaking, employability
- One that is able to illicit the potential in the student abilities and allow him/her to pursue a productive life
- Consistency and stability in providing a high value information in a fast convenient moves.
- Interactive ,organized , addressing the ILOs ,fulfilling knowledge and practice needed in later employment
- "Best professes, best education materials
- "International accreditation
- Strong staff-student dynamic
- High quality of teaching
- Quality assurance process in place
- Well selected course contents and well selected instructors
- Excellent of Education Quality in addition to the way of Good instructor that can transfer the proper information to the student , with exposure to overseas countries
- Education that builds the character of students, equip them with 21st century skills and with the attitude and skills of a lifelong learner, while providing a supporting learning environment
- Fair
- Teaching methods, teaching content, university management, the combination of academic social cultural environment
- Challenging, thought provoking, and enlightening
- To be comprehensive and well educated in 2 majors
- Professors and Faculty staff. Interaction with students
- It is an education that would provide students with a balance of broad foundational knowledge and skills that would help them compete in the job market, along with in depth knowledge in their area of specialization (major)
- Highly educated professor's assignments follow up of students and avoiding demotivating exams majority of. marks distributed among assignments quizzes and attendance not on exams only
- An education that helps build my child's character just as much as it builds their mind.
- A full education in different majors and domains
- In order to say that someone is well educated in area X, the student has to master all knowledge obtained in area X at least up until the first quarter of the 20th century.
- It is the education that develops and changes the learners to be better citizens.
- It is an education who build the personality of the student (Information / relations / activities / creativity skills ....)
- "Practical enriched
- Liberal art based
- Direct relation between students and professors
- Good choice of professors that are concerned of the understanding of the students and helping them to improve their capacities
- One where a student grows socially and academically. A university needs to add to my child's knowledge and take him or her to new dimensions of learning with the help of qualified educators who have long years of experience.
- Good level of tutors , an organized fair education system applied to all students with no preferences or any dependency on the professor
- "Interactive learning
- Easy digestion of the curriculum by students
- Building up the career as well as the personality of the students in a good way"
- Modern
- Supplying needed amount of classes along with highly qualified professors with good communication skills in order enhance the students learning abilities
- An education that the student is part of the process. Not just being a receptive creature without contribution.
- My child can understand and apply what is being taught
- Education that meets the market needs and build personality
- Good explanation suitable environment qualified tutors syllabus content etc
- "_That affords the newest ways of teaching and the most recent curriculums and also the skills that help students after graduation
- As being able to reach the student a one to one student / doctor relationship able to understand & fulfill his goal as being AUC state of the art curriculum with top notch foreign professors & educated abroad Egyptian ones . My son being able to understand & communicate with his professors & enjoying curricular & extracurricular activity graduating as one of the best in his field
- Education which has international standards by obtaining staff mainly from USA and Europe which is not available now in AUC as the majority of staff comes from public Egyptian universities
- "I assume it has state of the art and Liberal education, good support and guidance, can continue education outside easily as it is accredited university.
- Good staff, accredited curriculum, well equipped labs, big library
- Education style, developing awareness of student & self confidence
- Targeted at workability and expanding student horizons
- It’s clear that AUC is the best education in Egypt
- Graduate with knowledge and skills qualify him or her to joint international companies
- Up to international level standards in professors caliber / in syllabus in labs / in accordance with market needs / developing student personality
- The one which is student centered education delivered by highly qualified teachers, and that provides the student with multiple professional and employability skills as well as team work potentials. At the same time, It should also provides an enjoyable Learning experience and campus life.
- A good quality education is one that teaches student how to be a self learner, a life long leaner and a creative person thinking out of the box; besides of course providing the students the main basics and concepts of his specialty.
- Good curriculum and good professors
- "Diversity & flexibility of syllabus
- Strategic thinking"
- Outstanding up to date theoretical knowledge plus practical experiences.
- Brain Storming, Challenging taboos, applicable in real life and respectful of human rights to express oneself.
- Integrates work and academics
- The one that builds up diverse characteristics and promotes self - learning and interest in education
- Happy environment with lots of interaction between students and teachers
- Providing students with modern curriculum in their field of education within a non-stressing environment while enjoying some extra-curricular activities inside & outside the campus.
- Liberal education helps AUCians fit into the workplace in most fields and excel steadily.
- "Strong and good courses, research .
- Good standard of Teachers, provosts, Internships, curriculum coping up with latest technologies, opportunity of a job after graduation; advisory all the way
- Knowledge they receive broadens their horizon.
- Very good know how & technical in field of study.
- Children benefit from even after graduation."
- Structured
- Accredited"
- Price for value
- "A good quality education enables students to develop their character and skills to achieve their potential as human beings and members of community
Quality education empowers students and enables them to contribute to the max in their society.
This cannot be achieved without professional well-equipped educators that really care about learning outcomes and engaging students in a healthy environment where equality and empowerment prevails.
"Good sciences information over all subject and good courses to enhance personal skills
Qualified instructors with internationally updated curriculums that prepare students to the competitive work force
Good Professors earning a PHD, have experience to give the info. to the students. Expose students to more projects and go to the outside world, not only memorize and write exams. Presentations and projects are highly recommended in all departments.
Good impacts on Knowledge and skills, good impact on personal values and morals, excellent preparation for the next step
An education that encourages students to think critically and develop their skills, prepares them for the job market and teaches them who to solve problems and be proactive
Up to date, research based combined with hands on applications.
An education where my child could understand himself as well as others. it would not be rote memorisation but hands on and project based. There should be a lot of diversity in the work done in school. There must be a lot of real life case studies and I would hope that there would be more internships in real factories (for mechanical engineering) as well as for other departments.
It prepares the students for their future career
"1- Good curriculum that relates to real life.
2- Projects and group work that entails actual case studies
3- capable professors to handle the young talents and not just an expert in a field who lacks the ability to communicate with the new generation."
New ideas with innovative approaches that helps students gain self confidence
Good curriculum and good teachers
Is the kind of education that teach students to individually learn sciences without the need of private classes, qualify them to a successful career after graduation and teach them art, history and philosophy beside major study
Knowledge and personality to be unique in the job market
Knowledge, proactive, diversity
One which is up to date with the current methods and research in the world. One that prepares our children to the real life struggles they will encounter after graduating. One that introduces them to the importance of history and critical thinking.
Accredited with practical wide scope in the field. Credit hour courses matching international standard of top rage university in USA and UK. When the graduates interact with graduates education as Mater abroad they show competence and compete with top rank university abroad
When it is matching what other students study in other countries
"Distinguished professors
International standard, related to the needs of the market, applied education rather than theoretical
- Accredited- send students to international competitions and conferences- engage in activities- community directed curriculum- Faculty members from all the world- using top notch technology for research, assignments and presentation...
- Good quality education is when my child remembers what he has learned in college years later. Also when not all his worried about is the grades and meeting the deadlines of the assignments, but he/she should be worried about what to learn to become a well-educated and informed person in the future
- "Creativity
- The way of thinking & taking discussion.
- Knowing their goals."
- One that provides learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to their societies and enhance individual well-being
- The education method that encourage the creativity and positive energy/attitude as well as the technical information in question."
- Quality education aims at developing a balanced set of capabilities of students they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being
- Allowing students to think and research
- Quality education provides students with not only knowledge, but also skills that enable them to succeed in their practical life. Communication, collaboration, critical thinking and creativity are essential skills that quality education develop.
- Focusing on developing the student as decision maker in the field that he is studying and developing his knowledge.
- A good quality education should focus on a unique quality education that allows my children to develop and grow in their respective environments that are supportive and at the same time challenging, and one that nurtures them to become confident, have good self-esteem, and learn how to self-develop and one that gives them the opportunity to strive forward yet at the same time feel a sense of responsibility towards others in their community.
  - AUC
  - Education that develops students' academic and interpersonal skills.
  - "1. Methods of teaching
  2. Number of students in the class
  3. Facilities, Labs, etc. used
  4. Best doctors (experience, publications,...)"
  - All rounded education, including acquiring academic and social skills. Teaching youths how to take responsibility and prep them for a successful career in the workforce.
  - The one that helps build and shape personality
  - By knowing the university’s rank
  - The one that help students how to think and behave after they graduate and start their careers
  - Suitability and value as perceived by potential employers
  - Up to date and matching with the market employment opportunities
- Good curriculum, good teachers, appropriate campus, overall facilities, diversity of student body, and accreditation.
- Allowing students to research and excel. Being up to date with latest trends. Empowering students to be competitive in work
- Well educated children
- Education that adds to their knowledge on a daily bases. Plus gets them ready for the workplace
- Giving the Same level of education provided abroad, with approved license accepted worldwide, in addition of building character and self confidence
- Education that gives all the necessary knowledge to prepare the student for the workforce.
- Advanced, Updated, Competent, Equal & Fair Evaluation, Highly Qualified Faculties, Highly equipped campus.
- One that is up-to-date with global developments, encourages critical thinking, equips students with vital professional and research skills, helps students develop systematic thinking and reasoning, equips students with the ability to update his/her knowledge.
- Value added education
- It is the kind of education that provides the student with what he/she needs to; be a productive person, positively contribute to his society & achieve a peaceful & sustainable life.
- Experienced and talented professors.
- Liberal arts and varied programme.
- Consistency, organised."
- Good education system that focuses on developing scholars way of thinking in addition to providing a well-developed curriculum that put the student up to the latest knowledge
- Education that affects your core personality to make you a better person.
- To learn new ways to be creative and analytical theory that makes u different than other graduates of different universities"
- Quality of professors, teachers and instructors, well designed curriculum, excellent facilities and libraries, other students, environment, extracurricular activities
- Preparation for the real world in terms of knowledge, information and character, personal growth and ability to learn.
- Hands on experienced, knowledgeable faculty who is able to transfer his/her knowledge/experience to the students in a liberal, well equipped educational environment
- Encourage thinking and build enthusiasm and value for education

Q7: For each of the following factors influencing the quality of education at AUC, please let us know how important you think they are to quality of education (first dropbox), and how good you think they are at AUC (second dropbox)? Note: If you’re taking the survey off your phone, you may need to scroll to view this question properly.

How important is this to quality of education?

- Value for money currently AUC education is much overpriced
- The academic scholarship must be applied again
- Taking care of differences of students’ abilities and hopes
- Merit scholarships for non-public schools students
- The advising and the registration process is a complete mess. Many examples of freshman and un-experienced students who have been led by their advisors to take combination of courses that is not optimal for their declaration plan. Registration is a unique torturing experience for students, that reflect the administration incapability of planning, matching the student accepted with the courses and places offered.

- AUC could well be the best university in Egypt, but ranks poorly in terms of value for money, and compared to similar institutions in other countries in MENA, Europe, or North America.

- Transportation available to all areas.

- Professors should be monitored in their classes and be rated on certain rubric for their way of communicating their information to students.

**Q12: In your opinion, what should AUC focus on to improve quality of undergraduate education it offers?**

- Total reform and change of the mindset
- Professors
- Quality of teaching
- Allow more time for academic advising, improve group supervision when a group is involved in a single project
- More focus of instructors’ abilities and technicality.
- Allowing the availability of enough classes for courses especially with reputable professors in order to avoid obliging students to register for courses they don't want or with professors they don't prefer due to lack of enough places in such courses.
- You need to select the best professors.
- "Minimize late night courses and exams"
- Increase social responsibility activities"
- Instructors selection
- AUC should Focus on the quality of instructors with the help of American accredited Instructors as they used to do in the past
- More practical and field training opportunities, improve registration policies and procedures, benchmark program content to the National Academic Reference Standards (NARS) defined by NAQAAE, or any higher academic standards. respond to students' feedback on faculty (most faculty poorly evaluated by students continue teaching with no evidence of response to students' opinions)
- To improve a quality of teaching by provide professors with academic and practical experiences from different countries, ages between 45 to 55 years to transfer their experiences in management, operating and teaching to students
- Teaching methods, critical thinking, teaching in ENGLISH language NOT arabic, hiring more diverse international NOT local faculty otherwise it would be cheaper for us to enrol them in Governmental universities. That was AUCs strongest educational aspects when i was a student; scholars from all over the world taught us and that is the reason why we enrolled our children in AUC
- "Registration for courses
- Declaration process
- Diversity
- Availability of scholarships
- To select more experienced doctors
- More exposure of common community. They just get a shock with real life after graduating
- Attract better teaching faculty, attract high caliber students to raise the bar of performance among the student body, update course content to include the latest standards taught in top notch universities.
- More assignments less marks on exams more projects more group work activities in my case my son doesn’t have the time to enjoy himself as a lot is accomplished in a very short time
- Focus more on widening the scope of internship opportunities they offer to students.
- Bring more internationally famous faculty
- "In technical subjects such as economics, physics and mathematics, it is very possible that a student spends four years at AUC and graduating without knowing any of the subject's technicalities.
- An honors program in those majors, would give good students the opportunity to acquire a good amount of technical abilities.
- For example, the calculus sequence offered at AUC is really weak and gives students the wrong impression. Its theoretical content is zero and is not suitable for good students of math or any other scientific domain."
- Professors' teaching skills
- Instructor credentials including research / Instructor teaching ability / Campus facilities and student support services / Quality of library and Labs / Sports activities.
- More care of students’ abilities and capacities and hopes. More follow from the professors to assure the understanding of the students of the courses, and helping them with regard to the differences of abilities between the students
- Proper choice of employing educators and investing in them so they would stay. Compared to my education at AUC back in the 1980's for my Bachelor's degree and later in 2008 for my Master's degree, I find the university growing as a facility, yet diminishing in the values that AUC has constantly reinforced in the past. Also, the selection of students is also of utmost importance. The admission of low performing students is jeopardizing the name and position that AUC has always held and is also decreasing our students' chances of obtaining decent jobs upon graduation. As an educator myself, I see a strong decline in English proficiency when hiring teachers in my school and wonder how is this possible?
- Caring about the capability of a professor to teach and that he is from the practical field (despite he is a good researcher or not)
- Standardize a course content / grading system among same courses with different professors to create a form of equality in the level of education
- Make a real advising system with specialized people
- Continuously examining the effectiveness of the tutors on campus
- Improve the quality of co-curricular activities and facilitate their operations more "
- Extracurricular activities
- Good teaching
- More researches more practical content included in the courses syllabus
- Reduce the number of students in each class.
- Increase the number of expat teachers."
- Quality of teachers
- Get better/qualified teachers and improve the system of course registration and advising.
- Most of the time rethinking of subjects to be registered because the class of the well-known qualified doctors are closed
- Increase the interest in academic advising and the follow up of students achievements
- Upgrade the registration, number of classes & student / class, exposure to the finest doctors who has foreign education & broad mindness more chances of one to one doctor / student interaction & higher level of understanding of the given material more transportation facilities & flexibility in registration as well as advising
- Education which has international standards by obtaining staff mainly from USA and Europe which is not available now in AUC as the majority of staff comes from public Egyptian universities
- More experienced teaching staff, more abroad internship and scholarship.
- Improve the quality of teaching staff, add more classes to some courses especially senior courses, solve the registration problem which the students suffer every semester
- Researches, cooperation with high ranking international universities
- My opinion, the most important points is to exposure the student to the real life experience
- Establish strong link with international companies to give opportunity for student to be in strong tie with practical
- Quality of teaching the up to date syllabus that its strengthened by impressive intern experiences
- Improving teaching skills of TAs and faculties as well as improving the academic advising
- Instructors teaching abilities and career preparation
- Contents of major & minor courses
- Mainly; increase the number of outstanding foreign faculty members, more research/design activities, more applied courses and concentrate on the practical experiences
- More field visits, simulations of on-job tasks and training opportunities with entities that AUC recommends.
- Teaching skills of Faculty members
- Too early for us to judge
- Review the courses content / teaching techniques / more life examples / Employment support / Revisit the cost of education at AUC to relief the huge financial burden (which currently became not corresponding with the level of education offered).
- Accept Alumni BA, MA (AUC) and PhD graduates to be part of its teaching faculty when they apply. Sometimes it helps to balance international faculty portrayal and prove that AUC's quality education is recognized inside not only outside.
- Much more focus on advisory professionals from the field outside AUC staff, different way of registration night mare; much more internships and getting students close to major companies in their respective field of education for better opportunity of work
- "Better accreditation worldwide.
- Better professors in Scientific Sections.
- More student researches
- Level of educators
- Registration system & availability of courses
- Advising
- The content of the courses, the qualifications of instructors and methods of instruction
- Improve Instructor credentials, improve the quality of teaching and the material given. Expose students to the real life. Decrease the number of students in classrooms. Some have reached 40 and above. Why are we paying such high fees for large classrooms?! AUC is considered the best university in town, and by far classes should not exceed 25 students so that both the professor can teach the class properly and have the time to listen to students and the students can comprehend and get all the needed advantages + the required attention.
- Quality of Instructors / Teachers
- More exposure to real-life experience."
- Research and in house discussions and presentations
- Training for Instructors and faculty
- Introduce new successful/innovative ways for education applied in top universities abroad that could be applied at AUC
- More focus in hiring full time vs part time professors
- Offering acceptable financial package to attract good quality professors willing to take a full time job
- Take in consideration the students’ evaluation and comments on professors especially if they seem to be consistent."
- "More outside research and internships
- I wouldn’t know but would look to the ivy leagues and take from them
- More major studies (i.e. Construction and engineering sciences)
- Content of major course, quality of teachers, offering and supporting exchange programs at other universities abroad.
- Academic support
- AUC should be more choosy with its faculty. Being Non Egyptian does not necessarily mean he/she is a great teacher.
- More involvement between teachers and students. Instructors to take extra mile with their students. We are starting now the era of private tutors outside campus! Can you imagine this
- Increase number of teachers as it is not fair that students do not take courses they want because of limited availability and they must wait for the next term
- Quality of recruited professors
- Registrar instructors should be more helpful, I am sorry most of them are patientless get easily frustrated and usually did not offer good advices registration us usually a hill due to limited seats in classes and major difference between professors. We need help from the university to get a good internship as all the meetings are fake so we need the support from the university. Ivan recommend that the university offer places fit the top 10 students in each major every year. I recommend the projects and graduation thesis to be more linked to reality and market. U hope the scientific achievement scholarship is back..
- Faculty members
- Choice of faculty
- Nothing from my side.
- "Your advising staff is very poor. They mislead students and often provide incorrect information
- This is the major weakpoint in AUC.
- Another thing –
- Please don't act like a commercial entity... You're supposed to be a 'non-profit' organization. Please act accordingly."
- Having more western teachers whose mother language is English.
- Affiliate with other international universities
- N/A
- The quality of teaching is extremely important. Using updated teaching methods is required. Differentiation is non existing. Providing the time and support for average and below average students need reconsideration. Profs are often too busy to provide the required attention to individual needs or provide the support their students ask from them. TAs are a big part of the problem and they are few in number and not qualified. The evaluation system also has many flaws that need careful examination and adjustments.
- Bring more international faculty, and expand the majors, and screen students enrolling as well as their parents
- Content of major courses
- Improve faculty teaching methods"
- Selecting good faculty who can transfer their knowledge and communicate with students.
- Involve the parents more in the academic progress and course planning/career advising of their children. Maybe I'm old-fashioned, but I still need to be kept abreast of my son's academic performance and be involved in the selection of the courses he signs up for.
- The quality of teaching
- Quality of Doctors
- Internship program needs enhancements. Study abroad should be encouraged
- 1. Standardization if how different teachers deliver the same course
- 2. More fair chances in courses registration"
- Teaching staff with more international exposure and courses content that is most updated.
- Doing a good job already
- Preparation for market and work
- More qualified professors
- Make sure that professors are able to transfer their knowledge. Not every professor has what it takes to be professor, sometimes they are too academic and have not had any professional work experience themselves which is essential for every professor to have. Practical background is an essential as academic background of professor.
- Research
- "AUC in the computer Engineering should improve Quality of Teachers that could provide an international experience and curriculum. Not local Teachers who are teaching with the same methodology within the Egyptian Universities.
- Selection of highly qualified faculties especially from high ranked universities and speaking English fluently. Some faculties are graduated from low ranked local universities whom lack
good English and qualifications and some of them have a psychological issues against AUC students.

- Become more involved in the country's public and cultural life, work on enhancing the students' exposure to, and interaction with, the Egyptian society at large, maintain an international and multicultural student body, do much more fund-raising to finance academic and merit scholarships, better manage, maintain and clean campus facilities, attract better faculty with more international exposure.

- Choice of instructors
- Interaction between professors & students
- Choice of instructors
- Keep the focus on liberal arts. Definitely keep the Theatre and acting programmes open and funded. Pls pls pls consider a faculty of medicine for future students.
- "Better instructors.
- Real life applications and interns
- More developed curriculum "
- Focus on choosing good calibers as professors .... monitor their teaching methods and make sure that they follow a set of rubrics. Don’t leave them manipulate students and the class the way they want without any consequences
- More interaction with Egyptian society in different parts of Egypt. Address real life problems and concerns of the Egyptian society. Go out of the comfort and air conditioned offices of the campus and conduct events in different governorates and cities in Egypt. Cairo is not Egypt!
- "Teaching qualification of faculty a PhD holder/great researcher does not necessarily have the skills to transfer knowledge and experience, please try check that before hiring
- Re focus on having the faculty him/herself teach not the TA
- Smaller classes will ensure more interaction among students so better quality.
- Advising and registration. Declaration should be based on other things other than GPA
Open Ended and Other Responses from the Parent Arabic Survey

Q5

لماذا قمت باختيار الجامعة الأمريكية بالقاهرة لتعليم إبنك / ابتنت توجهك / إكمال أهتمامات أبناءك في المدرسة حيث أنهم حاصلين على الشهادة الثانوية الإنجليزية?

لابد والبرالي في التعامل مع الطالب الذي لم يحدد نوع التخصص الذي يريد به بعد معرفته بالمحتوى الدراسي بدون أن يفقد

ساعات

منحة.

3.

تعتبر الامتداد الطبيعي نوعية التعليم التي تلقاها أبناءي في المدرسة حيث أنهم حاصلين على الشهادة الثانوية الإنجليزية (IGCSE)

أبتنت هي التي ألحت على الالتحاق بالجامعة الأمريكية ومن جهتي كنت أفضل كلية الهندسة جامعة القاهرة

الاهتمام جودة التعليم الجامعي بالجامعات المصرية الأخرى عن الماضي.

والثانوية يساعد مهارات التفكير النافذ.

كذلك سمعة خريجي الجامعة بأنهم على تقاوة وادراك أوسع شمو فأقرأ من أمثالهم في الجامعات الأخرى.

فجوة التعليم بالإضافة التي تعلم ثقافة أخرى

بناء شخصية الطالب أثناء فترة الدراسة الجامعية؟

أجمل مسباق.

Q6

ما هو تعرفك للتعليم عالي الجودة؟

1.

تعليم يكون أكثر جودة علميا من بقية الجامعات.

2.

التعليم المعتمد على التفكير وتحليل المناقشة والتعاون والقد.

3.

التعليم الذي يتم من خلاله تكوين شخصية الطالب والذى يسهل فرص توظيفه في المستقبل.

4.

ان يعتمد على تلميذ الفرد بما يتاسب مع الواقع العالمي أو بالآخر سوق العمل العالمي.

5.

تعليم متميز يساعد الطلاب على الفهم والاستفادة باقصي درجات من المواد العلمية بدون حفظ أو كروته.

6.

تعليم عالي الجودة: هو التعليم الذي يفيد الطالب في حياته العامة لمواجهة صعاب الحياة، والذي يكون له دعما في

حياته العملية.

7.

المعتمد على معايير عالمية.

8.

توفر فيه تفاعلا عالم بين الطالب والاستاذ ويكون مصدرا للتدريب العملي والتطبيق وتوسيع مدارك الطالب بإتاحة

فرصة التعلم.

9.

تعليم مبني على البحث واستخدام التكنولوجيا الحديثة و ليس الحفظ و التلقين.

10.

تتيح للطالب معرفة قدراته وتعود على مناهج وطرق مختلفة ويسمح بالتعبير عن الرأي.

11.

التعليم الذي يوكل المستجدات العالمية في صن تخصصاتها.

12.

ان يكون واسع الإطارات للموضوع الذي يدرس وينير حديث

مع متطلبات سوق العمل مناهج دراسية حديثة ومتطورة طرق شرح مبكرة وتعتمد على البحث لا التلقين مدرسين من

مستوى متميز.

building the character / Being independency / Being Presentable and enhancing communication skills / being creative and thinking out of box etc

14.

التعليم المؤهل للمستقبل

15.

اختبار ماهية حديثه واتخاذ استaneously

16.

هو التعليم الذي يخرج خريجي بمستوى عال مستطيعون بواسطةه تقديم مستوى من الكفاءة المهنية عال

17.

التعليم البشري على الفهم وال엔ترتر ليس الحفظ

18.

أن يكون له تأثير إيجابي على شخصية الطالب مدى الحياة سواء في الحياة العملية الشخصية وان يساعد على تغير

المفاهيم المغلوطة بما يساعد على تنمية قدرات الطلاب العملية والشخصية

19.

أن يصبح المتخرج جاهز للعمل بعد التخرج بشكل اسرع من خريجي الجامعات الأخرى حيث يمكن من الانتاج بشكل

اسرع.

20.

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التعليم الذي يستخدمه المجتمع والطالب معاً يعنى أن يستطيع الطالب ترك بصمته في المجتمع وفي نفس الوقت أن يعيش حياة كريمة تعتمد على عمله المتبني على أساس التعلم.

استفادة الطالب من التعليم بعد تخرجه جزء أساسي، وحساس الطالب أنه يحتاج التعليم خلال طول حياته ونهله للعرفة.

هو التعليم الذي يكسب الطالب كفاهته فتحه بالمعنى في التخصص مع ربط ذلك بخبرات عمله وتغذيته في الحلقة من خلال التدريب الميداني.

الاهتمام بكل من شأنه أن يرفع مستوى التعليم.

الاهتمام بمتابعة تحسين الطالب، ونظام الطرق والработать، ووضع الوجبات على مستوى تعليمي.

على وفق تنفيذ التدريب على أساليب التعليم وتعليم الفعالة التي تدعمها يصغر قدرات المتعلمين وموه백هم المتنوعة.

لاكتساب المعرفة اللازمة.

والمهارات العملية والسلوك التعليمي الناتج من نظرية فكيرة متكاملة وسلامة مع احتياجات العصر وتحدياته ودعم احتياجات المتعلمين؛ بحيث تخرج أجيالاً من عملي قدراً على اتخاذ القرار ومساءدة أنفسهم وغيرهم على حال المشال.

وإيجاد الحلول المبتكرة للقضايا الشاذة، مع توفير بيئة آمنة للتعليم والتدريب والصحة والتفاعل الإيجابي بين الرماح.

التعليم العلامة المحتلة والمجتمع المحيط.

استهداف مهارات التدريس من مصادر ومودع من الجامعات والفرز تدريبي حيث يساعد على الإدراك.

هو التعليم الذي يساعد على متابعة كل المهناء، جودة المناهج والتركيز الداعم، جودة الدورة التعليمية، كفاءة الأطر.

اللغوية والدارسة. جودة التكنولوجيا الأساسي ومستمر. التدريب الأول للموارد البشرية والمالية. الاتصال الإيجابي.

المستخدمين من ملتزمات المدرسة. تحقيق المطلوب. تناغم التعليم بالتغيير.

التعليم العالي هو التعليم الذي يعتمد على البحث والدراسات العلمية والاحتكاء والتعليم من إستاذ ذو خبرة.

واكبه.

التقييم الذي يجمع بين الجودة من حيث المحتملي المتواضع مع احداث المناهج بالإضافة إلى إعطاء الطالب الحرية في اختيار ما يهمه وال쁨 بالتمكن عليه تناسب التعليم غير متوجية.

التعليم الذي يجد الطالب لديه القدرة على الابتكار وإيجاد حلول لمشكلات وتطوير ذاته والمجتمع وقدرة على المنافسة.

هو التعليم الذي يواكب تطور المناهج العلمية والخارج، وأن لا يكون هناك فرق كبير عن الخارج.

مستوى العلم والمعرفة والأبحاث التي يقوم الطالب بتقديمها أو مستوى الإستاذ من حيث الإبحاث ومدى معرفتهم بما يحدث في العالم من تقدم.

فرصة التعرف على عدة مجالات في نفس الوقت واتباع الفردية لحسن اختيار التخصص.

تشريع بקובע مادة ينص أن المدرس يكشف عن الجودة من خلال الجامعة والتعليم على الجودة يتم كل ما هو حديث.

على مستوى العالم ويشمل المناهج الحديثة جهة الحاسب الحديث مناهج التعليم مقابلة بالتعليم الخ.

لاهمام بجميع التفاصيل وليس المدة فقط.

التعليم الذي لا يؤخد به يمثل في مصر أن في هذه الجامعة بمعنى التميز وتبقى.

تعمي يؤدي لدائم عقلية وشخصية منتجة في مجالاً مبتكرة ومتنوعة وخلقية.

مساءدة الطلاب على تفعيل قدراتك، والازدهار في موطنك بعد تخرجه، مع بناء قاعدة صلبة من الفهم الإنساني بداخله.

تعليم يعتمد على التدريس الجيد واستطاعة الطالب تشغيل مهاراته ووجود توجيه كاذبي مدرّب.

دراسة عملية علمية ينتفع الطالب ممارستها وتطبيقها في حياة المهنة بعد الجامعة وفقاً لحدث الإساليب العلمية.

والتعليم المتطور عالمياً.

الجودة في التعليم تعني الشمول الفكري والإدراك. لنجاح الحياة مع التركيز حول منهج الدراسة لخصوصية الطالب بما يشمل من جوانب التعامل المختلفة سواء الأدبية والعلومية الأخرى ذات الارتباط، لتتوسع مدارك وافقت الطالب نحو مستقبل أفضل.

هيئة تدريس ذات مستوى علمي وتفايق متنوع ومتنم، وامتيازات ذات مستوى تميزه رعاية تفاهيم واجتماعية للطلبة منهج.

متطورة ببعض التقييمات العلمية.
To teach our children how to think, question, analyze and criticize, how to be creative, where to find the information they need and how to work in teams

education based process and strategy to support teaching the student in a proper environment by good teachers.

45. To teach our children how to think, question, analyze and criticize, how to be creative, where to find the information they need and how to work in teams.

46. and work in teams.

47. In order to teach our children how to think, question, analyze and criticize, how to be creative, where to find the information they need and how to work in teams.

48. مدارس أخرى لتحقيق التقدم في العمل في المستقبل.

49. تعليم الذين يتحصلون للطلاب المهارات البحثية والاجتماعية بالإضافة إلى المهارات الاجتماعية.

50. التعليم الذي يعتمد على البحث والقراءة يعتمد على التفكير وأعمال العقل بدلاً من الحفظ، واليّ يستخدم تكنولوجيا.

51. التعليم على الجودة هو التعليم الذي يعمل على توسّيع الأفق والمسايرة إلى الأحداث وسائل التعليم في الجامعات البريطانية.

52. بناء القدرة على البحث والاستقشاق والتعامل بين الاعتماد على الحشو المعلوماتي الذي يتم تزويجه والتحلول من أجلها.

53. أيام الاختبارات نهاية كل عام.

54. النشاطات والأنشطة الاجتماعية وال территории الرفقة - قوة إعطاء هيئة التدريس وتنويها - المناهج - لا يوجد بروتوكول - تنوع الثقافات - المناهج.

55. يلزم على معرفة بما يدركه من بحث وإن يكون له الرأي والحرية الكاملة في التعبير عن رأيه.

56. دراسة جادة حول تحليل شخصية قادر على تحمل المسؤولية.

57. أحدث البرامج التعليمية التي تتوحّل إلى الطالب يكمن نموذج مثير في خطيّة العملية.

58. التعليم المحوري للصرع والنظر مع ميول الطالب والتي توفر له السبيل لأنشطة الصمود المعرفي وجعله يحبون ويبقى على التعليم.

59. و الأكاديمية.

60. اعتماد أساليب تعليمية متطورة مثل البحث والتنبؤ ووجه الطالب الجزء الأهم فيما تجري طلبة ذوي كفاءة عالية في منهجية الفكر والابتكار ومواجهة أزمات الحياة العملية.

61. تعليم يدعم مع أحدث المناهج في الجامعات الكبرى في العالم.

62. التعليم المبتكر على أحدث ما وصل إليه العلم من معلومات وطرق تعلم مما يجعل أولاً وآنذاك يستطيعون لمواصلة رحلتهم في عالم الطبيعة.

63. تنفيذ المناهج العالمية في التدريس.

64. هو التعليم الذي يحقق التطور التكنولوجي الذي يفيد الطالب والمجتمع الذي يعيش به الطالب.

65. الذي ينتمي استخدام أحدث الوسائل العلمية لنقل المادة العلمية في صورة جذابة للطلاب بما يضمن المامة التامة والقدرة على استخدامهم بسهولة وشمول.

66. التعليم الذي يعمل على زيادة المعرفة والإدراك للطلاب لم تعد مع التركيز على مسار محدد يكون الطالب متزامن به إلى ما يصف تطوير مترعة لمسار الخروج أو الدخول إلى الساحة الدائمة لزيادة نسبة المعرفة لديه.

67. هو الذي يبني شخصية متقدمة على نفسها قادرة على مواجهة تحديات الحياتية مزينة وسوية لديها فرص عمل كبيرة.

68. خروج دارس ومتزامن لاحتياجات العمل ومتطلبات في العمل داخل وخارج مصر.

69. هو التعليم الذي يعتمد على اتصال المعلومات للطلاب بالانفتاح والمحاوره والاندلاع وليس بالحذف.

70. تفاصل المناهج والاستراتيجية المتميزة في المعلومات.

71. أن الرسالة تكون مربوطة بالواقع العلمني.

72. تقديم المادة العلمية بالسلوك حديث يسمح للطلاب باستخدام هذه المادة العلمية تطبيقها عاطفياً في حياتهم الاجتماعية.

73. و الوصول للاقصاء استفادة من هذه المواد بدون حصول متزامن زائد بدون فائدة.

74. هو التعليم الذي يفتح المدرك ويبحث على التفكير واستنباط الأفكار عن طريق البحث وحرية الفكر.

75. 150
74. منعت دائماً بذل التحديات الأخير هو، في هذه الدراسات العلمية، يفتح المجال للإبداع والتحاور العلمي بيناء يساعد على تطوير علاقة المدارك والرغبة في نشر العلم ومساعدة من يحتاج التعليم.

75. الهدف للمجتمع المحلي والدولي يربط كل البشر بصورة دون اختلاف ويساعد على احترام الاختلافات في الآراء يوسع المدارك والرغبة في نشر العلم ومساعدة من يحتاج التعليم.

76. هو التعليم الذي يبني شخصية الطالب ويجعله يبحث ويختار ويغرس عن رأي وياعد على نفسه في كافة المناحي.

77. جودته المناخ والأستاذة مع تطور شخصية الطالب ليكونوا قادرين على مواجهة مناخ العمل بخليفة شخصية فريدة.

78. مناهج جيدة مربعة بالسيرة، تريد بطريقة حديثة دون تعرض الطالب لضغوط نفسية.

79. هو التعليم الذي يحب طالب العلم الجاد المجتهد في المادة العلمية ولا يقدرون منها دون إخلال بمقام المادة العلمية.

80. تخصص الطلاب ليكون مؤهل في مجال مناهج تناسب الطلاب داخل خارج مصر تؤهلهم للدراسة والعمل بأي مكان بالعالم مع الأخذ في الاعتبار بالتحديات لكل جديد.

81. إن العوامل التالية قد تؤثر على جودة التعليم، برغبة تحديد مدى أهميتها وتأثيرها على جودة التعليم من وجهة نظر في مربع الاختيار الأول ثم مدي جودتها في الجامعة الأمريكية بالقاهرة في مربع الاختيار الثاني. إذا كنت تجواب عبارة الهاتف الجوال (Scrolling) لدى السؤال بوضوح:

1. تعليم الطلاب من الطالب على الاجابة نظراً لأن ابني لايزال في الفصل الدراسي الأول من العام الأول ولم يبدي لدى الصوره الكاملة للاجابة.

2. teaching students of different sources of education does not mean to go lower in the prerequisites for the speciality declaration, as this will affect the level of the starting point of education.

3. الأساتذة الذين يعملون في الجامعة كثير منهم لا يقرؤن لمستوى الجامعة الأمريكية ومع أنه يكون هناك تقدير للاساتذه والطلاب ينطلقون من هذه الأراء ويقولون هذا ينحل وهذا لا ... إلا أن الجامعة تصر على بعض الأفراد لا أعلم لماذا؟

4. لا يوجد ابتداء النظر و يقهر في موضوع وقف المنتج الدراسي للمتفوقين لما لها من أهمية في الحصول على طلبة متوفين.

5. هذا يعكس على جودة الملحق الطالب ثم ليس فقط، قادرون بعضاً معًا فلوس اعتماد انا طالب شاكر ويستطيع أن يحصل على ما يوازي قدراتهم من خصم مادي يعطيه الدافع لمساهمة تفوقه.

6. أين منح ودعم المتفوقين؟

7. The quality of professors is way below standards. Teaching methods for many of them (unfortunately most of these are Egyptians) are very old and rely on memorizing. They do not inspire students. I know some of them in person and they are average people who should not be teaching at the AUC. Advising needs a lot of improvement. Advisors need to be more kind to students and spend more time with them. Also registration is a mess. There should be a better way to do it and basically what is offered is much less than what is needed by students.

8. من جامعات مميزة وخضراء في العرب ومن دول متقدمة في البحث العلمي هناك جدًا وأرى أن الجامعة أصبحت تعتمد بشكل كبير على أساتذة محليين أو من المنطقة العربية المجاورين مما يفقدها الميز الذي أزنت بصاحبها في العقود الماضية.

9. الإمتازات العلمية والعلوم المعنية للمتفوقين اعتقد لا توجد حالياً في الجامعة الأمريكية بالقاهرة.

10. نظام تسجيل الدورات مزدوج داخل مواعيد الامتحانات غير إمدي وممزق لصحة الطلاب.

11. فرص عمل بعد التخرج ضعيف.
من العوامل الآتية، ما هي أهم ثلاثة عوامل مؤثرة في جودة التعليم في الجامعة الأمريكية بالقاهرة؟

1. احتجاج لوقت أطول لابناء الجامعة للتحديد بشكل أفضل (accreditation) 
2. الجودة الاعتماد

في رأيك، ما الذي يجب التركيز عليه لكي تتمكن الجامعة الأمريكية بالقاهرة من تحسين جودة التعليم لطلابها الجامعيين?

1. ان يكون التدريس عن طريق استادين أجانب إلى جانب مصريين
2. جودة المدرسين وقرئتهم على الاهتمام والتفاعل مع كل طالب
3. تحسين وزيادة كفاءة أعضاء هيئة التدريس
4. الاطلاع بشكل أكبر على أحدث الإبحاث في كافة المجالات سواء عمله أو نظرية
5. 1- Hiring plan for enough number of professors who provide good quality of educ. (Are there studies for the expected no. of new students that will join each dept. For the next years - the unplanned increasing no. of new students in some dept. resulting in selecting unqualified new teachers due shortage of time) 2. An appropriate exam schedule to ensure balanced workload through out the semester (Are there Coordination plans between different dept.
6. ( ?)and teachers
7. The Career Day (Are the companies in career day are serious enough or just they are (.using this day for adv
8. اختيار المدرسين ذو الكفاءة العالي فلا يمكننا في الاختيار على أهؤلاء اخري إلى جانب توفير الكورسات للطلاب
9. يشترط أن يكون التدريس بين مدرسين أجانب أكثر على مستوى أكاديمي وخبرة عالية
10. اختيار أعضاء جودة عالية وقرئتهم على توصيل المعلومات للطلاب بسهولة وكفاءه
11. الاختبارات السابقة للقيد وعرض أكثر تسقالا من المواد التي سيقومون برضاها حتى يمكنهم حسن الاختيار والتسجيل
12. الاختبارات تعتبر من الاتصالات في الجامعة
13. التحضير المهني والتدريب والمنح الدراسية
14. Value for money
15. أن يشعر الطلاب أن ما يقدمه سيكون له مرور جيد
16. الاستفادة من نظام الدراسات المتقدمة
17. التدريس الواقعي والمستمر
18. اختيار أعضاء لهم خبرة أكاديمية وخبرة في التدريس لتغير نظام حجز الكورسات لأن النظام الموجود فاشل إذا ادع
19. لا ينبغي أبدا في السنة ثم قد لا تجد مكان في كورس من الكورسات أو تضطر تأخد مع دكتور غير جيد!!!
20. المعروض مقابل ما يدفع يتم توفير أساله في كل التخصصات ضمن الى ذلك تعتب بعض ادارات الاقسام في تعاملها
21. مع الطلاب
22. الاختيار أكثر بجودة المتعلمين
23. التأكيد على محتوى المادة العلمية
24. يجب على ادراج الطلاب تشجيعهم على الاشتراك في العملية التعليمية hiring professional and experienced doctors and inspiring students by lectures from worldwide successful and famous people.
25. الاختيار بالطالب كثرى أكثر من الاهتمام بالمرشد المادي الذي سيتنبه الجامعة منه
لاهلي

بصفة دورية مبينة على معايير معتمدة هو اهم شي يجب التركيز عليه، مثل نشر الأبحاث و مستوي المحتوى العلمي والمفاهيم المتخصصة المختلفة

26. مراجعات أكثر للفريق العلمي وخصوصاً قيام الطلبة وإعداد النص في تقرير ال

declaration

27. قدرة المعلم على التدريس و لديه أبحاث وتدريب عملي للطلاب وإدماج الطلاب في الخدمة الاجتماعية

28. الاهتمام بجودة الأسئلة حيث يوجد بعض الأسئلة غير فعالة

29. ضغط سنوات الدراسة بالنسبة لطلبة كلية الهندسة بحيث لا تتجاوز عن خمس سنوات على الأكثر

30. الاهتمام في تدريس المناهج على أشخاص وأسئلة ذات فكر كبير و لكل من يقوم بذلك هم أستاذ الجامعات الأهلية

31. التدريب في دراسة مناهج تعليم أخرى مختلفة ودراسة احتياجاتسوق العمل العالمي

32. مراجعة التعليم أو باول بما وصلت إلى الأبحاث والعلوم بالخارج من خلال نظرة عن طريق هيئة التدريس من خلال

33. توقيع جمهورهم ومواقفهم العلمية

34. اختيار المقدمة ومن يقوم بمهنة التدريس

35. وضع منهج الأنشطة العلمية يشمل الدراسات العملية الأهمام بالرحلات التربوية للطلبة لخلق روح المشاركة

36. الأبحاث والاسترجاعات أضافية نوات تعريفية بخدمات الجامعة ونوات إرشادية وأسئلة تحديد أفضل الأقسام

37. الاختبارات الأكاديمية في كل شعبة

38. دراسة وجدت الأكاديميين يتأرجح باسم الجامعة الأمريكية كما كانت عليه من قبل

39. الاختبارات الأكاديمية أضافية نوات تعريفية بخدمات الجامعة ونوات إرشادية وأسئلة تحديد أفضل الأقسام

40. اختيار هيئة تدريس فعلي كفاءة تليق بالجامعة وعمل اختبارات دامية لمعرفة ذلك وسواء أصلة عن جودة

41. اختبار هيئة تدريس فعلي كفاءة تليق بالجامعة وعمل اختبارات دامية لمعرفة ذلك وسواء أصلة عن جودة

42. اتخاذ قرارة أكبر للبحث عن المعلومة يتوسع أكثر من خلال المكتبة والمشاريع المشتركة بين الطلاب دون ارهاق الطلاب بما لا يفيد تخصيصهم وربط هذا البحث وتأثيرنه في حياتهم العملية

43. الاستمرار في تطور الأهداف وتحسين التفاعلات الفردية مع الطلاب والعمل على زيادة الأبحاث العلمية لنتهج

44. اتخاذ أسرت للطلاب هذا لا يعني الاهتمام بالمدرس وتطوير أدراكهم الدراسي وأطلاعهم على كل ما هو جديد

45. عود المتوقع عن طريق ارسالهم إلى جامعات أخرى عالمية حتى يكتسب الثقة ويمثل أن مستوي تعليمه لا يقل عن

46. أدرك واعي الجامعات

Quality of professors. Their teaching skills and not their credentials

47. اتخاذ كافة المهارات التدريسية

48. مدة المدرس المعلم

49. طريقة تسجيل النورس للطلاب من ناحية اختيار البروفيسور للعمل معه كرس معين هايسن في اقتصادي أفضل بنسبة كبيرة للطلاب

50. اختبار مدرسين وأسئلة على مستوى عالية من الكفاءة والخبرة

51. استخدام أسئلة من مدارس وجامعات متقدمة فكرية وصحية وذكائية وذكاء التوافق مع كبرى البرامج وال metodologies

52. الاهتمام بالتعليم والعمل على مستويات مختلفة تشهير الدروس في جامعات دولية في الخارج

153
More interaction and exposure to international system through, courses abroad, visiting professors, week abroad (for students with high GPA to attend short program at international universities), more alliances with international universities specially Top 10

international universities) , more alliances with international universities specially Top 10

connecting the AUCian with the the latest industries environment.

An important need is to have the problem-solving abilities of students at an international level.

The above-mentioned needs are part of the efforts of students to improve their general education and to give them the ability to cope with the changing world.
هل لديك أي تعليقات إضافية؟

1. الصراحة بشهادة معظم الطلاب أن مستوى التدريس في الجامعة لا يتناسب بما نقوم سداده كمصري.
2. لا
3. شكرًا
4. أمثل كم التوفيق وشكرًا
5. شكرًا

ضرورية تشجيع الطلبة المنتظرين وعودة المنحة الدراسية الخاصة بالتوفيق
6. برجاء تحسين اختيار الأساتذة من حيث معلوماتهم وقدرتهم على توصيف المعلومات
7. لا
8. لا
9. لا
10. المصرفات لاتحتاج مع جودة التعليم المقدم ومركز الجامعة في الترتيب العالمي
11. أرجو السماح للطالب بزيادة عدد الكورسات في الترم الواحد
12. أرجو أعماء الطلاب حرية كما كان من قبل
13. لا يوجد حسب علمي أي أنشطة دينية أو إجتماعية للطلاب
14. شكراً
15. شكراً
16. يوجد لا
17. try to join courses with famous universities
18. شكراً
19. رجاء الاهتمام بالمنح الدراسية، وخاصة بعد تعويج الجنه المصري
20. لا
21. وعلى مدار تيرم كامل لم يتم متابعة الطلبة ومستوي calculus و physics
22. إذا كانت هناك مشكلة في مواد دراسية معينة مثل ورقاتهم الضعيفة أو حتى رسومهم وإنما الألفاوا ببلاغهم ولم يتم عمل محاضرات مكثفة أو جداول لهم مخصصة لتغطي ضعف في المستوى بل تتم فقط الجامعه بإعداد الكورس أكثر من مرة دون أن تتم البديل
23. الاعتماد مما يجعلهم يجلبون للدراسات الخصوصية
24. التسجيل الالكتروني للكورسات كان له في كثير من المرات أولادي فقد قدر بضمن وجود أماكن أخرى
25. آخر سنة عندما يكون هو لا يوجد إلا بعض الكورسات للتحرر
26. لا
27. شكرًا
28. الشكر الجزيل لما تقوم به الجامعة للمحافظة على جودة التعليم بها منذ انشائها
29. ضرورة توعية الطلاب بخصوص النواحي الصحية الخاصة بهم والعمل على تقديم دروس عملية لهم خاصة في مجال التدقيق والخدراط والمشروبات الكحولية وتاثيرها السلبي عليهم وعلى صحانتهم العامة وكذلك خطورتها على المجتمع ككل
30. شكراً
31. الشكر على هذا الأسلوب الراقي في مشاركة أولياء الأمور
32. لا
33. مهم جداً ارتضي الجامعة بترشيح طلابها لسوق العمل عند التخرج
34. انتهى أرسل متابعة دورية لسلوك الطلاب ومستوى الدراسة للذين
35. شكرًا جزيلًا ولكن هل يمكن أن تواصلوا مع ولي أمر دون أن يشير إلى (ارتفاع المصروفات؟) تقديري واحترامي
36. المنحة الدراسية للمتفوقين لابد من اعدادها مثل كل الجامعات في العالم
37. أشكركم لدما التوفيق والريادة في تطوير التعليم الجامعي وشكركم على تقديم الأفضل في التعليم عدارا إذا كنت مدرك كل أنشطة الجامعة لأن هذه السنة الأولى لابن علما باتي أثق تماماً في جودة التعليم والمعلمين في الجامعة الأمريكية بالقاهرة
الاستثمار في تعلم الأبناء هدف أساسي للأباء الذين يدركون أهمية التعليم للأبناء ... يجب على إدارة الجامعة التفاعل مع الآباء أكثر من ذلك وإشراكهم في دراسات أو مجتمعات مع الأبناء إيجابياً لزيادة الانتماء الاجتماعي بين الأبناء وآرائهما والمجتمع وهذا منتقد إداره الجامعة الأمريكية.

35. التبادل الطلابي ودعم الطلاب المتفوق يجب أن يكون في برنامج الجامعة Please Don't accept more students than you can serve

36. اسأطيرة guessed calculus

37. مدرسية المبكرة

38. تراجع التوفيق لجميع الطلاب

39. وضع تصور مستقبلي للمناخات العالمية التي من الممكن أن يحدث نتيجتها انقراض بعض التخصصات مثل الجرائد اليومية ومدى استمرارها أو انقراضها نظراً لوجود الخبر على كافة المواقع الإلكترونية - مدى احتياج السوق الخارجي لخصصات الأعلام مثل المذيع والمذيعة في ظل تواجد السوشيال ميديا واليوتيوب على المشهد.

40. God bless you

41. شكراً

42. ما هي الأشياء المعنوية والمادية والفرص العلمية التي تقدمها الجامعة للطلاب المتفوقين؟؟؟ اعتقد لا توجد

43. شكراً

44. لا

45. no

46. شكراً

47. شكراً

48. شكراً

49. ارجوا دراسة طلبات الطلاب وأولياء الأمور بعين الاعتبار ووضعها قيد التنفيذ قريبًا

50. السعي لتحسين الترتيب العالمي قيمة ما يتم دفعه مقارنة بجامعات عالمية ذات ترتيب أكاديمي أعلى يعتبر غير مير

51. لا

52. لا

53. لا

54. لا

55. لا

56. لا

57. لا

58. شكراً

59. أرجو أن يصل مستوى التعليم في الجامعة على قدر لمصروفات الباشة المدفعه بالجامعة يليق ولن منها بصورة عتيق

60. شكراً

61. لا

62. لا

63. الموقع الرسمي for the AUC Web Information System

64. على الجامعة فرع جامعة أمريكا؟ وما اسمها وعنوانها؟ ما هو تقييمها العالمي؟

65. نشكركم على مشاركتنا في استطلاع الرأي لتحسين وتطوير جودة التعليم بجامعتك الموفقة مع مزيد من التقدم وحلول تحسينات لكم
Dear Department Chair,

This survey is conducted as part of the efforts of the Provost's Task force on Quality of Education at AUC. Quality of Education is a key theme in AUC's upcoming strategic plan. The focus is on undergraduate education. The data collected will be combined with results of student focus groups and surveys, faculty surveys and parent focus group and surveys in order to form a holistic picture of where AUC currently stands on various dimensions of quality of education from the viewpoint of various stakeholders. Your responses are anonymous and will be used in aggregate form and will not be used to evaluate your school.

When responding to questions relating to faculty evaluation and such, please respond for both full-time and adjunct instructors unless otherwise specified.

Your collaboration in this important endeavor is highly appreciated.

* 1. Your School:

* 2. How long have you been at AUC?

* 3. As Department Chair, when student evaluations of instruction become available, which of the following do you do [select all that apply]

- [ ] Consider student evaluations of instruction for the purpose of renewal, tenure, promotion, etc.
- [ ] Consider student evaluations of instruction for the purpose of faculty annual reviews
- [ ] Meet with instructors who have problematic student evaluations of instruction
- [ ] Discuss the results of student evaluations of instruction with all instructors (in one-on-one meetings)
- [ ] Other (please specify)
* 4. What are the three most important factors you consider when hiring faculty in your department?

- Knowledgeable of the latest updates in their fields
- Past teaching experience
- Evidence of quality teaching (e.g., teaching evaluations, portfolios, etc.)
- Quantity of publications
- Quality of publications
- Number of research grants received
- Size of research grants received
- Other (please specify)

* 5. How important are the following in evaluating instructors' teaching in your department?

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Somewhat unimportant</th>
<th>Not at all important</th>
<th>Rarely/never used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student evaluations of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instruction</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Classroom observation</td>
<td></td>
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<tr>
<td>by peers</td>
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<tr>
<td>Course files/portfolio</td>
<td></td>
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<tr>
<td>(e.g., teaching</td>
<td></td>
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<tr>
<td>philosophy, syllabi,</td>
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<tr>
<td>assessments, etc.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Other (please specify)</td>
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</tr>
</tbody>
</table>

* 6. From the following, choose the top 3 processes implemented in your department that contribute to quality of teaching:

- The department has established clear guidelines for effective teaching practices for all faculty
- The department encourages professional development towards high quality teaching
- Instructors in the department make the effort to develop their teaching abilities and teaching approaches
- The department implements a well-established, clear and transparent process for evaluating teaching quality
- Assessment of teaching quality is a key component of annual evaluation, tenure and promotion reviews
- Other (please specify)
* 7. Choose the top 3 challenges that you encounter when implementing the above mentioned strategies in your department.

☐ Establishing and communicating clear guidelines for effective teaching practices to all faculty.

☐ Encouraging professional development towards high quality teaching.

☐ Encouraging instructors in the department to make the effort to develop their teaching abilities and teaching approaches.

☐ Implementing a well-established, clear and transparent process for evaluating teaching quality.

☐ Including assessment of teaching quality as a key component of annual evaluation, tenure and promotion reviews.

☐ Other (please specify)

* 8. Please indicate how common each of the following is:

<table>
<thead>
<tr>
<th>Instructors in the department incorporate active learning strategies in their teaching</th>
<th>Very common</th>
<th>Quite common</th>
<th>Not very common</th>
<th>Very uncommon</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors focus on understanding and application rather than memorization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A set of expected learning outcomes are established for each course.</td>
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<tr>
<td>The department conducts peer observation of teaching for full-timers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>The department conducts peer observation of teaching for adjuncts</td>
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<td></td>
</tr>
</tbody>
</table>
9. In the time you have been here, and with a focus on your department, how have each of these changed at AUC?

<table>
<thead>
<tr>
<th></th>
<th>Much improved</th>
<th>Somewhat improved</th>
<th>About the same</th>
<th>Somewhat worse</th>
<th>Much worse</th>
<th>N/A or not important for my department</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of undergraduate students in your department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Quality of curriculum</td>
<td></td>
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<tr>
<td>Quality of faculty (knowledge, teaching skills, motivation, English-proficiency, research profile)</td>
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<tr>
<td>The quality of learning that students in your department achieve</td>
<td></td>
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<tr>
<td>AUC’s support to implement teaching innovations</td>
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<tr>
<td>The effort undergraduate students devote to their studies in your department</td>
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<tr>
<td>Job readiness of graduates of your department</td>
<td></td>
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</tbody>
</table>
10. In the time you have been here, and with a focus on your department, how has AUC’s ability to meet the educational needs of incoming undergraduate students changed in terms of:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Much improved</th>
<th>Somewhat improved</th>
<th>About the same</th>
<th>Somewhat worse</th>
<th>Much worse</th>
<th>N/A or not important for your department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student access to high-caliber teachers</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Teaching approach/methodology</td>
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<tr>
<td>Student access to high-caliber TAs</td>
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<tr>
<td>Teacher-student ratio</td>
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<tr>
<td>TA-student ratio</td>
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<tr>
<td>Academic advising and mentoring</td>
<td></td>
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<td>Technology infrastructure</td>
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<td>Extracurricular activities</td>
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<td>Access to real-life experiences within courses</td>
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<tr>
<td>Access to resources to prepare for the job market (e.g. workshops on interviewing, CVs, internship opportunities)</td>
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</table>

11. Overall, how would you rate the quality of teaching at AUC?

- Excellent
- Satisfactory
- Very good
- Poor
- Good

12. Overall, how would you rate the quality of education at AUC (including liberal education, extracurriculars, facilities, not teaching)?

- Excellent
- Satisfactory
- Very good
- Poor
- Good
* 13. How would you rate the following in your department:

<table>
<thead>
<tr>
<th>Quality of students enrolled in your department (e.g. proficiency, motivation, commitment)</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Quality of curriculum</td>
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<td>Quality of faculty (knowledge, teaching skills, motivation, English-proficiency, research profile)</td>
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<tr>
<td>Institutional support to enhance teaching</td>
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<td>Job readiness of graduates of your department</td>
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</table>

14. What is a quality education, in your view?


15. How can AUC improve the quality of teaching it offers?


16. How can AUC improve the quality of education it offers?


Open Ended and Other Applicable Responses from the Chairs Survey

Q3 As Department Chair, when student evaluations of instruction become available, which of the following do you do [select all that apply]

- formed a committee for evaluation of part-time faculty; terminated a couple of adjunct faculty with serious problems
- Consider student evaluations of instruction for re-hiring of adjunct faculty Congratulate and meet with instructors who have very positive student evaluations to identify strengths
- Student evaluations need to be required of all students. A very small sampling of evals for any class in not an accurate assessment of teaching effectiveness unless the entire class participates. The form is badly designed and needs to be revised in order to require the student to accurately reflect on the effectiveness of the course and the teacher.
- I comment on student evaluations with all instructors in their AFR but don't regularly discuss them unless there seems to be a problem.

Q4 What are the three most important factors you consider when hiring faculty in your department?

- Emotional and social intelligence and willingness to adapt
- Personality (friendliness, teamwork) Prospective student mentorship (will take student research assistants, etc.)
- Professional/industry experience.
- Collegiality
- Hiring for AUC involves getting a good fit as well as the highest quality that can be attracted. Evidence of an active research agenda and commitment to excellence in teaching and service are the main criteria, but they evidence for these qualities varies. More extensive opportunity to interact with candidates would be most desirable (but expensive).

Q5 How important are the following in evaluating instructors’ teaching in your department?

- Although student evaluation are very important and are used in evaluating the instructor, the university administration does not require all students to complete it. Therefore, the instructor ends up with what could be a non-representative sample of evaluations.
- It depends on the timing. For example, class peer observations are very important in first year of teaching and time of renewals/reviews but not at all important in other years.
- Peer assessment, by review of course files and attendance of project examination/jury.
- Classroom observation by chair Self-assessment by instructor and discussed with chair or peer
- Classroom observation and course portfolios only used during tenure and promotion
- Positive student evaluations don't prove anything, but low evaluations can be useful for flagging potential problems.
Q6 From the following, choose the top 3 processes implemented in your department that contribute to quality of teaching:

- The chair discusses initiatives that contribute to more effective teaching in the department, and asks faculty to implement them.
- Guidelines for effective teaching is currently under discussion/development.
- Some recommendations on the teaching process are discussed during a meeting to review assessment results.

Q7 Choose the top 3 challenges that you encounter when implementing the above mentioned strategies in your department.

- Relying on student evaluations is insufficient and biased due to relationship to grades. Peer reviews tend to be too complementary.
- Faculty (especially established ones) may need more/clear motivation to develop their teaching skills.
- The self-serving bias of undermining student evaluation of instruction, i.e., negative student evaluation of instruction is blamed on the students, the course, any external factor or event except the quality of their own teaching.

Q14 What is a quality education, in your view?

- Teaches basic skills, critical thinking. Teaches students how to become lifelong learners. Most important, prepares students for current and future jobs.
- Speaking from the scope of Arabic language, I think graduating with excellent standards of Arabic, as well as English along with their specializations, is what makes quality education one that promotes critical thinking, development of knowledge and skills that applies across different domains of life and career, and self-development.
- Unique liberal art education where the graduates are not only well educated in physics, but also earned well-developed personality. 2. Balance between the study/work load and the personal life of our students, staff and faculty. 3. Graduates have to be very well trained in taking right decisions in various situations keeping the academic integrity and freedom always in mind.
- Not only preparing students for particular career paths, but critical thinking, the ability to be excellent writers, becoming avid readers, willingness to continue learning, and ability to verbally communicate their ideas articulately and clearly.
- Prepares for the job market/career. Promotes life-long learning and critical thinking. Understanding of professional and ethical responsibility. Understanding the impact of the profession in a global, economic, environmental, and societal context. Awareness of contemporary issues.
- It's education that produces life-long learners, analytical and critical thinkers, who enjoy the learning process.
- Student engagement with talented, excellently qualified faculty that are committed to the department and the university, a curriculum that is supported with the resources to provide.
innovative and exceptional instruction and supporting practical experience, a university wide standard of academic policies relating to admission, and student conduct that reinforce the principles of excellent education

- Provide supportive learning spaces (labs, studios, work areas, etc.)
- An education that focuses on the accomplishment of the mission, institutional priorities, and values of the institution. An education that ensures students’ achievement of what the institution promises to provide.
- A quality education is one that helps the individual student to grow intellectually into a critical thinker and compassionate actor.
- Preparing our students for real world experiences once they graduate by providing them with the ethics, skills and knowledge which strengthen them to become innovative trendsetters and visionaries in the communications industry.
- Readiness to real life experience to work in industry, continue graduate studies in a respectable university, or be a successful entrepreneur
- A quality education is one that allows students to graduate and find relevant career opportunities where they excel. It is one that prepares them to make a positive impact.
- A quality education prepares a student for a life of work and other meaningful engagements with his or her community and environment.
- A quality education = Quality updated Faculty

Q15 How can AUC improve the quality of teaching it offers?

- Department and discipline focused workshops and focus group with honors students and student associations. More surveys of satisfaction
- Highlight the Best Practices in teaching at AUC. Each department should have a teaching quality monitor. AUC should actively join international networks of higher education to be updated on state of the art in higher education. It is important to teach instructors the art of writing an exam! Several instructors prepare exams with many tricky questions and above average questions. Many instructors do not know how to write a proper exam.
- Introducing well known scholars with latest research and teaching methodologies to instructors on regular basis (Monthly). They do not have to come, but could introduce their work through online platforms and online conferencing. Interested instructors could be given the opportunity to ask questions and receive feedback.
- when hiring faculty include more review of teaching skills during the hiring process (e.g., require a teaching demo), when the faculty get to AUC encourage CLT training and other resources, and hire more tenure-track and longer-term contract faculty who will be dedicated to long-term contribution to AUC.
- 1. Adopting blended learning techniques. 2. Continuous curriculum development. 3. Comparing curriculum with our US peer institutions. 4. Promoting inter/multi disciplinary courses. 5. Exploring the most recent applications of course materials.
The one resource that faculty lack at least in my department is time. Balancing a 3/3 teaching load, high research expectations, heavy service and committee obligations and dealing with administrative offices that are support to do tasks that allow faculty to concentrate on teaching and research often creates more work for faculty due to unnecessary bureaucratic procedures, reports or incompetence which requires constant follow up and the like. Besides a reduced teaching load which would allow us the time to think and devote more effort into quality teaching and research, other ways to improve teaching would be for chairs' to have discussions about rethinking the yearly assessment process of our academic program. Currently it is a very top down process with not enough faculty buy in/motivation or enough time to really reflect on the how process of how we can teach better, improve our courses and improve our programs' curricula in order to provide better teaching to our students. Perhaps having financial support for departmental retreats where can an extended period of time to be together to discuss how to improve teachings, courses and curriculum instead of trying to fit in between already hectic schedules with an hour here and an hour there. I know the CLT offers excellent workshops and sessions but the problem as I just mention is time for both attending these opportunities and time to reflect on what we learned so we can implement them into our courses.

- Increase faculty to student ratio. Solve the persistent TA problem. Reduce dependence on part time faculty in introductory courses. Better unification of multiple section courses. A continuous improvement and upgrade of lab facilities.
- By requiring both teachers and students to use English all the time for communication, in and out of the classroom. Also, I believe teaching-oriented training is vital for improving the quality of teaching.
- More comprehensive support for faculty in compensation and benefits, adequate resources to develop programs and support departmental initiatives, broaden support for faculty grants, and most importantly create a supportive and respectful environment to enable the retention of excellent new faculty and the commitment of the faculty to the university. The hiring of temporary faculty and local hire has degraded the quality of instruction, and led to a degradation of English language instruction.
- Improve pay scale of support personnel (technical staff). There role is essential. They will not stay at AUC with the current pay scale.
- I'm not sure it's the quality of "teaching" that needs to improve--at least not in my department. I think it's other factors that are impacting the quality of "education" not "teaching".
- By reducing the teaching load to 3-2, as has happened recently at AUB. 3 courses per semester every semester, plus committee service and involvement in research initiatives, is simply too much.
- More multidisciplinary workshops, interaction and exchange of ideas between faculty across all departments.
- Develop an effective methodology to asses the quality of teaching and enforce the implementation of the computerized assessment system.
- Provide the right incentives to recruit good faculty as well as incentivize current faculty to develop their teaching methods and skills. Clear teaching assessment procedures that are supported and followed through for full time and adjunct faculty. Consistent delivery and content across courses with multiple sections. Support recruitment for full time faculty: campus visits MUST be required and supported.

- If money were no object, the best thing would be to strengthen the faculty by improving contracts and eliminating excessive dependence on casual teaching. Attracting and retaining good faculty depends in the long run on this. Reducing teaching loads to 3-2 for full time faculty would be a huge step forward.

- more care to faculty quality more care to teaching needs identify the objectives of AUC: teaching or research or both keeping in mind resource

- Support professors so that they may invest themselves totally in the education of AUC students

- Terminating the contracts of faculty who constantly get teaching evaluations below the AUC average Financial appraisal for faculty members who constantly get teaching evaluations above AUC average, above school average and above departmental average

Q16 How can AUC improve the quality of education it offers?

- More support for meaningful internships and relationships with industries

- 1. AUC should focus on the physical and psychological well being of its students, staff, and faculty. Healthy individuals teach and learn well and contribute to a healthy society. 2. Increase interactions among students and faculty beyond classroom. 3. Curricula should be student-centered and based on defined standards with unique contents special to AUC. 4. Improve faculty teaching skills. I have evaluated several faculty during class visits and I think we are not offering our students the best or proper education experience. We are doing our best but in our own ways which may not result in high quality education. Improving education quality should be a top priority. I am not sure that CLT, despite its many activities, has the solution to this challenge. I think chemists need to discuss with other chemists the best ways to teach chemistry, etc (the general teaching improving workshops are minimally useful at best). 5. Support research and innovation activities

- As the ALI chair, AUC should include Arabic language in the core curriculum, allow a variety of Arabic language elective courses to be offered for each major, be flexible with international students’ enrollment, and increase marketing for our programs giving incentives to students.

- Hire more tenure-track and long-term renewable contract faculty. They will have more scientific and updated understanding of their field, so they will teach their courses using best practices. They will contribute positively to curriculum development and have greater commitment to long-term improvements as well as extra-curricular activities.

- Dual bachelor degree between AUC and some other international universities may be thought of.

- As I mentioned in question 15 but I will repeat it here is that faculty do not have time to think and reflect in both the areas of teaching and research. I believe time for reflecting for
faculty would go a long way in improving teaching, learning and the quality of education at AUC. Here is what I wrote in question 15 in terms of learning: The one resource that faculty lack at least in my department is time. Balancing a 3/3 teaching load, high research expectations, heavy service and committee obligations and dealing with administrative offices that are support to do tasks that allow faculty to concentrate on teaching and research often creates more work for faculty due to unnecessary bureaucratic procedures, reports or incompetence which requires constant follow up and the like. Besides a reduced teaching load which would allow us the time to think and devote more effort into quality teaching and research, other ways to improve teaching would be for chairs to have discussions about rethinking the yearly assessment process of our academic program. Currently it is a very top down process with not enough faculty buy in/motivation or enough time to really reflect on the how process of how we can teach better, improve our courses and improve our programs’ curricula in order to provide better teaching to our students. Perhaps having financial support for departmental retreats where can an extended period of time to be together to discuss how to improve teachings, courses and curriculum instead of trying to fit in between already hectic schedules with an hour here and an hour there. I know the CLT offers excellent workshops and sessions but the problem as I just mentioned is time for both attending these opportunities and time to reflect on what we learned so we can implement them into our courses.

- A better link with industry to create realistic training opportunities in a realistic environment. Improve student exchange programs and increase opportunities. Attracting more international students.

- Not compromising standards by raising the threshold for admission into the University makes it possible for faculty to comfortably enrich the content of their courses.

- The university needs to strengthen the academic vigour of university academic policies and enable the faculty to teach to the highest academic standards, without student influence over these policies. The university needs to restore the resources of departments to support activities supporting the academic missions of the university. In recent years the growth of the administrative function of the university has been excessive, while the support and growth of the academic functions of the university has declined. This seems to me the very antithesis of improving the quality of education.

- More integration with the industry.

- By ensuring all faculty are aware of the mission and values of the university. (I was shocked to hear at the accreditation forum that many faculty are not aware that AUC has a mission, institutional priorities, and values). By promoting inter-departmental dialogue and ensuring that faculty are driven by the university mission, vision, and values. By listening to students who, I am convinced, are the best assessors of their own learning experience. By meeting the needs and expectations of the students. By ensuring that we are up-to-date in everything we do. By promoting a stronger sense of community and functioning as a team with a unified vision and goal.

- The overall quality of education offered by AUC depends on the morale of its faculty. Faculty morale at AUC is low, because the faculty are underpaid (no raises for years while inflation
is high) and also distracted and troubled by issues unrelated to teaching (like the controversy about the status of the Faculty Handbook). Raising morale will cost money and acceptance of the faculty's position on the Handbook - not because it's perfect but because it offers the psychological security the faculty need to do their work without distraction.

- Create a task force that incorporates the concerns and suggestions of different types of faculty, including junior faculty, and not only restricting decisions too chairs or senior faculty.
- Encourage departments to set strategic goals with clear key performance indicators for the improvement of the quality of education which is actually exist in the automated system for strategy development of each department but nobody in the university ever discussed the strategy of the department to enhance it
- I think beyond teaching, AUC provides a good education
- Internationalize the student body. In the end, the most important factor in a student's experience is the person sitting next to them in class. Foreign students were (are and could be again) self-selecting and more high-powered than the average student in Egypt or the US. Raising the educational experience of our Egyptian students should begin with getting a higher number of students from abroad.
- more interaction between disciplines outside classroom interaction good understanding between faculty and administration on the importance of education ranking of priorities as an Institution
- see above
- Financial rewards for the current top teachers and attracting high caliber teachers
Dear Faculty member,

This survey is conducted as part of the efforts of the Provost's Taskforce on Quality of Education at AUC. Quality of Education is a key theme in AUC's upcoming strategic plan. The data collected will be combined with results of student focus groups and survey, Chairs' survey, and parents focus group and survey in order to form a holistic picture of where AUC currently stands on various dimensions of quality of education from the viewpoint of different stakeholders. Your responses are anonymous, will be used in aggregate form and will not be used to evaluate you or your department.

When responding to questions, please focus on undergraduate education at AUC.

The survey is expected to take about 20-30 minutes (but some professors have taken longer).

If you are a department chair and have already taken the Chairs' survey, you do not need to do this one.

If you have any questions or concerns about this survey, please email clt@aucegypt.edu

* 1. You are:
   
   ○ Full-time faculty member
   ○ Adjunct faculty member

* 2. Your Department - If you are affiliated with two departments, please check one on the list and add the second in the "other, please specify" box below:
   
   [Enter department]

   Other, please specify:
   
   [Enter other department]

* 3. How long have you been teaching at AUC? (if you are currently full-time but used to be an adjunct faculty, please count all years since you started teaching at AUC)
   
   ○ More than 15 years
   ○ 10-15 years
   ○ 5-9 years
   ○ less than 5 years
4. On average, how many undergraduate courses do you teach in an academic year?

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6 or more

5. How would you define a good quality education?

* 6. When student evaluations of instruction become available, my department Chair (or Chair’s delegate/mentor) does the following: [select all that apply]

- [ ] Considers my student evaluations of instruction for the purpose of renewal, tenure, promotion, etc.
- [ ] Considers my student evaluations of instruction for the purpose of faculty annual reviews
- [ ] Meets with me if/when I have problematic student evaluations of instruction
- [ ] Discusses the results of student evaluations of instruction with me every semester/year (in a one-on-one meeting)
- [ ] Gives me suggestions on how to improve my teaching or serves as mentor
- [ ] Does not discuss student evaluations with me
- [ ] Don't know
- [ ] Other (please specify):

* 7. How important are the following in evaluating instructors' teaching in your department?

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<tr>
<th></th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Somewhat unimportant</th>
<th>Not at all important</th>
<th>Rarely/ Never used</th>
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<tbody>
<tr>
<td>Student Evaluations of instruction</td>
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<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Classroom observation by peers</td>
<td>○</td>
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<td>○</td>
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<tr>
<td>Course files/portfolio (e.g. teaching philosophy, syllabi, assessments, etc.)</td>
<td>○</td>
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Other (please specify):
* 8. From the following, choose the processes implemented in your department that contribute to quality of teaching. (Choose all that apply)

- The department has established clear guidelines for effective teaching practices for all faculty
- The department encourages professional development towards high quality teaching
- Instructors in my department make the effort to develop their teaching abilities and teaching approaches
- The department implements a well-established, clear and transparent process for evaluating teaching quality
- Assessment of teaching quality is a key component of annual evaluation, tenure and promotion reviews
- Other (please specify):
* 9. Please indicate how often you do each of the following:

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<th>All the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
<th>Never</th>
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<tr>
<td>I incorporate active learning strategies in my teaching</td>
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<td>I focus more on student understanding and application rather than memorization</td>
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<td>I use a set of expected learning outcomes for each course I teach.</td>
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<td>I have had others observe my teaching for the purposes of key evaluation points (e.g., renewal, tenure, promotion)</td>
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<td>I have had others observe my teaching for the purpose of supporting me to improve my teaching</td>
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<td>I mentor other faculty in my school/department</td>
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<td>I have observed others in their teaching in order to provide feedback to them</td>
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<td>I engage in professional development activities to improve/expand my teaching ability and approach</td>
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10. In the time you have been here, and with a focus on your department, how have each of these changed at AUC?

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<tr>
<th></th>
<th>Much improved</th>
<th>Somewhat improved</th>
<th>About the same</th>
<th>Somewhat worse</th>
<th>Much worse</th>
<th>N/A (or not important for department)</th>
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<tbody>
<tr>
<td>The quality of undergraduate students in your department</td>
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<td>Quality of curriculum</td>
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<td>Quality of faculty (knowledge, teaching skills, motivation, English proficiency, research profile)</td>
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<td>The quality of learning that students in your department achieve</td>
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<td>AUC’s support to implement teaching innovations</td>
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<td>The effort undergraduate students devote to their studies in your department</td>
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<td>Job readiness of graduates of your department</td>
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11. How important are each of these factors in influencing the quality of education at AUC & how would you rate the quality of each factor at AUC?

Note: If you’re taking the survey off your phone, you may need to scroll to view this question properly.

<table>
<thead>
<tr>
<th></th>
<th>Importance</th>
<th>Quality</th>
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<tbody>
<tr>
<td>Course content of major courses</td>
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<td>Course content of non-major and core courses</td>
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<td>Liberal arts education</td>
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<td>Opportunities for students to enhance their research skills</td>
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<td>Quality of Library</td>
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<td>Extra-curricular activities</td>
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<td>Instructor credentials (including research)</td>
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<td>Instructor teaching ability</td>
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<td>Importance</td>
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<td>Student exposure to international faculty</td>
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<td>Teachers engagement in teaching development activities</td>
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<td>Use of student feedback on teaching</td>
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<td>University support for quality teaching (innovative approaches to teaching and program development)</td>
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<td>Exposure to real life applications and life skills</td>
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<td>Opportunities for students to learn to think critically</td>
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<td>Opportunities for students to enhance writing skills</td>
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<td>Student interaction with the community outside AUC</td>
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<td>Diversity of the student population and experience</td>
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<td>Campus facilities and student support services</td>
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<td>Academic advising</td>
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<td>Registration of courses</td>
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<td>Classroom &amp; Lab facilities and IT infrastructure</td>
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<td>Career preparation (including quality of internships)</td>
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<td>Class size</td>
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<td>Accreditation</td>
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<td>Other (please specify)</td>
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</table>
12. Which of the following would you rank as the top 3 factors influencing the quality of education at AUC?

- Liberal arts education & core curriculum course content
- Content of major courses
- Quality of teaching
- Learning transferable skills (e.g. research, writing, critical thinking)
- AUC academic support (e.g. libraries, classrooms, labs)
- Exposure to diversity (e.g. of faculty, of student body)
- Exposure to real-life experiences (including career preparation and extracurricular activities)
- Advising and registration
- Quality of faculty research
- Other (please specify)

13. How important do you think each of the following is to quality of teaching and how often do you do each when you teach?

Note: If you're taking the survey off your phone, you may need to scroll to view this question properly.

<table>
<thead>
<tr>
<th></th>
<th>Importance</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>Choice of good quality course materials (used inside and outside of class)</td>
<td></td>
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<tr>
<td>Ensuring students find teacher explanation clear</td>
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<tr>
<td>Effective ways of presenting course material (e.g. videos, text, images)</td>
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<td>Use of real-life applications as examples in class</td>
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<tr>
<td>Opportunities for students to apply their learning in real-life contexts (e.g. with industry, or simulations of real-life contexts)</td>
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<tr>
<td>Use of in-class discussions, debates, etc.</td>
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<td>Important aspect</td>
<td>Importance</td>
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<tr>
<td>In-class group activities</td>
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<td>Group projects</td>
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<td>Teaching for understanding beyond memorization</td>
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<tr>
<td>Promoting critical thinking</td>
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<td>Challenging students beyond their comfort zone</td>
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<tr>
<td>Caring about students and their circumstances/needs outside the classroom</td>
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<tr>
<td>Faculty member’s accessibility &amp; responsiveness</td>
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<td>Providing career mentoring</td>
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<tr>
<td>Timeliness of feedback on submitted work</td>
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<tr>
<td>Quality of feedback on submitted work</td>
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<tr>
<td>Fairness of grading</td>
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<tr>
<td>Variety of methods of assessment (e.g. not all exams/written papers)</td>
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<tr>
<td>Addressing student diversity within assessments (e.g. to pursue topics of interest, express themselves in different ways)</td>
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<tr>
<td>Opportunities to interact with people across the globe (e.g. via video conferencing or social media in a course)</td>
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<tr>
<td>Other (please specify):</td>
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</table>
* 14. What are the top 3 factors that influence the quality of teaching at AUC?

☐ Teacher preparation, explanation and presentation
☐ Teacher accessibility and care for students beyond the classroom
☐ Real-life application
☐ Interaction between students via discussions and/or group work
☐ Variety of assessment methods and topic choices
☐ Quality and timeliness of feedback and fairness of grading
☐ Challenging students and encouraging critical thinking
☐ Other (please specify):

* 15. How often are you able to teach a course with the level of rigor you would like (i.e. a course that challenges students to your standards of what a good quality university course at that level should be)?

☐ All the time
☐ Most of the time
☐ Some of the time
☐ Rarely
☐ Never

16. What factors support you to do your best teaching?


17. What factors hinder you in doing your best teaching?


**18. How would you currently rate the following in your department?**

<table>
<thead>
<tr>
<th>Quality of students enrolled in your department (e.g. proficiency, motivation, commitment)</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
<th>Very poor</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Quality of curriculum</td>
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<tr>
<td>Quality of faculty (knowledge, teaching skills, motivation, English-proficiency, research profile)</td>
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<tr>
<td>Institutional support to enhance teaching</td>
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<tr>
<td>Job readiness of graduates of your department</td>
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</tbody>
</table>

**19. Overall, how would you rate the quality of teaching at AUC?**

- [ ] Excellent
- [ ] Very good
- [ ] Good
- [ ] Satisfactory
- [ ] Poor
- [ ] Very Poor

20. In your opinion, how can AUC improve the quality of teaching it offers?

21. In your opinion, how can AUC improve the quality of education it offers (other than teaching)?

22. Overall, how would you rate the quality of education at AUC (including liberal arts education, extracurriculars, facilities, not just teaching)?

- [ ] Excellent
- [ ] Satisfactory
- [ ] Very good
- [ ] Poor
- [ ] Good
- [ ] Very Poor

23. If you have other comments, please write them in the box below.


Open Ended and Other Applicable Responses from the Faculty Survey

Q5: How would you define a good quality education?

- Student-centered
- Competent teachers
- Curricula that provide students with knowledge that grant opportunities for holistic development
- That can evoke students' curiosity about knowledge.
- A good quality education is the one that provides students with the necessary skills that enable them to pursue their dreams.
- Interactive education where the professor is more of a moderator, the dialog is mutual and it is not one2many, emphasis on critical thinking and not on the amount of material covered, impact is effective and clear among the recipients and more
- A healthy academic environment. By Healthy I mean, transparent, supportive academic environment. A healthy academic environment will always result in offering high quality education.
- I consider a good quality education to highlight three things. First, the education should have breadth and students should simply focus on one area of knowledge from freshman through senior level. Second, education should focus on creative analytical skills and independent thinking over multiple-choice and recital based coursework and exams (students should know how to think in many ways rather than what to think). Lastly, good education needs to provide an environment of freedom and sufficient resources to engage in high-level thought on many topics.
- What allows the students to uncover the potentials and interests they have and advance their skills to be innovators and of positive impact in their communities.
- A good quality education is one that cultivates students' intellectual skills and provides them with a solid foundation in their field.
- Students get to deeply understand the subject, have the time to ask questions and get answers, get fair evaluation, etc.
- A good quality education is the one that stimulates the student's skills and urges him to innovate and qualify him to integrate into the labor market and apply what he learned.
- Students would be interested in the course offered and strive to perform well and do their best
- "One that fosters personal growth rather than only professional development. One that makes a person skillful and resourceful, as well as adaptive.
- In order to achieve that, teaching methods should be varied, engaging, and interactive, intellectually stimulating, applied, and encourage deep reflection"
- Good quality education produces students who can think for themselves, able a solve problems, and aware of their social responsibility.
- How can you expect anyone to seriously answer this question in a little field on a surveymonkey form? I don’t have a definition of "good quality education," but I believe I can
identify some desiderata and essential characteristics: A quality education should focus on cultivating the intellectual integrity and curiosity of students; it should allow students the opportunity for the free play of the imagination, coupled with rigorous training in logic and the sciences. Good education is a liberal arts education, aimed at the cultivation of moral and intellectual virtues. It should not, in any way, encourage the baser instincts of human beings, such the love of money and fame, and should never allow misology to fester in the heart of the student.

- Excellent
- Regularly updated to reflect the industry and international standards, relevant, focused on learning rather than marks, improves critical thinking skills, provides practical as well as theoretical knowledge, able to cater to different learning abilities and styles and engaging for the students.

- A good quality education is one that provides all students with capabilities they require to become economically productive, develop sustainable livelihoods, enhance individual well-being and the development of the society.

- An education which encourages students to think and grow. To understand that education is not a "formula" which will automatically lead to a job. It can, but it might also lead students to question their assumptions about the world, or expose them to something new.

- One that engages the student's mind by making sense of the world we live in.

- An education that involves two-way communication, caters to diverse students' needs, promotes critical thinking and involves a strong hands-on component

- An education that allows students to become very successful in their future.

- A system that challenges students and encourages them to think differently, research and do field work. One that relates academic material to real life.

- Students at the end of the course should have improved as compared to the beginning of the course

- It produces independent thinkers capable of accessing, analyzing, and assessing information and producing creative conclusions.

- It provides a general liberal arts foundation, opportunities for exploration of fields one would not necessarily gravitate toward, sets and adheres to standards of excellence, classes taught by motivated and qualified teachers who serve as role models in personal and professional endeavors, prepares a student to pursue many different options after obtaining an undergraduate degree, provides both depth and breadth of knowledge in a variety of fields, is not necessarily oriented toward a specific profession, offers students leadership opportunities both inside and outside the classroom (extra-curricular activities)...and much more!

- Students can apply what they learn

- Being exposed to not only facts and tangible ideas, but also a strong emphasis in creative thinking.

- In comparison to international standards & accreditation & validation benchmarks

- In comparison to international standards & accreditation & validation benchmarks

- In comparison to international standards & accreditation & validation benchmarks
- Comparing it to International standards & accreditation & validation bodies
- Being exposed to not only facts and tangible ideas, but also a strong emphasis in creative thinking.
- Education that motivates student's critical thinking and promote lifelong learning
- A joint effort by the instructor and the students for continuous learning that is supported and facilitated by a cooperative management and system.
- Being exposed to not only facts and tangible ideas, but also a strong emphasis in creative thinking.
- Comparing it to International standards & accreditation & validation bodies
- Inspiring
- This is a difficult question since there are many types of education. I will say that a good Liberal Arts education has the goal of educating the whole human, not just training people for jobs. It involves the critical thinking skills and the ability to work with others and appreciate viewpoints that are different from yours--in short, skills that members of a democracy must have.
- "Quality education is based on continuous updating of the students with the latest in the field. it is based on the use of state of the arts calibrated equipment
- when the instructor is focused on his/her work
- when the support office are qualified enough and providing all the necessary timely support for the instructor to excel
- when hands on experience goes hand in hand in education, ultimate gain by the student is achieved"
- When students feel they learn and remember the course they studied
- "Excite students about the topic
- Develop a solid basic understanding of the subject of the course.
- Enable them to think about and apply the material covered
- A year after finishing the course, the students would remember and perhaps apply some of the topics covered."
- A good quality education means that the professor/instructor is aware of the methodologies used for facilitating the learning process and is capable of orchestrating between them in order to meet most of the learning styles and to make the best use of class time by integrating technology in a pedagogical way both inside and outside the classroom. That said, it is important for the students to have voice and get empowered by their professor in a motivating environment capable of getting the best out of the students.
- One that is not memorization driven, and provides the student with knowledge and skills to be an effective citizen
- When everybody in the class participate and engaged in whatever goes on. Excitement and being alert through out the learning process is important. Academic integrity is applied. friendly relation between all parties and threads. ETC.
- Good quality education is one that combines many aspects. Starting with the students who should have healthy manners and behavior; faculty who should have good knowledge of the
subject matter, emotional intelligence, and ability to deal with and handle students; an ending with the context, staff and management, which should be good to, both, the students and faculty alike. A safe environment that enables learning and developing skills.

- Critical thinking, ability to link theoretical readings with everyday experiences and events, creative production of knowledge
- A good quality education is one that challenges students, forcing them to to be critical, analytical, creative and passionate about learning. It is an education that links the abstract to the real, history to the present, and in turn, prepares students to enter the world as intellectual, creative and compassionate members of society.

"It is one that brings out the best in both students and teachers. It is born in an academic student centered learning environment, that motivates students and allows them to eagerly engage in the learning process while developing their language, social, interpersonal, and cognitive skills. It is an education that provides knowledge but, at the same time, allows learners to express themselves and voice their opinions.

- A good quality education, put briefly, caters for life-long learning."
- Interdisciplinary; Experiential; Invokes higher level thinking (analysis, synthesis, evaluation); Clearly defined learning objectives and assessment of learning outcomes for continued improvement of meeting students' needs in the dynamic relationship between education, post-graduate work, and wellness; Provides opportunities for development of social skills (leadership; civic engagement); acknowledges diversity (cultural, ethnic, religious, socio-economic status)

- An education that is well rooted in the heritage (literacy and academia) and open to the future (critical thinking and innovation).
- Internationally applicable course content that challenges students to be innovative and perform
- One which a) piques students' interest in the subject regardless of their discipline, and b) equips them with tools that help in their future lives as adults
- Education, in the most general sense, should make people better fit to live, by making them more human. Giving them the skills they need for a particular profession is important, but it is more important to give them the skills to understand, adapt, admire, and appreciate.

- Well rounded, consistent and individualized.
- Quality in every aspect of the education process. Hiring quality teachers, quality salaries, quality facilities...

- Students learn the content of the discipline, relevant skills and critical thinking. They are exposed to a variety of ways of thinking and to diverse experiences. They have a supportive environment for personal growth.

- "education that benefits the student as a person as well as academically.
- Scientific thinking targets to improve the methods and techniques of thinking to be used in college, after graduation and rest of life"

- One that teaches students to be curious, and want to know and learn about everything, and give them the tools to be able to learn and realize that education is basic and makes for quality of life.
- It is one that inspires interest and encourages students to explore and express their opinion. It is also one that correlates with market current and future needs.

- that provides students with the capabilities they need to become economically productive, and to develop sustainable income, contribute to the society and enhance individual well-being

- "Students are actively involved in the learning process. What they have learnt stays with them for a lifetime"

- "Students are actively involved in the learning process. What they have learnt stays with them for a lifetime"

- It is one where the content of the course is rich and helps students develop the skills and knowledge to be able to secure a job in this globalized world. Also, the instructor/professor acts as a facilitator and stresses the importance of values and ethics, no matter what course he teaches.

- I would say that the quality is very high since I work very hard to make it so and the University does provide a quality environment in which to work. However, in some respects I feel that the University could do more to increase the quality of the education by giving us more support to conduct off-campus activities in the city of Cairo. The University needs to better support the connection between the University and the community. For example the student clubs, which try to connect students to the NGO community who work with the impoverished could be greatly enhanced. And this is just one suggestion. We do not do enough to stay civically engaged.

- Where students learn to skills that are transferable to other learning situations - critical thinking, problem-solving. Students are engaged.

- Students try to learn something that will help them choose a career and help them in that career.

- Based on extracurricular activities

- Good quality education is one that allows students to discover and learn new skills, to broaden their horizons, to learn more about the world. It opens up new worlds and possibilities before them and helps them learn for themselves by leading them to foundational concepts and skills. It helps them to develop their thoughts and skills further. It prepares them for a life of purpose.

- This would take a long time....

- One that meets the course objectives and gives students a wider vision of the world, as well as the ability to understand and analyze information.

- One which offers opportunities for, encourages and challenges students to excel as individuals and to contribute positively to their community and beyond.

- Within an institution such as a university, it is defined as a situation in which a concerned faculty member facilities student-centered learning with students who fully meet the faculty member half-way in engaging with the education. The university provides necessary resources to make this happen as well as takes student AND faculty feedback seriously in order to allow improvement to happen.

- inspiring, practical, challenging
- One that leaves a positive permanent change of behavior and a significant increase in knowledge of subject matter and most important, a passion for the acquisition of more knowledge.
- provides all learners with capabilities they require to become productive and contribute positively to the society
- Good education supports students in understanding scientific information, critically review related material and solve problems in their specific fields.
- Providing students with informative instruction while employing the most updated methods of teaching that keep students engaged and motivated throughout the whole learning process.
- The quality of education ESSENTIALLY depends on the capacity of the instructors of an institution to provide their students with the epistemic values, material knowledge and methodological tools required to understand the work of the leading experts in their field.
- Students can demonstrate that learned what is outlined in the course syllabi; students learn what is outlined in the program outcomes for their major. Faculty are fully invested in their professional development. Staff are well versed in English and are professional in how they conduct themselves and work related to the university. Administrators work toward the greater good of the university community.
- Where the instructor is competent in the language used to teach. Where there is an understanding of the students in the classroom to allow the instructor to create contexts in which to teach their discipline in a relevant manner that allows for differentiation and scaffolding. There needs to be trust established between the instructor and the students, between the instructor and their colleagues and between the instructor and the institution. This trust and integrity flows down to the students also trusting the instructor, department, school and institution.
- rich material, tools to deliver it, responsible instructor
- "Good Instruction
- Good Participation
- Student growth in a subject area
- Student learns to apply theoretical information"
- An education that prepares you for what comes after graduation - meaning work, interpersonal relationships, effective and honest communication, continued growth and development, and making positive impacts on the world.
- One where the professor is qualified to do the job, is updated with research/practice in the area, and has time to prepare for classes and update teaching material as needed.
- Rigourous, with high expectations, student-centered responsibility, strong communication, critical questioning
- One in which the student engages in critical thinking, as opposed to passive learning through transmittal of information from teacher to student. Evaluating the students based on the process of argumentation, rather than on the conclusions that they reach through that argumentation.
- " A good quality education is one that is:
- on a par with the best curricula at the best universities
- flourishes in an enabling environment
- is student-centered, engaging, inspiring and exciting
- nourishes the capacities of both students and faculty
- is driven by research, innovation, and creativity
- is more collaborative than competitive
- is rewarding on both a personal and a career level
- High quality teaching content, high quality student research deliverables, faculty independence, practical connection with markets and practice, good institutional governance, no intervention in grading by administration or parents or student groups, good international/regional university ranking.
- It includes many aspects such as freedom of speech, critical thinking, creativity, and diversity.
- "Up-to-date topics and curricula
- Practice-oriented material
- Advanced pedagogical tools
- Engaging and participative classes
- Deep engagement with students inside and outside the classroom
- A good quality education is one which instills life-long learning habits in students.
- Education that is relevant to the world today and the future.
- Respecting AUC integrity - hearing feedback- focusing on expected learning objectives via a number of creative tasks/projects-delivering all syllabus components - respecting the institution at large
- Dialogue, critical thinking, openness
- "rigorous, coordinated curriculum
- faculty-based decision-making
- refusal to dumb down pedagogy
- consistency of faculty"
- when students exit the course with the knowledge that would allow them to discuss the content after they graduate and practically apply the knowledge correctly.
- A good education provides a student with a love of learning, the knowledge that there is always more to learn, a sense of curiosity, and the desire to make the world better (not just to make money).
- Students centered instructions and make them learn together
- Informing student of up-to-date research and debates; ensuring that they are able to learn & retain the material; encouraging them to develop their critical reading and writing skills; allowing them to seek creative, out of the box, solutions to research questions
- The one that helps create a healthy environment for the students with different backgrounds and different capabilities; which promotes thinking and helps the students understand their strengths.
- Acquiring a knowledge base, using this knowledge to explain, investigate and understand the world around us as it relates to a certain subject and how one may use this knowledge, its origins and findings to solve problems and develop new added-value.
- "An education focused on ensuring learning objectives at University, School and program levels are met.
- An Education that honestly focuses on inspiring students to learn more and stimulate the knowledge acquisition stamina.
- An education that prepares students to the life after college and not merely to pass college.
- It is the education that enhances the well being of a student. It provides the student with a healthy and safe environment, it provides adequate facilities and resources, rich curriculum and high quality instruction.
- Where the students can show understanding of the material
- Makes you internationally competitive in the workplace and when applying to top graduate schools
- Interactive aiming at investigating, understanding, and using knowledge and skills
- When students build the necessary skill set to create change in their environment. Whether this change is on the intellectual, the moral or the physical scale.
- Ability to enhance students skills and focus on developing innovative leaders.
- Learner centered, inquiry driven.
- Education system that motivates students to dig for information on their own instead of spoon feeding them. Also, to teach them to build research skills and presentation skills.
- An education that invariably has some place for the liberal arts
- Excellent quality and student centered learning.
- An education that helps students become deep learners, critical learners, problems solvers, that helps ignite intrinsic motivation, and gives them some technical skills for their employment, and all at a reasonable cost.
- Any education that helps the student to develop good thinking and, thereby, good character.
- Interactive, up to date, stimulating, challenging
- An education that is competing with other universities and meets the requirements of the declaration of the student
- Education quality, although a service, yet entails much more than service quality in its basic meaning. All pillars of service quality (reliability, empathy, tangibles, assurance and responsiveness) should be maximized and taken care of. If we are stating only the output effect of a good quality education then, A good quality education should give the student a competitive edge in knowledge and skills to ensure that the students will work and live in a sustainable successful manner.
- A good education is one that enhances talent, teaches perseverance, and focuses on responsibility towards society.
- It transforms students in a liberal arts direction; critical education; students must 'earn' their grades through hard work (it is not a contractual relationship)
- Integrates up to date knowledge with sharpening analytical and critical thinking skills
- Good quality focus on student thinking and innovation and inspire their potential for education
- Students understanding the material and being able to relate to it, instead of repeating 'dry knowledge'; to enable critical thinking is only possible through a deep understanding; trying
to activate all students through different activities and tasks; to value student’s thoughts and mutual respect in classroom helps to create an atmosphere that allows to develop ideas and thoughts, and have students also leave their comfort zones and explore new areas of thinking.

- A theoretical content with a real life application, self learning oriented based on creativity and innovation
- 1. Academic courses are taught by well-qualified people, properly supported by units such as the CLT, counselling, a writing centre etc. AUC has very good support. 2. Academics are actively engaged in research, so that their teaching is informed by the latest methods and findings. My department is not at all good at this, and needs to hire more people who are engaged as academics, rather than creative writers or native speakers with a general education. 3. The campus should support a broad diversity of activities and clubs for students, beyond academic work. AUC is good at this. 4. Undergrads should become engaged in research early. AUC is good at this. My department needs to become more active in this. 5. Connections between learning and working. I do not know if AUC has work-study programs. 6. Literacy, numeracy and computing are crucial to a young person’s education. They are all intertwined, now. I cannot speak for other departments, but Rhetoric should incorporate more numeracy and computing into its curriculum - one cannot separate writing from software nowadays. As McLuhan said, the medium IS the message. However, the tandemised RHET-CORE courses are a fantastic vehicle for teaching critical reading and writing. At the same time, many colleagues teach non-academic and outdated sources, which does not help students with the challenges that are out there in the work world.
- One that prepares students to be active, critical citizens, able to participate in shaping the future of their country and who can see a role for themselves in the world beyond their immediate jobs and families.
- That education out coming a student who has high technical skills and high professional skills and values.
- Enables students to love and acquire knowledge and utilize that knowledge in their daily lives for improvement of themselves and others.
- Promotes Active learning with hands-on experience
- It is the education that produces graduates with outstanding ability to creative thinking and well-rounded character who can face and contribute to life ahead.
- Focused on the ability to assimilate, evaluate, and critique information. To synthesize ideas and develop arguments. To create rounded, capable, thinkers
- A good quality education is multifaceted and involves the entire community. Students who are eager to engage with content and curious about big ideas and questions. Faculty who are committed to rigor and high standards as well as engaged in faculty development and continuous improvement of curricula and teaching methods. A university structure of services and facilities that support “good” teaching and student centered learning. Teaching and learning that is meaningful to students and valuable as a tool to reach their ultimate goals of success in their future careers. Connecting real life to what happens in the classroom and creating learning environments where students are challenged and supported.
Q6: When student evaluations of instruction become available, my department Chair (or Chair’s delegate/mentor) does the following: [select all that apply]

- I would like to say that the current teaching evaluations are not currently a good fit for our dept. I also object to the fact that faculty are pressured to ask the students to fill them out. This is a conflict of interest. Faculty are only too aware that evaluations and the numbers can be punitive. This does lead to grade inflation.
- All grades were relatively high so we didn’t need to meet
- All grades were relatively high so we didn’t need to meet
- All grades were relatively high so we didn’t need to meet
- Don't know. I get good evaluations
- But each semester it’s considerably high so there was no need for a meeting
- But each semester it’s considerably high so there was no need for a meeting
- This is my first semester. I'm on a one semester hire, but I can assume I would choose all, if I'm to take this survey again.
- I assume he will have a discussion with me concerning my performance, problems I have encountered with students, and the limitations of student surveys.
- As a first year, these have been mentioned, but I am not sure how the plan will proceed

by department chair what is designated here is the program director.

- I have been here for a while, and (Elhamdiiilllluh) have not had bad student evaluations yet. Two of my three chairs, however, make a point of assessing evaluations and particularly of drawing my attention to bad evaluations in any of the adjunct faculty in my program (I am a program director). When I served as chair I certainly paid attention to evaluations and discussed weak evaluations with teachers who generated them.
- I have no real idea how they are used, but I think they are not fair to faculty in the way they are done/written. I also am very bothered by the fact that faculty are harassed by emails telling them to tell students to evaluate them. It should be done outside of professors completely. Also, we should be able to do a class evaluation, not just grades for students, so that can be compared to what students say.
- The University makes a huge mistake by trying to manage teachers with the results of student evaluations because students are not mandated to evaluate the teacher. What we end up with is an evaluation done by only some students. Sometimes less than half the class fills out the evaluation. This skews the results and they should not be relied on to make management decisions regarding teacher performance. And abundance of research on student evaluations shows that results are worthless unless all students are required to fill out the teacher and course evaluation.
- I am sure that in cases where this is necessary, the Chair holds meetings with instructors to discuss the issue.
- I am new to AUC and haven't experienced this process yet.
- I haven't had really problematic evaluations that have led to a discussion with the Chair.
It seems that the numeric figures of student evaluations of instructions have become the only controlling elements to renew contracts.

N/A since this is my first semester to be teaching and get evaluated. Thus, I don't know the process followed in the dept.

I've never had problematic reviews, so I am not sure what would happen, but I imagine it would be addressed. Comments are always made on my AFR about student evals.

I only teach one course in the core beside my admin responsibilities, so it is possible something else happens with others who teach core courses, but the case with me is that no one does anything at all :)

Q7: How important are the following in evaluating instructors’ teaching in your department?

- If the course evaluations are used effectively to advance the quality of education, it is a valid tool. Unfortunately, it is used as retaliation tool more than advancing, however, if there is a guarantee that the majority of class complete the evaluation then ultimately it will satisfy the main primary objective.

- The department regularly meets with adjunct faculty to discuss different elements of the classroom and teaching, including syllabi, teaching styles and textbooks. It also emphasises a lot on developing the instructor through constantly promoting and endorsing courses offered by the Center for Learning and Teaching.

- The student evaluations are one measure. We look at many other factors for renewal and promotion: the teaching philosophy, syllabi, and peer observations. Peer and chair observations are very important, since students are not often qualified to evaluate pedagogy. Everyone in the department is required to be observed every semester so there are plenty of observations in faculty files. These give a better picture of someone’s teaching, than a numerical evaluation. Students often don’t take them seriously and do a rush job. If they don’t write any comments, it isn't very helpful to the committee, unless there are recurring pattern. Those often show up in the comment section. For example, if a teacher is disorganized. Or if the teacher is especially helpful to students.

- The evaluations of students are not fair reflection of our teaching since many teachers get very high grades because they so not follow the rules, they give many bonus grades, they focus on pleasing the students rather then teaching ethically. These evaluations often reflect students anger if they got bad grades by the end of the semester. If the students are happy in class, it does not necessarily mean they learned much, but it means that there is much rapport with the students. I am very weary of these evaluations and their weight on our contract renewals.

- Students do not know what they do not know. Sometimes there is too much weight put on student evaluations.

- Faculty evaluation; students’ comments via emails, thank you notes, etc. that are spontaneous, unsolicited, and are outside of the realm of the normal course evaluations

"While I think student evaluations are important for the administration I have noticed in my different semesters here at AUC that students confuse teaching with grading."
If the teacher is demanding the evaluations won't be "good". I have seen my colleagues struggling with this and there is a general consensus in my department that we should put higher grades than those deserved so that our student numbers don't drop."

"Teaching evaluations by peers are an excellent tool for helping to disseminate teaching ideas and techniques among the faculty. They are worthless as far as measuring or evaluating performance. I think more emphasis should be made on the quality of teaching techniques and tools such as assignments.

The department chair is also sensitive to vocal and written complaints by students and student petitions.

In general I feel that student evaluations are over-valued and that there needs to be (1) revision of the form (2) development of a culture of constructive feedback among students (3) PR work to help students understand the value of the process (4) re-evaluation of how the results are measured (averages, means, modes etc...) and (5) reconsideration of how the tool is used.

Professional development in the area of pedagogy, review of course content, etc. This is something that would need the oversight of CLT,

portfolios are emerging as a central tool for student and faculty performance given that they demonstrate issues of content integration, continuity of knowledge and mechanisms for skill development. it is unclear however if this question refers to what practices are in place or what I think should be in place

Everything is considered together

I believe that most teachers fell insecure (not to renew their contracts) enough, and they know that student evaluations will be used to threaten them; it seems that many teachers tend to be easy graders to get excellent student evaluations.

"Relevance of course material to real life and practice

Quality of exams (to be challenging rather than based on memorization)"

I believe these question should address the chair

Linking student evaluation to average GPA, in order to ameliorate grade inflation, which leads to an overall degradation of teaching quality.

Answers above to this question are not true. The true answer is that I do not know but I never had a peer classroom observation

I do not feel that my performance has been evaluated on any of the three fronts. Perhaps the student evaluations are considered. Luckily my evaluations have been positive so perhaps that's why there's been no follow up.

knowledge assessment based on students acquired knowledge through the semester. (How much of the syllabus was acquired in terms of knowledge)

I don't know how important the evaluations are for the department since I am new faculty, so the above ratings are what I am hoping for... (and this refers to the department that I was given to through core, not core itself - actually never really heard from them).

I submit all the data in my AFR which goes to my boss for admin responsibilities. I don't get any comments on my teaching, nor do I get any feedback from the core department. I have
had people observe my teaching for our own mutual professional development, but it was not an institutional effort.

**Q8: From the following, choose the processes implemented in your department that contribute to quality of teaching: (Choose all that apply)**

However, doesn’t stress on attending CLT workshops unless it is recommended by the provost. However, I attend them on a regular basis to improve the quality of my teaching:

- There is a great deal of accountability in our dept. For multi-section courses, faculty must submit syllabi before the uni. begins. There are section heads. If a faculty doesn't adhere to policies, the syllabi is sent back. Faculty who teach upper-division courses must submit their syllabi to the dept. *We have section meetings frequently throughout the semester. New faculty are assigned a faculty mentor. We have frequent peer observations as I mentioned. There are clear guidelines posted on our website for promotion and renewal. Promotion and renewal committees are manned by senior faculty. We have frequent faculty development sessions.
- We still have serious gaps in our department benchmarks and criteria that is used to evaluate teachers annually.
- The only used measure of teaching quality is student evaluations, which should not be the case.
- The only used measure of teaching quality is student evaluations, which should not be the case.
- The last one applies to old hands who have renewable contracts, but not to one semester hires like myself.
- I would like it if we had an opportunity to share teaching methods and teaching resources.
- We do not generate a great deal of extra paperwork in the guise of "teaching assessment." We do take teaching seriously: the chair reads the assessments, and we do peer reviews of each others teaching.
- nothing i know of
- Course goals, learning outcomes, materials, week by week plans assessment guidelines are carefully developed and designed to contribute to the quality of teaching in the ELI
- Our department tries very hard to assess quality but with so many teachers it seems difficult. But the Department Chair does a great job in working with the tools available to her. I do think some things should be changed. More emphasis on professional development, more surveys of teaching tools by the chair, more teaching evaluations by the chair and not by peers.
- The department has set clear guidelines and expectations with respect to syllabi which contributed to the quality of teaching
- None of the above
- processes related to quality of teaching unfortunately are not uniformly applied.
- Not clear to me.
- regular curriculum review and re-structuring based on continuous assessment processes—such as advisory board, exit interviews, accreditation and strategic planning
- "We have a lot of peer meetings to discuss best practices, share literature and theory, exchange ideas, etc.
- We also invite colleagues to attend our classes if they want to.
- We share material and readings."
- In the absence of transparency and lack of mutual trust between the administration and faculty, how can the threatened teachers give good teaching quality?
- NA
- When someone gets a high evaluation in the mechanical he gets accused that his evaluation is manipulated.
- What department?
- I know of the new policy mandating taking at least one teaching development course by the CLT but I think it is mandated by the university not the department.
- There are clear outcomes and expectations communicated.
- Teachers who teach well and devote energy and time to teaching are not rewarded for their efforts. Student evaluations are skewed and are taken far too seriously. Teaching does not receive the value that it deserves in faculty development. The current evaluation system is insufficient and flawed
- None that I know of
- The department where I teach will offer me an evaluation on the basis of syllabus and student's evaluation, although they don't have to. My department (core) did not signal any evaluation, but maybe it's automatically implemented?
- In the RHET department, there is little effective norming or benchmarking. When we discuss in a large group what an example paper should get, we do not apply consistent criteria, and we get answers ranging from A to D. While it can be hard to norm writing, the degree of do-your-own-thing in my dept is perhaps not good. As another example, global professional composition teaching norms and standards are not used. For example, there is no levelling training at the start of the semester, no mid-semester and end-semester required parity grading, and no semester-end assessment reporting. These things are usually required, and everywhere I have been worldwide they have been. Without them, it tends to happen that anything goes in terms of what people teach and how they grade. With an important skill like academic writing, that is maybe not the best choice. Clear guidelines would indeed be very useful! We also need professional development, from people who are appropriately qualified.
- "This question, and much of the questionnaire assumes teaching to be robotic, and quantifiable, in extremely problematic ways. Teaching takes many forms, it is not on a high to low scale. It is not a series of tricks and techniques which can be taught by pedagogical experts.
- Moreover, the quality of education has as much or more to do with content as with delivery"
- Instructors vary widely in their commitments and efforts to improve.
Q11: How important are each of these factors in influencing the quality of education at AUC & how would you rate the quality of each factor at AUC?

Note: If you're taking the survey off your phone, you may need to scroll to view this question properly.

- The main comment I would like to make is that there is little follow-up on their writing skills after they leave our classes. Teachers complain about student writing, but do not assign writing in the rest of the university. You cannot maintain a high level of proficiency unless you practice.
- Our students are international students and quite a few points do not apply for that reason.
- Opportunities for high impact learning experiences such as mentoring students in research, AUC faculty directed study abroad, civic engagement and service learning on campus and in the community, supporting global partnerships with other institutions to enhance student learning (especially as it relates to working with diverse groups of students), interdisciplinary team teaching seminars where faculty co-teach a class (special topics or CORE), together, not using a tag team approach as is often done
- "Innovation" is not necessarily a virtue. Good teaching can be innovative or old fashioned. Socrates was terrific at "active learning strategies."
- Note all is rated at AUC not in my department/school
- It's very important the university have a clear vision and mandate. Currently it does not. AUC claims to be a liberal arts college. It is instead becoming a polytechnic. This is where all the attention is going. If this is what the administration is after, then they should revise their vision accordingly. I fear that many administrators do not appreciate the difference between a liberal arts university and a polytechnic.
- I would like to clarify that with respect to writing and thinking critically, opportunities are available, but they may not be consistent across all classes / majors. Many faculty only require reports or lower level thinking in their assignments and exams.
- Faculty support from the Provost's and President's Office in terms of the quality of life for faculty: very important, poor quality
- A sense of community (very important) - Quality on campus (satisfactory)
- Focusing on documentation and accreditation is not as important as focusing on the quality of teaching. We can have excellent articulated courses on paper but are delivered via modest instructors (from teaching capabilities aspects, I mean). Hence importance should be given on the selection of the faculty should focus on teaching skills and ability to deal with our students, with the same weight as research skills and publications.
- Teaching development should be enhanced through given time by university. It is impossible to when teaching 3+3, in addition to research and administrative responsibilities.
- Course alignment and variety of assessment strategies. Moving away from just having mid-terms and exams is essential to develop several of the above mentioned criteria
- Administration fostering and open, positive and democratic environment. Importance: Very Important. Outcome: Very poor
- Since I am new faculty I don't feel I can answer most of the questions (yet), but only a few. One remark though: I estimate that about 80% of my students would definitely benefit from
visiting the writing center, but they don't seek this opportunity - I assume this is not the only case where the university makes a good offer, but students (or faculty) don't get back to it for various reasons. Would be great to tackle these reasons!

- I have answered with respect to my own dept, and this is only my personal opinion. I cannot say for other departments.
- support for learning the local culture/language (Arabic writing/speaking) is very important and not good at AUC (i is available but not required)
- The assumption that teaching must be innovative, new, exciting, different rather than simply good (engaging, edifying, beneficial) regardless of whether established or new techniques are deployed is extremely dangerous.

**Q12: Which of the following would you rank as the top 3 factors influencing the quality of education at AUC?**

- "AUC shouldn't accept students who can't spell right nor express themselves in English.
- AUC shouldn't be too lenient regarding students' attendance. "
- The question is not phrased clearly. The current factors that are actually influencing the quality of education at AUC are all financial. My ticks above are what I believe "should be" the case. The university in "saving money" is sacrificing the quality of education.
- student attitude- it has significantly declined post-2011, with diminished interest in rigour, critical thinking and other necessary skills. also a significant attitude problem with grade inflation
- Critical thinking. Our students do, by and large, learn to research in a way, and to write intelligibly; but critical thinking, textual engagement, that idea that academics disagree and can be wrong, that disciplines, founding thinkers, and institutions must be interrogated, is lacking. This critical content has been deteriorating for some time.

**Q13: How important do you think each of the following is to quality of teaching and how often do you do each when you teach?**

Note: If you're taking the survey off your phone, you may need to scroll to view this question properly.

- I teach Core courses in the Core Curriculum, Upper Division creative writing courses and our Rhet 1010 and 1020. I always try to challenge students to think and grow.
- Again, our students are international students
- model lifelong learning and scholarship by incorporating relevant contemporary events, new developments/research in the field, asking students for "their voice" so that they can clarify their own understanding, values, and opinions, while at the same time providing evidence-based content
- Some of these questions are very odd. I would like to think, for example, that most of our faculty avoid choosing poor quality course materials, at all times. Obviously some of these questions apply more to some subjects than others. In-class discussion and group activities are not particularly applicable if you are giving one-on-one lessons in piano. I have observed
group activities and projects used effectively in other courses, but I do not regard them as a necessary or even relevant option in my particular subjects. I am curious as to how many teachers have responded to this survey that they regard fairness of grading (for example) as unimportant, and therefore do not grade fairly.

- The second column response options did not always "fit" the question being asked
- student driven reading
- Simulation of relevant international contests to be embedded within the courses
- Groupwork is a significant means of accustoming students to the teamwork that they will need at work. But AUC students do not like groupwork!

**Q14: What are the top 3 factors that influence the quality of teaching at AUC?**

- Faculty training in teaching pedagogy
- clarity of expectations and consistent use of rubrics for both teacher and self-assessment
- appropriate training and credentials, having teachers who are professionally informed about the ELT field and L2 teaching, which then shapes what they do in class
- Content of courses. Far too many of my students have learned to parrot rote discourses with no indication that these may be problematic, conflicted, or critiqued; as if knowledge were fixed, thinkers without explicit and implicit agendas. No amount of innovation in delivery, nor fairness in assessment can overcome this, in fact it entrenches an ignorance posing as knowledge, a repetition posing as thought.

**Q16: What factors support you to do your best teaching?**

- Other faculty members and the department chair
- Passion, realizing an impact that is sustainable, quality of the students
- "1. Facilities and classrooms
- 2. A healthy academic environment"
- Freedom to design a course without oversight or someone else's agenda on teaching (i.e. not needing to avoid controversial readings or subjects, and not needing to fit my theory of learning to fit current buzzwords like "group learning" that I do not always agree with).
- Capacity and access to information is excellent on campus and outside campus.
- Student preparation, interest, maturity, and attentiveness in class. Oftentimes, the level of rigor depends on the group of students and their reasons for taking the course. Students in the major are well-equipped to engage with material in a course.
- Enough time for teaching. 6 courses per year is very reasonable.
- Availability of facilities in classrooms. The attention the students pay to the explanation. The cooperation of different faculty members (TAs, Labs engineers, administrative staff)
- I love my work, my students and want them to do all their best
- Department leadership, accessibility of teaching material, and feedback from CLT
- having free time to update the course material
- Positive working environment in which I feel that my efforts are appreciated and rewarded by the administration.
- Responsive and effective administrative staff. Academic freedom.
- Experience in the course content, meaning not to change from one course to another in frequent manner
- I found the courses I took with CLT very helpful in developing my skills
- The educator should do his best teaching regardless of any factors.
- Internal passion
- An incredibly supportive dept. Many colleagues help each other in practical ways.
- Students who are keen to learn, and administrators who appreciate my effort.
- "* Students' interest and eagerness to learn
- * Students' interaction and questions"
- "having enough time to the job well.
- respect from students
- appreciation from the university
- fairness in our annual evaluation and promotion"
- My professional background being a professor of practice, high interest of most of the students.
- Experience and challenge to prepare and teach different courses as much as possible
- Small class size, good IT support in the classroom, departmental support in curriculum design
- medium-sized classes (8-12); frequent CLT workshops (for new ideas; inspiration), hearing what assignments and activities colleagues are doing.
- Good staff support and labs access
- I try and teach the way I wish I would have been taught, using guided learning, critical thinking and application to life outside of the University.
- "Freedom & trust
- Support from department
- Physical Facilities within campus"
- "Freedom & trust
- Support from department
- Physical Facilities within campus"
- "Freedom & trust
- Support from department
- Physical Facilities within campus"
- Student engagement and interest is very gratifying. I care so much about my evaluations. Although I think the questions can be better
- Freedom & trust
- I try and teach the way I wish I would have been taught, using guided learning, critical thinking and application to life outside of the University.
- Reasonable number of students in class. I really have difficulty teaching two courses with over 40 students each.
- AUC facilities and laboratories
- I try and teach the way I wish I would have been taught, using guided learning, critical thinking and application to life outside of the University.
- Freedom & trust
- I have an excellent department chair and some really great colleagues. CLT, as well as professional organizations active in Egypt, provide me with lots of professional development support. Plus, the kindness and of my students who really do want to learn something meaningful!
- "5-years back, faculty at AUC used to have the suitable climate for excelling, they were motivated by working in an atmosphere of mutual trust, respect under the full support of the administration. currently, the situation is not motivating at all, lack of good will transparency has affected all faculty negatively.
- given the time to implement new tools i learned. I always do reading in order to chose new material
- "CLT
- Exposure to other teaching methods (from international programs)."
- Being a lifelong learner and participate in conferences
- preparation, professional teaching courses, technology
- When I have all members focused on what goes on in class.
- students awarness of digital programs, and students relevance/ passion to the course of their choice.
- Trusting that I will add to both my students and department would benefit and the healthy atmosphere in the department.
- students in the class, good IT, new material, topic /theme taught
- Professional, respectful students, colleagues, co-workers, staff. This mixed with good infrastructure allow me to teach to my best ability.
- "- Constant innovation in teaching methods
- Students' motivation, engagement, and positive response
- Class facilities (smart classroom)
- Continued scholarship in my discipline and in the liberal arts in general enable me to provide meaningful, relevant learning experiences that can be related to other disciplines and to students' lives. Students must understand the utility of their studies
- Students' investment.
- quality of students
- Tech and support from CLT , and also some freedom to be able to try new teaching methods in class.
- Time, flexibility, and resources provided by administration.
- Time to prepare
- Less work load and a secure and supportive administration. It is very hard to devote the adequate time to teaching given the demands for research and service, as well as the negative environment fostered by the administration.
- "Auditing colleagues
- the students interest"
- Time to read and prepare. Students who care about their classes.
- "Accessible resources
- Discussions with peers
- The size of the classroom
- The quality of the classroom
- work load, students' feedback, peer feedback, outstanding students who want to add knowledge, interaction outside the class
- My student's motivation to learn more
- My student's motivation to learn more
- my extensive knowledge, teaching experience, organizational skills, and computer skills.
- "We need good infrastructure; chairs and desks and computers
- We need good CLT opportunities to help us become better teachers
- We need sane Student Eval procedures that mandate student to evaluate the course and the teacher
- We need a much better attendance policy that requires students to be in class, on time for every class.
- We need funds that support our efforts to link our students to the greater Cairo community."
- Discussions with colleagues
- Professional development workshops
- When I have enough time to prepare. Support comes in the form of a moderate course load (occasionally) and the rare relief from demanding (and often not so fulfilling) busy work required as "service."
- the fact that I am immediately accessible to my students, 24/7, am ready to go the extra mile to help them learn and meet their course obligations, and the fact that I often am available to my students in on campus five days a week (particularly during busy times of the semester) and often for the entire day, which often necessitates my taking the 10:30 pm bus home to work one-to-one with my students
- Availability of technology - Professional development via conference attendance, workshops etc.
- "#15
- I would like to explain for the previous question that the problem is often the limited capabilities and commitment of the students.
- #16
- Time to reflect and revise. Opportunities to share and discuss issues with other faculty. "
- When a particular class becomes a cohesive "community" because of student respect of each other and trust of the faculty member teaching. When this happens, I teach at my best.
- Student engagement
- My teaching assistant greatly affects the quality of my teaching. A weak TA pulls me down.
- Seeing students understanding and applying the material.
- Being confident that AUC appreciates all the efforts I am exerting as well as my devotion to my teaching career.
- "the interest and preparation of the students,
- the teaching of courses that have overlaps with my research agenda"
- Personal motivation and personal work ethics. The motivation of the students. Sometimes, the support from colleagues, both in the department and outside of the department. It would be ideal to have support from the school, but that's not a factor that motivates me.
- My students and my commitment to them and the discipline/learning outcomes expected of them.
- Access to facilities (IT), supportive staff, cooperative colleagues.
- TAs, time to prepare for lectures, feedback from students, and accessibility to literature.
- I am passionate about the field and care that the students leave my class having gained the most from my class as they can.
- My own effort. Good teaching comes at the expense of my time, my family, my sleep, my health, etc.
- Recognition, fair course load, compensation for merit, access to international opportunities for exchange, engaged and serious students
- My motivation and drive to be an excellent teacher, based on my understanding of what the learning process is all about
- "The technology available in the classrooms and teaching labs.
- A good library and electronic databases.
- Accessible colleagues who are eager to offer ideas and materials.
- Satisfaction at work
- Opportunities for my own professional development
- Students who like what they do"
- "Course management platforms, good salary, conferences
- To feel secure.
- Freedom to design my course in a challenging and practical manner
- Free time to carry out research, but this is difficult during the semester due to the heavy teaching load.
- The campus and the library.
- Recruiting undergrad TAs (especially if they my ex students). They are the real source for the evaluation of the course away from any pressure/bias and they are the real engine for peer support. Funds should return to this category as previous.
- The students
- "Quality of students
- Academic freedom
- Respect and support for research"
- I believe if an instructor wouldn't be able to do his/her best teaching he/she should quit.
- Having a course release helps.
- AUC administration transparency
- Time enough to prepare; which is not always the case b/c of administrative assignments
- Seriousness of the students
- "Student background and readiness
- Infrastructure and support for teaching innovations
- Way less committee involvement

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- Using part of the summer and the winter break for getting courses updated, labs ready, etc.
- A reasonable teaching load and a positive work environment
- "availability of resources to get cases and simulations
- Qualified teaching assistants"
- "Reducing grade inflation, which only leads to a venomous teaching environment, in which easy graders are rewarded and hardworking is demotivated.
- Decrease the teaching load to allow innovation and development of teaching skills and course material."
- student desire to learn and departmental understanding
- "Qualified Teaching Assistants
- Ease of communication outside the classroom
- Interactive classroom (setup more than technology)
- Spinning ideas off other faculty
- Class interaction, real life cases and guest speakers
- Reflection on every class, taking into account student feedback and re-designing for engagement
- "Using visualizations in teaching, and including real-life applications for what is being taught.
- challenging students with pop questions in class to make them alert.
- Reasonable class sizes and workloads.
- students' awareness, attentiveness, and eagerness to learn
- constant updates, available facilities, experience
- "Accessible material
- Peer support and discussion
- Good preparation
- Experience "
- Technology
- Good preparation
- AUC liberal arts culture (as long as it lasts...)
- Having a lighter course load
- Good test book- Good quality students - facilities including classroom facilities, labs, IT, library
- Time. This is not available at all at AUC.
- I am here for the students, and they reward me for my efforts with engaging with the material and in discussions. Main factor (or better, motivation) are the students themselves, the teaching work load does not allow for any other factor!
- tools like Blackboard, CLT, labs Assistants, departmental Meeting
- Having the tandemised RHET-CORE courses, and the opportunity to connect critical reading, thinking and writing; a strong and warm sense of collegiality in the department, a great dept Chair who is a great human being and has a positive facilitative leadership style
- the fact I am given a lot of freedom to design and teach my course however I like ; ability to get feedback and share ideas from CLT and colleagues at AUC and beyond; freedom to experiment and reflect
- Interaction with students
- Support of faculty colleagues and responsiveness of students
- Stability
- "My professional experience
- My research
- Facilities,
- Time (teaching load),
- Well-prepared students in their prerequisites,
- Interactive students"
- I am given a lot of freedom and support by my colleagues and my chair. I am lucky in that I can usually engage students, and encourage them to approach material critically.
- Community of teachers in the course that I teach, passion for teaching and new ideas shared within my department. Students who are engaged and curious. Opportunities to be creative and test out new ideas. Feedback from other faculty who may try out something I designed for use in my classroom. Professional development opportunities that inspire me to be better and change the way I teach. Abandoning most of the lecturing and adopting an interrupted lecturing technique

Q17: What factors hinder you in doing your best teaching?

- Big number of students. I teach a writing course, and I need to conference with the students which becomes very tiring and time consuming when the number of students in our classes exceed the cap of 17, which is usually the case in fall semesters.
- Time
- quality of the students, lack of diversity,
- "Sometimes we get mixed messages on what we are supposed to achieve (on teaching, research, service, ...). We need to have clear assessment metrics for evaluating these aspects. Also, we need to focus on our teaching and research by having support from the administration.
- The structure for declaring majors hinders the training of majors. They often come to us after thinking they would declare another major that ended up closed to them. This is a very backwards system in my view. Also, getting books is a real problem, and we are largely discouraged at all levels from ordering the normal book-loads common at other universities because of difficulties through the bookstore system.
- Student course load, rare coordination of assignments between courses, student readiness, student ability to learn, allowed space for teaching, the continuous concern about the future and stability at AUC.
- The level of students who are not accustomed to the rigor of the courses or who are not interested in course content but are merely taking the course to fulfill a core requirement. Poor classroom behavior (phones, leaving the classroom, tardiness, etc...) also hinder teaching. Guidelines for classroom behavior should be clearly presented to students at orientations and especially in the first year at university.
- poor quality of students.
- The students are sometimes careless, do not attend regularly, are not committed to the classes beginning hours, distracted during classes with their mobile phones.
- Students are always thriving to get an A to declare their majors not because they need to learn.
- None.
- having too much administrative work and distractions
- Negative working environment in which I feel threatened and unfairly treated.
- Unresponsive and ineffective administrators. The lack of academic freedom. Onerous meetings. Underprepared students.
- Group think in class.
- Time limitation when I have a big class, especially in workshop or lab courses.
- The educator should do his best teaching regardless of any factors.
- Sometimes class size.
- Many students' resistance to taking required classes. I do try to make whatever course I am teaching interesting and relevant to them.
- Large class size, and students who do not see the point of the course I am teaching.
- "* The sole focus of students, sometimes, on grades as opposed to learning.
- "* Modest/low interest and focus of students on the course subject."
- "Feeling that we are unfairly assessed by the university or department.
- Feeling unappreciated.
- Feeling that students evaluations control me.
- Some resistance claiming high workload
- None.
- Uneven teaching quality in the Rhet department means students are not prepared to research and write papers when they arrive in higher level classes.
- too many interruptions when on campus; class too large, student blasé attitude & thinking electives are not important classes.
- Students' weak level and rejection of every assignment.
- Lack of institutional support and student apathy.
- Mal-functioning academic venues.
- Mal-functioning academic venues.
- Mal-functioning academic venues.
- Number of students. Work load. Juggling research which I enjoy working on.
- If facilities, venues & physical aspects are not good
- Students' weak level and rejection of every assignment.
- Lack of institutional support and student apathy.
- Quality of students admitted to AUC.
- Large number of students taking my courses.
- Lack of institutional support and student apathy.
- If facilities, venues & physical aspects are not good.
- Time constraints, especially as regards service.
- "Lack of transparency, and issues created by the administration, which wastes too much time that is better invested in teaching and research.
- Lack of well-equipped labs with state-of-the-art equipment suitable for hands-on experience.
- Lack of support system for providing consistently support for field trips that serves the students throughout the semester.
- Too much administrative load which burdens the faculty, and heavy teaching load that exceeds the load for any university in the states.
- Lack of the time to prepare, lack of time to implement new tools I learned.
- "The trend toward larger size classes.
- Low motivation for some students to work hard.
- Overload with services and research.
- University policy because when there is no transparent understanding between the department and the policy makers, this affects teachers' attitudes towards work in general.
- Quality of students.
- While losing one of the minds in classroom while one is talking.
- Students' responsiveness and interest in subject. Basic digital skills.
- My feeling that all my work is for one semester and then I'm gone. In spite of this I do my best to make a difference.
- Students, poor material available, poor IT in class.
- We have issues right now within Film and Visual Arts where students have very limited access to equipment that is important to complete studio assignments (video cameras, audio recorders, etc.). With some support from the university (i.e., helping to create a proper equipment check-out room) this could be fixed and allow for my teaching to be stronger as a result.
- "Although this rarely happens, when it does, it is basically related to one of the following:
- Students' attitude of indifference.
- Students' 'I know it all' attitude.
- Students' resistance towards learning"
- Lack of basic secretarial/admin support for tasks such as photocopying, typing, grading objective questions on exams, conducting lit and web-based reviews to infuse content (text, video, audio) into class resources. The less administrative work I have to do, the better I can construct the optimum learning environment. If the TAs were assigned to disciplines that they had experience in, this could be achievable as well as offer the TAs a more enriching learning/job experience for themselves.
- The students' learning ethics.
- Lower quality of students, lack of discipline, outside life factors of students that effect their performance, poor facilities available for my course.
- The massive budgetary cutbacks and bureaucratic intrusions we have had from administration.
- Student tardiness, classroom space, lack of materials.

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- High work load and an insecure and unsupportive administration. It is very hard to devote the adequate time to teaching given the demands for research and service, as well as the negative environment fostered by the administration.
- Student lack of interest
- Students who manipulate, cheat and do everything but try to learn. Too much time spent with unnecessary administrative tasks and papers. Why can't the university let professors spend their time on what they are good at...their subject and teaching it?
- If the classroom technology is not operating properly
- Work load that for some unknown reason is worth zero release these days!
- This semester it was the time constraint, many public holidays
- This semester it was the time constraint, many public holidays
- Nothing hinders me in doing my best. I am devoted and dedicated and would not allow anything to interfere in my mission as a teacher.
- "We are hindered;
- When desks and chairs are broken or when laptops are in disrepair,
- When we are evaluated by some rather than all of our students and then we are managed by these evaluations,
- When we have no funds to support our efforts to connect our students to the community,
- When we have attendance policies that enable students to miss the first three classes and then allow them to submit medical excuses and take off more than 6 classes during the semester
- all of these thing hinder us in our effort to provide quality education"
- N/A
- Sometimes, student motivation
- The major hindrance is the precarity of our jobs and sense of insecurity and instability on campus, which has existed for several years now. In addition, the sense of alienation from the administrators, the "deep university" that is always making decision behind closed doors makes many faculty feel that this is not our university anymore. Keeping us busy with endless and useless committees and task forces that change nothing further aggravates and takes away from the energy and time that could be directed to bettering our teaching experience. A more moderate course load and slashing of useless administrative busywork would work wonders to our teaching efficiency. Finally, the commute remains one major drawback of the new campus which leaves us drained at the end of the day, with less energy for teaching.
- The often slow Internet connection in the classrooms and labs
- Student ability and commitment. Some students lack basic skills and are incapable of reading texts assigned. Some students also lack commitment and seem more interested in grades than learning.
- The major problem now is class size. Students need more individual one-on-one time and feedback than class size often allows. This greatly inhibits "good to great". Also, when enough students in a class expect to be "spoon fed" a quality education without expecting the need to actively learn and contribute, teaching can become very difficult.
- Lack of simulations to aid in learning
- TA
- limited financial resources to take students off campus for field exercises and real world
to experiences.
- Most of the time the de-motivation of the AUC Egyptian students towards the learning of
the Arabic language.
- "too much administrative work,
- students' lack of interest and poor preparation in terms of skills, methods, material
knowledge"
- Inconsistent application of university rules/guidelines. Students who whine about the
workload. Lack of support, both financial and administrative, to execute projects that go
above and beyond.
- The lack of support and recognition from the institution. Systemic institutional policies that
deter from student learning.
- None
- The frequency of meetings.
- Too much work!!
- 3/3 is a very heavy load. Too many courses per semester. Too many students per class. No
support from AUC.
- negative student attitude, lack of recognition and appreciation of merit, administrative loads,
need for international standard excellence in research and visibility required for promotion
and tenure standards
- Too heavy a teaching load; students advised to take upper-division courses without the
requisite qualifications; unreasonable administration expectations to do self-studies without
even receiving any feedback on these self-studies
- "When there's too much committee work
- When there's too many students in the class"
- When there is little faculty independence over his/her own course, and persistent university
intervention in grading and attendance which will be a disaster for the future of AUC if things
do not change
- Being threatened.
- Nothing
- "Many students have difficulty in focusing in class, and only very few are diagnosed as
suffering from attention deficit. The majority of students do not have the required learning
habits: they do not bring the text in question to class and do not take notes in class.
- Lack of technical resources like proper machines, labs and software.
- The bus. Students’ contribution and participation revolves around the bus schedule. We
should have more frequent departures from new campus in the afternoon.
- the students
- "Top-down administrative interference in academic practices
- Students permitted to matriculate despite non-qualification for university
- Disregard for scholarly rigor and development"
- Quality of engineering students is declining and politics in the engineering school is dominating.
- The 3-3 schedule and heavy service load stretch faculty too thin.
- Uncertaintaty around ALI future
- Time-consuming administrative assignments
- Seriousness of students, course overloads
- "Committee and too much paper work
- The whole atmosphere around AUC"
- "Unavailability of Good quality teaching assistants and graders.
- Last minute assignment of the teaching load, reduces the level of preparedness to deliver a high quality course."
- A heavy teaching load, high research expectations and a heavy load of service in a demotivating work environment
- Lack of qualified graduate teaching assistants
- "Heavy teaching load.
- Unclear and unrealistic expectations regarding teaching and research at the university.
- Grade inflation and over-reliance on part-time or fixed-term instructors, who, by design, tend to be easy graders.
- Tendency of the university administration to appease students at the expense of maintaining teaching integrity and quality (e.g. makeup exams, dealing with plagiarism, absence, classroom conduct)"
- when students are not motivated or lack of understanding by the department of the nature and content of the course
- "Unreliable Classroom Technology
- Classroom setups and room sizes
- Students' focus on grades
- Students' sense of entitlement
- Students' complaints regarding workload
- The course content especially in multiple sections courses
- Public holidays! To effectively teach the course there are a large number of assessment and activities, keeping up with the assessments and ensuring timely feedback can sometimes be a challenge. Perhaps allowing qualified TAs larger roles can help ensure better, more timely feedback for students and may motivate faculty to experiment with alternative types of assessment
- I am not a full-time instructor; I don't have the full time to compose the course material in a more innovative and interactive way.
- Excessive workloads, students just looking for an "easy A."
- arrogance, lazyness, and a system that is based on opportunism (esp. numerical systems produce a kind of pragmatism that is the death of each learning process because it reduces everything to utility).
- time limitation
- Bad Peer environment
- Time
- Lack of time to prepare; large class size
- Grade inflation; culture of entitlement of AUC students; students not preparing for class; students not wanting to be challenged
- Quality of students
- In case of non satisfactory students
- Lack of time.
- Work load, lack of contact to other faculty members (e.g. for interdisciplinary teaching, but also exchange of experience and activities!).
- Students interactions and participations
- 1. I understand the field at a much more professional level than most of my colleagues. I actually worked and published in the field, and I know the theory that grounds what we do and particularly with L2 speakers (many are doing what they experienced in native-speaker contexts, and long ago), relevant concepts and the field-specific content in teaching and assessing L2 writing, the terminology and practices that are normal in this field, the latest trends. I have to be careful, because it’s like I speak another language and they do not. Most of all, the dept is divided into people who really do want to know and embody best practices in our field, and others, a lot of them, who are not really interested in becoming informed in these areas. The department has placed a very strong value on positive interpersonal relations, which is fantastic. Many people are really committed. But that cohesion does not embrace know and enacting professional standards in the field, which is really not good. It has a brilliant degree of academic freedom, which is great. But few people in RHET and Comp are actually in Rhet and Comp, which is a problem. Every place has its problems. Given that fact, this is magnificently workable, and that is down to some very committed people.
- Time; and lack of clear rewards for good teaching to be honest
- Lack of student interest
- Non-teaching commitments in my job
- Committee work, ever changing policies and instability
- Their previous education. My students seem increasingly reluctant to think or to criticize. They have been taught to accept explanations and syntheses, to assume things are good and smooth, to adopt linear models of history and progress. Above all, not to think or challenge. This is extremely problematic.
- "Overload"
- Lazy class group
- Insufficient and/or poorly maintained laboratory facilities"
- Students who are unwilling or unable to step up to a challenge and move beyond the level of mediocrity that they have become accustomed to. Obsession with grades and a drive to gain grades versus learn or explore ideas. Over the past few years I have noticed that students language and written skills are diverse with very strong students (who come from good high schools) and weaker students who not only lack language skills but also study skills, independent learning skills and critical thinking. I think we should be looking closely at the profile of student we accept at AUC.
Q20: In your opinion, how can AUC improve the quality of teaching it offers?

- If the number of students in each of our writing classes does not exceed the cap of 17. The common practice in reputable universities around the world is to have small class size. To develop students’ ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time, which is only guaranteed when the class size is not too big
- "Offer more sections for each course
- Hire more full-time faculty
- Hire more international full-time faculty"
- Revisit to the recruitment process and outcome of FT and adjunct faculty members and take the evaluation process more seriously and use the outcome of the annual evaluations more effectively and act upon them
- Again, by having a health academic environment (transparent and supportive)
- We carry of lot of dead weight at AUC. We have a lot of staff hired many years ago that do not seem qualified to teach at a university of the caliber that AUC claims to be. Also, the bizarre system of declaring majors creates chaos and prevents fully educating students. Lastly, there is FAR too much interference in teaching and academics from all levels of admin here - universities I have worked at in the past in the US and Britain would never tolerate this.
- 1- Provide the proper environment. In my case; space for teaching and exhibition of student work. 2- Enroll the best students not the highest GPA for the major. 3- Provide the faculty with peace of mind to allow innovation in teaching thus minimizing the daily life concerns faced on stability. 4- Focus the faculty effort and time either in depth in research, teaching or service and not all three.
- I think AUC can improve some of the rules that improve the quality of teaching such as the attendance policy. As the attendance policy currently stands, it is too lax and affects the quality of education at AUC. Students feel entitled to six absences and thus do not gain the full knowledge or skills they would by attending classes regularly. With the new attendance policy, I have seen a decline in attendance and the level of students. Poor attendance hinders teaching.
- Acquire best teachers
- more collaboration among faculty members to set goals for the sake of the students in each department
- "More resources for new departments like Psychology
- More time for instructors to pursue research activities, since this enhances their teaching and knowledge"
- have faculty dedicated to teaching with a much reduced research load. improving course material is an ongoing process and it requires a lot of time to use multiple references to design a good course. also experimenting with new teaching methods requires a lot of time to implement
- Provide the faculty with a positive working environment and ensure their high morale
- Enhance the quality of faculty. Encourage research productivity in the Humanities and Sciences (but not to the determinant of the Humanities).
- Going more frequently off campus
- More one-on-one feedback for instructors. Offering CLT courses online.
- "*Institute a writing requirement in other depts. across the curriculum
- *Retain top-notch faculty
- *Diversify the student body
- *Make professors accountable for their teaching."
- In my department, by increasing opportunities for collaboration with colleagues.
- "* More focus on critical thinking and acquiring skills, as opposed to memorization
- * Two-way communications between the instructor and students.
- * Apply, rather than retrieve, knowledge
- * Stressing hands-on work, esp. in Engineering education
- * Constantly questioning conventional wisdom"
- "Give teachers the job security they need to motivate.
- Do not hire adjunct at the expense of quality.
- Do not fire good quality teachers once they become too expensive.
- encourage teachers to do research by giving them release time to do it well.
- More challenge to students, request instructors to put them under pressure, increase workload
- Building on solid curricula and selection of quality faculty
- Monitor teaching. I constantly hear about teachers cancelling classes all the time, lapsing into teaching in Arabic, and other poor practice that does not adhere to AUC guidelines.
- Require students & teachers to use English in the classroom so that more int'l students will sign up for a variety of classes that are not Arabic language classes; make students understand that electives are important classes and should be taken seriously. CLT is doing a great job--but maybe go around and advise various despts.
- By using more than one measure of teaching performance; using student evaluations (60%) as the only measure is not the scientific way of evaluating teaching. Other methods of evaluation should be given their due weight.
- Better institutional support.
- "Relate & engage to the community
- Offering more real applications to students "
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- Increasing the benchmark of intake of students
- By using more than one measure of teaching performance; using student evaluations (60%) as the only measure is not the scientific way of evaluating teaching. Other methods of evaluation should be given their due weight.
- Better institutional support.
- "Better selection of students
- AUC must consider teaching as an essential component of the professors responsibility and put more weight on it when it comes to tenure and promotion evaluation"
- Better institutional support.
- Increasing the benchmark of intake of students
- I am unable to answer this question. I do know from current and former students that there is enormous variation in the quality of teaching. CLT provides a lot of opportunities for faculty to improve, but many faculty (especially those with tenure, from what I understand) don't feel that teaching is nearly as important as research. I am also not sure that AUC receives accurate information on the quality of teaching, since students often rate their professors according to how much students like them since I think many students are not accustomed to being asked for their evaluation.
- Invest in the faculty. Encourage faculty to attend international and national conferences about teaching. Encourage faculty to read more and be more cultured.
- "Reward good teachers, as much as you reward good researchers.
- Support for faculty in methods of delivery of good teaching
- Cap on class sizes"
- "Listen to faculty in each department and not to impose the clt to work with them because they do not understand the disciplines which faculty members teach and the communication skills are not adequate. Clt stands for center for learning and teaching and with all respect and with the effort and power/support from the administration they have on all departments in the university since that is linked to the annual faculty report, I can say that they can't deal with the different expertise of faculty members leading to the unwillingness to communicate. In addition, the clt once applied a new idea where they wanted to have a person to communicate with always from each department and that was done by force without elections. That lead to unpleasant experience with the clt. Ideas should be discussed with faculty and not enforced on them.
- Another factor that hinder teachers from professional development is the lack of time, so more time is needed at work to enable teachers to acquire more skills and learn new teaching pedagogies.
- by having higher quality students who can be challenged
- Research globally and exchange with others globally.
- Pertaining to the department where I teach. AUC should consider hiring new people with contracts that are longer than one semester, because that would definitely enhance the consistency and quality of education.
- Less teaching and keeping small class size; admission of higher quality students (e.g. German Abitur); improve IT support in the class; make reading and research material (books, journals) available in the library and bookstore
- Reduce the amount full-time faculty are asked to teach. The 3 and 3 load gets in the way of research to be honest. As well, have more longer term contracts or tenure professors. The number of faculty passing through this institution create problems in continuity and in controlling curricula in all departments from what I can determine.
- To improve the quality of teaching at AUC, constantly updating and innovating teaching methods, I believe, is the key.
- It's difficult for me to answer 19 and 20 because I am new faculty
- "by privileging quality over quantity
- by securing the positions of the full-time faculty in departments with low enrollment
- by providing access to online workshops for faculty (those provided by the CLT are time consuming and repetitive and inefficient)"
- better pay for adjuncts would be a start, then we can dedicate more time and be willing to do extra - better facilities for my department so students can produce better work - better understanding by university administration of the nature of our department, its needs, its students needs, and the importance of our discipline especially in the country we live in
- Moving further into 21st century teaching.
- One of the best features of AUC, compared to any other university I have encountered, is the system of internal faculty support grants. The new online system of assessing applications is dreadful; in the past we formed committees which could contact an applicant and suggest changes before forwarding the application to the next level. This is no longer possible. My own department could do more with peer evaluations; we are hindered from doing so by the massive service requirements we encounter, which cut severely into our available time. Student evaluations are important but assessing them is an art, not a science. Not every student is competent at assessing the courses they are taking, and we have to factor that in in reading what they have to say.
- Offer new full time faculty a better package. It is demoralizing to work in a department where fellow faculty members who have been at AUC only a year longer are given a more competitive package.
- Lessen the demands in terms of teaching, research and service load so that more time can be spent on individual courses.
- Support professors being professors. Let them have time to prepare well and teach. Why is the administration so anti-academic?
- "Providing more observation of classrooms for evaluation
- Providing more mentorship or faculty group discussions for improvement"
- "start by using the teaching load worldwide (not 3 and 3) to help faculty do more research
- give money for conference grants (system is not flexible) and only one conference is not enough
- spend more money on IT
- give proper release"
- I found the CLT workshops very useful, so I would encourage faculty to attend more of those workshops.
I found the CLT workshops very useful, so I would encourage faculty to attend more of those workshops.

"1. New professors have to take training courses on how to best follow the principles of learning and teaching.

"1. Mandate that all students fill out teacher and course evaluations.

2. Provide funds for teachers to use to help connect the classroom with the community.

3. Put more emphasis on teacher technique and teacher generated teaching materials in the review process.

4. Stop using peer review of teaching for evaluative purposes and use Chair reviews more often.

To communicate to faculty the importance of quality teaching and make sure it is assessed.

Provide more activities outside the campus.

1. By hiring faculty who are good teachers.
2. By rewarding good teaching (currently getting grant money and getting published are what star faculty are encouraged to do, teaching is not seen as important to career advancement as much as getting grant money. Teaching is seen by many faculty as a burden, and good teachers are not as feted within the university).

3) Raising the bar for incoming students, the university currently accepts students who can afford to pay the exorbitant fees rather than excellent students, this has lowered the bar across the university because we end up teaching to the lowest common denominator.

4) Addressing the course load issue: 3+3 is what small colleges that are focused on teaching alone do, if you want research then you should move toward 2+2 and start by 2+3 which the late Provost Haroun had envisioned and was supposedly moving towards. Another of the many plans of the university that are there one year and gone the next...

- Hire more full-time faculty who are committed to the university, not transient adjuncts, whose English language skills are often poor and do not reflect the quality AUC "claims" to provide; show appreciation of its "high quality faculty" and provide the necessary support to encourage them; never hire teaching fellows in the English department whose language proficiency is not up to par and who often have zero, to very little, teaching experience. High quality teaching requires highly knowledgeable, experienced teachers, and creative teachers who regularly update their materials and teaching techniques.

- Training of faculty.

"Listen seriously to instructors about class size and work to reduce it reasonably where needed. Instructors want to work closely with students, but as class sizes continue to grow, this is more difficult to do, and students see this.

Research faculty at AUC have higher teaching loads here than other universities that claim to value research. AUC needs to finally figure out whether it is a research institution or not; if it is, research faculty need a reduced teaching load so teaching can receive the focus it needs while allowing room for research."

"Need modern learning tools such as computer simulation.

Visiting professors"

"1. Hire more effectively, i.e. better qualifications and better simulations.
- 2. more quality control and qualitative focus groups with students to get their voice beyond the surveys.
- 3. exit surveys with graduating seniors
- 4. retouching base with alumni 3 years after graduation for a full assessment of real value of the curricula and teachers.
- 5. touching base continuously with employers to get their honest feedback and evolving requirements in our graduates, and also comparative view of AUCians versus other schools.
- Support teaching activities off campus.
- It already provides several CLT workshops. However, more workshop devoted to teaching methods would be valuable.
- That's a long story...
- "Provide course releases to faculty who are serious about improving the quality of their teaching. As opposed to rewarding the same faculty over and over while overlooking the achievements of other faculty who are making strides without dept/sch/university support. For example, there was no announcement about the recent merit awards yet the Nov. 16/17 deadline passed. It will be interesting to see who receives that recognition.
- Also, the university should do more to encourage interdisciplinary collaboration instead of allowing everyone to work in silos."
- If AUC continues to use the rhetoric that includes "premier English-speaking institution" and liberal arts - it would be beneficial to have faculty who have experienced an American liberal arts education for themselves in order to model it (as research shows - "faculty teach the way they were taught themselves"). It would also be beneficial to have English-speaking faculty who are fluent enough to teach academic courses in English. (This involves more than presenting a lecture or PowerPoint slides in English - this also includes how to answer questions in English, how to provide multiple explanations for a concept in English, etc.)
- enrollment of students selectively
- More staff become involved in the CLT training. I have loved it and learned a lot.
- Hire better faculty, let go of the poor faculty. Support the faculty. Decrease the teaching load, decrease the number of students per class section. Give the faculty time to prepare and update material and to give individual attention to students.
- investing in its best teachers, raising the bar of acceptance, screening for critical thinking - not just GPA, making class size smaller, tackling grade inflation and raising the threshold of excellence
- Create more and more and more opportunities for student research and creativity. AUC can really distinguish itself by creating a research-centered curriculum.
- "1) Stop administration interfering in student grading and attendance, especially that students abuse this to the extreme degree possible, and this leads to fatal unfairness and a disaster for AUC future, for example ""class excuses""
- 2) Beyond generic teaching/pedagogy development, it is important to have grants for ""professional scientific development"" such as professors attending workshops and training/executive courses on the most up to date and advanced scientific developments in
their fields, such as professor training on SCIENTIFIC course development, not only teaching pedagogy"
- To have clear strategic long ans short term plans.
- "More reliance on practitioners.
- Less teaching load for research-oriented faculty
- Co-teaching with practitioners, especially for tenured faculty who are not good teachers
- Mandating consistency across sections with common exams and material
- Reviewing exams to ensure that they are challenging and do not depend on test banks and memorization
- Hiring faculty after testing them in the classroom
- Encouraging industry-based projects whereby industry leaders are the ones who evaluate the projects"
- Improving the research opportunities for faculty members. Instilling the right learning habits in students (there are workshops at AUC for this purpose, but students are not obliged to attend them).
- Better assessment of instructors.
- Better selection of the intake at the freshman year. The scholarships addressing government schools and the English entry exam do not guarantee the level of the mastering of the English language. I teach a course that requires critical thinking and the students do not understand the problem headers, expressed in basic English. We need to emphasize on the language written and spoken (not comprehension only) to assure the quality of our graduate in the work market. English screening is crucial.
- less teaching load, smaller classes
- "Increase number of tenure-track positions
- Reward faculty with annual raises
- Resist focus on ""goals/outcomes"" and ""assessment"
- Resist ""student-centered"" teaching protocols"
- Stop favouritism. I know an instructor in the mechanical department who is given new courses every semester in areas totally off his area of expertise.
- Offer faculty lower course loads, course releases, and less burdensome committee work so that they are not so overstretched.
- Incentivize teaching excellence, e.g. by offering competitive awards
- Accountability
- "Less focus on the money students bring and more focus on their quality and proper background
- Support for faculty
- "- Reduce the frequent changing of course instructor.
- More rigorous syllabus for courses and course files.
- Assess the language proficiency of the instructor and upgrade it if needed."
- Hire faculty who have high potential in teaching abilities.
- Interdisciplinary courses
- "Fight grade inflation."
- Enforce teaching integrity and high quality by applying sound and tough policies on absence, plagiarism and makeup exams, just to mention few.
- Improve academic advising by appointing an administrator at each department, whose sole job is to deal with advising and solving students problems.
- Reduce teaching load, significantly, in order to allow instructors to develop their teaching skills and course material.
- Introduce a teaching track for instructors who prefer teaching to research, in which they focus on teaching a full load and enhancing teaching activities, while freeing research track faculty from some of the teaching, in order to focus on research and, also, have time to develop their course material and teaching skills."
- "Consider and evaluate teaching when hiring
- Continue to provide teaching enhancement courses
- strengthen the relation between school and departmental administration and the teaching faculty"
- "Applying rigor in selection of both faculty and students. Redesign courses to teach skills, not knowledge.
- Do mandatory class observations, and hold feedback sessions with faculty.
- Faculty candidates should be asked to teach a class before being offered a job.
- Teaching development strategy and exchange of professors
- Teaching should be observed with constructive feedback provided to help instructors focus on areas they maybe able to develop. Providing opportunities for those that are established and qualified teachers regardless of PhD designation in some areas that may not require it. Providing more opportunities for professional development, conference grants, and teaching innovation grants to adjunct faculty members.
- "changing the concept of relying on midterms and finals for grading, and instead focusing on variety of assessment techniques.
- More focus on research and critical thinking rather than memorization."
- More, multi-faceted evaluations of faculty.
- by finally and really sticking to its claim of providing a Liberal Arts education. By stopping to use it as a slogan when it is convenient and begin practicing it.
- funded research, staff incentives, facilities maintenance and state of the rat equipment
- by including students in research areas of their professors. AUC should invest in more specific institutes where professors along with their students could apply the knowledge acquired in tackling real life problems and gaps
- I cannot judge the teaching in other departments. I this department, the quality of teaching is rather good.
- Faculty tend to lower expectations to be liked by students and stop challenging them; Faculty hostages to student evaluations; university uses student evaluations against Faculty; university understands education as contractual relationship with partners; faculty not allowed to do their job
- By hiring higher caliber instructors
- Better choice of students- continuous improvement of quality of instructors
- The demands on faculty time are too high. Either lower research and service demands so that faculty have more time for teaching or lower the teaching load. Allow TAs to have more responsibilities, such as they have in American and European universities.
- Less work load / teaching load for faculty, less turn-over in terms of faculty, more job security and, intersecting with all these factors, more possibilities for faculty to connect and work together (would be better for AUC overall because it a) supports an emotional bond with AUC, and b) it might be that great research projects would come out of it!
- Encouraging Part time Professors to get involved in more activities,
- Hire people with appropriate and field-specific credentials. Make sure that training and PD is NOT an in-house thing done only by dept members. Have a committee with qualified people to oversee the OD, so that it actually accomplishes something useful and relevant to the field.
- Better support for faculty via formative peer observations and mid-semester assessments; more support for faculty who need to improve; more funding for faculty to travel to LEARN rather than just to PRESENT
- Offer scholarship opportunities to encourage top students to come to AUC
- Provide teachers with appropriate resources and incentivize teaching excellence
- Stick to the American standards and give preference to those that have proven record of having done it
- Stop demanding innovation, start encouraging competence then excellence. Emphasised that memorization and memorialization are not learning or teaching.
- "Invest with resources to:
  - * Improve lab facilities
  - * Make time available (reduce teaching load)
  - * Better control of quality of preparatory courses.
- Faculty should be more willing to participate in and contribute to their professional development. Good teaching doesn't just happen, it takes hard work for those of us who are not "naturals". Faculty should be rewarded for good teaching and student feedback should be taken into account when addressing problematic teachers. Students know good teaching when they see it, if there is a consensus about a teacher over time, it needs to be addressed. Peer mentoring or evaluation may also help as well. Overall, we may be offering an "Average - Above Average" learning experience compared to options abroad that are comparable in price. In order to compete we need to focus on great teaching and innovation in the teaching and learning experience we are offering. We are not the only good option in Egypt when price and value for money come into the equation.
Q21: In your opinion, how can AUC improve the quality of education it offers (other than teaching)?

- "By accepting less number of students
- Better selection of students"
- Provide more integration between teaching, research and service as well as extracurricular activities, internships and hands-on training and development
- I think more emphasis should be placed on "research". Most people look at AUC as education-based university. I do believe that research support will reflect on the quality of education at both the undergraduate and graduate levels. Having professors working on the state-of-art research topics will clearly enhance the quality of education.
- We need a revamping of AUC from the top. The fact that we have a non-academic president leading the school seems to create the wrong environment from the top down. The school appears to me as more of an evolving corporation rather than an academic institution.
- To allow innovation and minimize resistance to change. To allow faculty to experiment and advance their course work by aligning them with international counter parts in course development and teaching methods thus transforming the quality of education to world standards.
- I think AUC can continue to offer the DVR and DVP programs to invite distinguished international scholars to give lectures and courses. Students appreciate this exposure to international scholars. I also think that freshman students should be encouraged to attend workshops that prepare them to be college students.
- Student activities
- I Love AUC and its teaching strategies, but the collaboration between adjunct and full time faculty members is very crucial to enhance the quality of education and this is missing in my department.
- "Focusing more on research (by giving faculty time to pursue research activities and students to participate in conducting research with the support of faculty)
- Going back to the old core curriculum model (with Core Seminar being a requirement rather than giving students a choice between different subject areas). The Core Seminar class was a fundamental component in AUC's Liberal Arts system and introduced students to key readings from diverse fields..."
- More interaction with outside environment in Egypt and abroad.
- Allocate more time for research ,by reducing the teaching load of full timers
- More bridging between the students and the job market
- I think our students need more exposure to the community beyond AUC. One of the problems with being in New Cairo, is that it is so far away. By I believe the trips and initiatives are a good way to start. More real-world opportunities within the education experience. At Brown, some students take semesters off and do interesting things that help them refocus their energies when they return.
- By being more selective in accepting both UGs and Grads.
- "* More focus on undergraduate research
- * Promoting entrepreneurship and innovation among the undergrads
- * More focus on summer internships, service to the community and practical experience"
- transparency between faculty and administration is essential.
- More real life assignments / projects / visits / guest speakers while enforcing students to attend. Try to have as many as possible students non the semester / year abroad program, have a mandatory internship requirement for all students in a related area. Could be the summer or winter terms or even a full semester against reducing the number of courses required to graduate.
- By establishing better rapport with main stakeholders: faculty and students
- See above re use of English in the classroom by both students & teachers. Smaller classes so teachers can give more personal attention to students.
- By limiting the number of students in each class to the accepted number of students in the same kind of classes offered at other American universities. Too many students in one class negatively affects the student's chances of benefiting and receiving enough attention.
- More non-traditional curricular opportunities.
- As previously mentioned in 20
- Student research skills
- More involvement with community & indulgence of students in more real life problems
- By limiting the number of students in each class to the accepted number of students in the same kind of classes offered at other American universities. Too many students in one class negatively affects the student's chances of benefiting and receiving enough attention.
- More non-traditional curricular opportunities.
- "Increase the diversity of students
- provide additional majors that reflect the recent trends worldwide"
- More non-traditional curricular opportunities.
- More involvement with community & indulgence of students in more real life problems
- More emphasis on critical thinking and communication (both oral and written). More focus on what an actual liberal arts education is. Too many students think the Core Curriculum is just a way for AUC to get more money from their families! Ensuring that faculty who are hired are also committed to liberal arts education and educating citizens in a 21st century democracy. I am sure many people responding to this survey will say that students need more internships, more research experience and I'm not sure I can agree with this necessarily. In order for research and internship opportunities to be worthwhile, students need to be in a position to take the fullest advantage of these, which goes back to teaching and creating an environment that emphasizes the liberal arts, not just job training.
- Encourage more research tools. Encourage students to read more and more and interact with the community.
- "Update curriculum to include more current topics such as sustainability and business & society.
- Activities that engage students with society (beyond current CBL efforts)
- Give voice to students
- more research and critical thinking empowerment
- More of Academic Integrity applied on campus and in classrooms.
- discovering students talents and directing them towards suitable discipline.
- reduce load of teaching, so faculty can engage students in their own research and hence offer students more research grounded experiences, make IT more reliable and efficient; improve the availability of material for classes (e.g. book orders); train TAs to assist in teaching so they can help and also learn how to become mentors; reduce the administrative burdens on faculty; enhance the bureaucracy in co-teaching; improve registration for students; improve admission by investing more in recruiting from high caliber secondary schools (e.g. German schools)
- From what I can tell, the quality of education here is excellent. All I can think of would be to augment the Summer offerings.
- Education at AUC should always keep in line with the best methods acknowledged worldwide, such as those implemented in Finland and Singapore.
- Hire faculty in tenure track positions who are willing to invest their time and energy into making positive contributions to AUC and the surrounding community
- "by promoting research centers
- by requiring juries to preside over graduation projects
- would have been better to stay in Tahrir and be connected to "real life" - support faculty to add content from our region and global south in the curriculum, provide research support to develop unique curriculums to adjunct faculty
- Primarily by doing more to draw good faculty and provide them with the tools they need. That includes salary issues and, even more, threats to the integrity of our tenure system and more generally to the place of the Faculty Handbook as part of our contract. It makes a big difference if we really want to keep drawing good faculty from overseas.
- Facilities could be better. For example, I teach in a classroom that has no reliable wifi. Materials are difficult to get and copies are expensive to produce on campus.
- Lessen the demands in terms of teaching, research and service load so that more time can be spent on individual courses. Find mechanisms to allow for rigorous standards for student work.
- Stop spending so much money on expensive administrators. Too many, don't need them.
- Perhaps add a graduation requirement to have participated in extracurricular activities for a certain period of time to ensure that all AUC students actually do benefit from what AUC has to offer
- Expose students more to CBL component enable students to interact more with peers and professors abroad and increase those mentoring workshops on a large variety of topics
- "1. promptly replace or fix broken desks and chairs and computers
2. provide funds for teachers to use to help connect the classroom with the community
3. increase the quality of the student club experience through better management and closer supervision
4. change the attendance policy back to the way it was; more than 6 absences and you automatically fail and no excuses are excepted. If you get sick and miss class more than 6 times you have to repeat the course.
To make faculty feel valued
more real-life situations
1) By accepting better students into the undergraduate classes because by favoring students who can pay and restructuring the fellowship program to discount merit, the university has lowered the quality of education across the board, as we end up teaching to the lowest common denominator. AUC has become not a place for self advancement and learning that is diverse and open to people of different social backgrounds but a place that offers another status symbol for upwardly mobile families who don't care much about what happens along the way; there's a difference. 2) By lowering the ratio of adjunct faculty especially in the sciences and hiring people dedicated to the university (the whole production of the learning certificates by CLT for adjuncts while it has some merits, simply repackages the problem and sugar coats it in a newer, fancier wrapping paper. A few workshops by CLT do not bridge the difference between full timers and adjuncts. And while many of our adjuncts are excellent professionals in their fields and universities, many are not of the same educational background. Even when they have degrees from Western universities, they often do not have excellent English language skills and are not themselves products of a similar learning environment as AUC. The increase in the number of non dedicated adjuncts especially in the sciences had negatively affected the reputation of the university and the quality of teaching.
By providing an open, transparent, and fair environment in which to work and by holding all accountable, faculty, students, and administration. It should uphold the standards it purports to have and not be intimidated by any cohort to the extent of bending rules and jeopardising academic standards
"1. Work on student selection from the outset. When the general level of students is strong, this raises the level of discussion etc.
2. Require assignments and exams to address higher order thinking rather than understanding and memorization.
3. Require more focused reading and writing assignments which call for critical analysis and are multi-draft to ensure student learning."
The biggest problem education at this institution faces is the GPA requirements for particular majors. While it is claimed that this has been addressed, students still seem to think whether they get an A or not in a RHET or CORE course matters for their majors. The need for a particular grade becomes its own end and learning becomes secondary. This reinforces old attitudes in our students toward obsessions with grades that AUC claims to want to end.
"more structured internships
- more connections with other international universities"
- See the answer to Q 20.
- Increase number of students and faculty with international backgrounds. This is what makes AUC unique compared to other universities in Egypt.
- Increasing number of experienced teachers.
- "There's no incentive to do anything more than the bare minimum. The administration tries to take away any perk that is available for faculty which signifies a disregard for what we contribute to the university.
- At this time, a change in admin would, perhaps, inject some positive outlook on the future of AUC's quality of education. The current admin are eroding the morale of the university community.
- The current admin should demonstrate the value of faculty. For example, an increase in salary, despite the economic crisis, as if we aren't suffering as well. The current admin could disclose how they, too, are dealing w/the economic crisis - have they received salary increases in the past 3 years? That sort of transparency would provide faculty w/the knowledge that we are all making sacrifices for a better education at AUC."
- Support the faculty in transparent and evident ways. Don't discriminate.
- keep the system well communicated
- More hands on projects and less focus on remembering material for tests.
- Raise the standards of admission. Raise the bar for faculty hiring and promotion/renewal of contracts.
- more research funding- it currently only invests under 5% of its expenditures on research, streamlining admin responsibilities of faculty by improving efficiency of various offices across campus and utilizing the large administrative staff more effectively to support our core function- focusing on education as the core function
- "Connect student learning and research to community and industry needs.
- Institute an office whose job is to create community ties and to bring those ties to bear on the teaching and learning (e.g. ties with the municipality, public libraries, school district, local industries, authoroties for utilities, etc.). Every major has something to offer community, but we need to have wider connections and stronger ties. We need to know how to take the teaching where learning will make a difference."
- Please see point number 20
- Transparency.
- "More usage of advanced pedagogical tools and e-learning
- Complement courses with industry-driven competitions, especially on trendy topics that are not fully covered in the curricula
- Create a learning culture among faculty and students beyond the classroom"
- Better library resources and better research opportunities for faculty (and for students).
- More social out reach.
- "Less beauraucracy.
- More communication within.
- Informative advising or cancel this activity.
- stop empty slogans and confront the reality of our situation
- Stop treating education like a business
- Be fair in the faculty hiring process and in course assignment process.
- Find a way to change the system in some programs that requires students to have a fixed GPA in order to declare. Advise students to major in humanities fields.
- "Ensure that class size remains small (20-25 students max), which is increasingly not the case, unfortunately
- Making the environment conducive for the faculty within the departments
- "Less focus on politics
- Less friction between the administration and faculty "
- "- Devise ways to link the core and liberal art courses to the majors.
- Enhance the international exposure of students.
- More international faculty.
- Strengthen the practical component in all courses.
- strengthen the cross disciplinary capstone projects
- Provide the students with a healthy and safe environment, adequate facilities and resources, rich curriculum and high quality instruction.
- requiring internships
- "Lower tuition fees, as the current level of fees mainly attracts a category of students, who, frankly speaking, are spoiled and do not value hardwork.
- Build trust in the community (among senior management, administration, faculty and students). This can easily be done by using sound behavioral approaches.
- Reducing the teaching load, while replacing the reduced teaching by other assessable activities that guarantee the involvement of faculty in developing the students’ skills, improving teaching quality and integrating students in research.
- Stop shying away from having good graduate programs, especially PhD. Not every program, class or unit at the university can be treated as a separate cost center. There is a tremendous spell-over effect that runs from one unit/program to another. Introducing PhD programs will enhance research; provide cheap and manageable graduate instructors who will enhance teaching and free faculty for more rigorous teaching and research; and significantly raise the university ranking and its competitiveness. "
- Create and improve mechanisms for self-learning and blended learning
- "Redesign end of semester survey to make it more reliable.
- Rebrand the B
- Allow students to take candidacy exams to enroll in their preferred major. (Do not rely purely on GPA)
- Recruit better students and faculty calibur"
- more exchange programs to enhance the international experience
- Better integration with the employment market and local communities to provide more opportunities for community based learning. Consider including work based learning during capstone rather than internships.

- "Joint research work with other universities.

- Integration with industry.

- Co-teaching courses with other universities"

- Students should not be permitted to miss so many classes. The Senate was mistaken to allow students to miss at the current rate.

- Attract motivated students who have a preference for deep learning.

- education is about teaching and learning. It is, therefore, through these that it is improved qualitatively (and not only quantitatively).

- real life applications, engage in community based projects

- engaging students in ongoing projects.

- Be more selective; recruit good students more aggressively; create competition among students to excel at academic work;

- Stop considering education a commodity; support Faculty in doing their job; stop grade inflation; ensure that students earn their degrees; have faith in faculty

- By supporting faculty research

- Improve supporting facilities

- Hold the students to higher level of expected performance. Also, the administration needs promote an environment of respect for students, staff and faculty. Currently, students regularly speak of the feeling of a toxic administration.

- see 20.

- Real life experiences, community based Projects and activities

- Have more community-related projects in courses.

- "Allow AUC faculty who teach well to focus on teaching without affecting their status; and allow AUC faculty who do research best to focus on their research.

- Find ways to ensure diverse students have access to extracurricular, community-based and intercultural experiences (currently some students esp in science/engineering might miss out on these important aspects of liberal arts education)."

- Fund more research

- Determine where AUC wants to go and what it will be once it gets there.

- Focus and don’t spread thin

- Be more critical, more honest, more searching. Focus on our students as growing, developing, young adults; not blank slates on which to record 'knowledge' and grades.

- ** Improve factors and chances of attracting new quality faculty.

- * Better understanding of top administrators

- Internships, scholarships that bring in talented students that area capable of working in a challenging environment. Build partnerships with institutions abroad for UG student projects, prizes, internships; build and brand AUC as a international education with the pros of living in Egypt and the pros of international exposure and connections. Joint programs with international universities with jointly issued degrees??
Q23: If you have other comments, please write them in the box below.

- "hire more full-time staff
- Minor changes can help transform the outcome of the quality of teaching at AUC
- Please work on minimizing our daily concerns and ask for what is feasible to implement each in your own place. Stop being reactive and adopt a functional plan to implement. Much of the assessment programs given to us for example are meaningless. We don't have to copy exact systems from top ivy league universities but we have to preserve our identity and promote what is best for our AUC community of faculty, staff and students. AUC is and continues to be an institution of great reputation worldwide, at the regional and national levels. This is the main priority to preserve! Thank you.
- AUC should focus on teaching ethics and reducing cheating in exams a lot more than what is available currently
- Thank you for this survey and hope that you will consider all the comments and looking forward to enhancing the quality of teaching at AUC
- I'm not sure how I can judge the quality of education or teaching at AUC. how could I do that unless I attend courses in different departments? I'm not sure why this question is asked
- Satisfied faculty are central to the quality of education in any institution, especially at AUC where it is difficult to recruit good faculty.
- The quality of education is uneven. If the university is going to sell itself as a "liberal arts" institution, it has to be more committed to this idea in practice. Courses have to be more demanding. Not just part of a checklist. Teachers in the sciences and in engineering should also support this more actively. Right now instructors/professors in the humanities feel they are on the margin of the institution.
- "AUC should not hire teachers who cannot speak good English even if they know great engineering or any discipline
- AUC should not focus too much on students evaluations since they are inflated and often unfair.
- AUC should appreciate all excellent faculty by giving more promotions.
- AUC should foster an atmosphere of trust and good will among its faculty members and the administration.
- Improving quality of education should always be an open file updated by proper feedback from faculty, students and parents
- Provide a mechanism for the international students taking Arabic classes to meet with AUCians during the 1:00 pm -2:00 pm Assembly Hour instead of holding ALI classes during that hour.
- Very long survey
- AUC has most of the elements required for producing graduates who can engage positively with society and can excel career-wise. We need to have frequent surveys with out graduates to identify how to do this more effectively (what is missing, and how to do it in a better way).
- Thanks for letting us have voice to share our concerns
- None
- Thank you. This survey is one of the factors that will improve education at AUC.
- Something needs to be done before it is too late!
- AUC is one of the strongest universities I have had the fortune of working for. I hear people talk of it as the Harvard of Egypt - which means it is respected in a huge way. I think we need to celebrate our great students more and think about how their stories are great for recruitment. I have little criticism of AUC. I think it is AMAZING!
- Let us know who responded to the survey and what the results are so that a need-based assessment can move forward and/or we identify weak spots
- Our department (in general) has had a bad reputation in our profession, yet it is relatively better than Egyptian universities. Still a long way to go to improve - start with better students, better facilities, alternative course content and support faculty to do that
- Compared to universities in Egypt, AUC is the best. Compared to universities abroad it is lacking. There is a lot of bureaucracy to wade through that takes time away from teaching.
- "The administration cuts money for academic things at the same time as hiring endless VPs. Academics at AUC is being destroyed.
- Also, it is now widely stated by many that "you no longer have to have English to get into AUC and graduate." This is how much AUC has fallen. CEO’s of companies no longer want to hire AUC students...they are lazy and unskilled."
- "question #19 will not yield good results because it is too broad. If you ask about the ELI, I would confidently choose excellent quality of teaching.
- A big thank you goes to the AUC
- AUC is on a downward slope. Ten years ago there was much potential in the university and the new campus was a promise of better opportunities to come and a promise that we could serve a new generation of Egyptians who would graduate to become leaders in the community and to affect a difference in their societies. We thought we were set to become a university producing knowledge and research on par with other universities in the global south and in the world. Instead, everything has gone off track, and we are sinking in mediocrity. We are becoming more and more provincial in our outlook, especially as administrators compare us to private newly established universities in Egypt, this has become the new horizon. We need to recalibrate and decide on what exactly we’re doing. Are we only interested in providing a little education for the natives, just enough to keep them from crossing the Mediterranean? Or are we seriously running a university? This lack of vision is affecting everyone negatively. And it has affected the reputation of AUC which is why many potential students are instead choosing to study abroad. This has a lot to do with the circumstances in Egypt, but much to do with AUC itself. Thank you for reading.
- I believe that AUC is one of the best universities in Egypt today.
- In my opinion the increased emphasis placed on grades by the students has negatively affected the quality of education.
- thank you for this opportunity and hope to see the results published
- We need more quality of education (assurance) than accreditation. Both are needed, but QA first.
"We need to find a way to unify the community instead of this top down approach. When tough decisions need to be made, all parties should be at the table to contribute to the decisions that impact their quality of life in Cairo.

In general, even the quality of IT, dept staff and other university offices have an affect on our ability to think positively and accomplish tasks. Often I find that some staff and admin lack empathy and don't work in a manner that assists me in having a positive experience on campus.

Not to mention the food options. The lack of quality food on campus also is a negative contributor to the overall campus experience which could negatively impact the ability to teach at a higher level."

AUC has some great assets that need to be identified, empowered and supported, and some great inefficiencies that need to be streamlined.

Excellence in education is sustained when faculty and staff are not forced to fight for their rights rather than focus their energy on creating the educational environment aspired to.

"Please consider:

1) New grants for professor training on SCIENTIFIC content , not just generic teaching/pedagogy development

2) Halting administration interfering in student grading and attendance, thus interfering in faculty independence, especially that students abuse this to the highest degree possible, and this will lead to severe unfairness and a disaster for AUC's future.

It seems that the general morale is not promising to give students good teaching quality because the administration can't solve the financial crisis.

There is a need to evaluate "programs" in totality using market experts, rather than traditional "teacher" evaluation and "learning outcomes" set by the same teachers (which may not be consistent with market needs and trends).

"AUC is and has always been an enjoyable venue for quality education. We are observing deterioration due to large numbers. In the SSE there is a need for high quality, english speaking, innovative and humane instructors. If there is a scarcity then do not accept bigger numbers.

Would love to serve AUC on full time basis.

Please create surveys that take less time to complete.

In my experience, HUSS typically has the best instructors and the best quality of education at AUC.

Share with us the results of these surveys and what actions the university is taking based on these results.

There is a university wide culture of "easy grades" that requires to be challenged. This may need a deep discussion among faculty and random assessment along with a benchmarking of our students knowledge.

I wish you good luck!

It is satisfactory in relative terms.

Very good initiative
- It is difficult to answer some of the questions on the survey as they relate to the rest of the faculty body, to which some other faculty members are not informed. I have no idea about the market readiness of other departments for example to compare with my own. I would have felt more comfortable to respond to questions about my opinions and practices rather than (at times) the institution as a whole.

- Please give the young faculty a chance to enhance teaching and research in AUC. New institutes should be opened and developed with research and industrial engagement as their main strategy. Adjunct research associates should be appointed.

- AUC is taking a very dangerous path away from Liberal Arts Education. It sees education as a commodity and a contract between parents and Faculty. Faculty can no longer do their job properly -- they are hostage to student evaluations; they are effectively not allowed to Fail students. The university administrators sees high standards in education as a nuisance that makes it difficult for them to sell the commodity rather than a blessing than needs to be cherished to maintain AUC status. Education is about transforming students. This cannot be done without hard work and without the institution having faith in the Faculty and allow them to do their job effectively.

- Please hire social scientists to design your surveys. The questions in this survey, as in almost every survey AUC distributes are poorly designed and will not help provide useful insights.

- no, and please keep my comments confidential. I like AUC hugely. I am one of its biggest fans. I want to see it get better.

- "Our students are very mixed. This year it feels like I have more mediocre, uninterested, students. Students who want to be told ideas and answers to memorize, things that will not trouble or alter their worldview, and can be quickly forgotten once assignments are done.

- However, I also have some really excellent students, who want to learn and to grow. To be treated as adults and emerging intellectuals. These students are a joy to teach, but they also find space and opportunity in my classes that they tell me are otherwise lacking at AUC."

- Make your survey shorter
Appendix 5
Peer Assessment
Peer Assessment – a Proposal

Teaching evaluation at AUC has been dominated by student quantitative end-of-semester evaluations. There are various issues related to student evaluations and using them as the only or primary source to judge quality of teaching can be counterproductive.

To improve teaching quality at AUC and to increase the validity of faculty evaluations, other additional sources of data should be used, specifically peer evaluation and self-assessment. With all three sources of information (student, peer and self) the collective data could be triangulated together for more accurate and more helpful assessment.

What is Peer Assessment?

Peer Assessment (sometimes called peer observation, peer feedback, or peer evaluation) is both present in the Faculty Handbook and is also practiced throughout several departments at AUC. However, the process of peer observation as well as the overall quality, helpfulness, and even purpose are inconsistent across AUC.

This proposal is to establish a quality process of Peer Evaluation at AUC that can include both confidential formative feedback as well as structured, summative feedback designed to provide an evaluation of the faculty member’s teaching. Together this robust process can be used to both improve teaching quality and also be used as another important data point, other than student evaluations, when doing faculty evaluations.

The proposal for a formative, peer observation process is to create a collegial, voluntary confidential, and win-win situation that allows for professional and teaching development of AUC faculty. One possible model could be the ‘Teaching Partners Model’ (See Missouri program). Through this model, any faculty member wanting to improve their teaching can join and partner with another. An agreed upon observation schedule (timing and frequency) is implemented. This is expected to yield confidential and collegial formative feedback. This formative part of the process would mostly be new at AUC. Since the Center for Learning and Teaching (CLT) offers faculty support and professional development, its staff could also provide formative assessment.

Beyond the formative process, a structured and improved summative model could then be introduced with an agreed upon protocol.

Who is involved?

For the formative process, it would involve faculty members from the same school/department who want to form ‘teaching partners’ for reciprocal, collegial support in a safe

\[2\text{In some cases, teaching partners may be allowed across departments or schools.}\]
and confidential environment. These peer assessors will be trained for that specific purpose. Faculty members select their partners on a voluntary basis. Both partners have this effort acknowledged as part of their professional service and development. In each department, there could be self-nominations for those interested to be part of the teaching partners program. A separate protocol would be established for choosing observers for summative evaluation.

When does Peer Observation happen?

Peer formative observations would happen, at minimum, annually, but ideally would include multiple visits a year. Depending on agreement of both observer and observee, these may even be able to include unannounced/random visits or include visits to multiple courses taught by the faculty member.

Summative evaluations would be less frequent, not more than annually, and would be set by departments depending on a variety of factors including timing of contract renewals.

How and what tools to use?

There are various tools to use before, during and after observations. These could be checklists, observation sheets, and reflective tools. There would be different tools for formative and summative evaluation. For those who want even further development based on the peer feedback process, CLT could offer additional assistance with an “Educational Developer.” Figure 1 shows a possible “teaching cycle.”

![Figure 1: Teaching Cycles (Bell, 2010, p. 30)](image)

What is needed?

The goal would be, over time, to create a positive and constructive culture of peer evaluation that both improves teaching quality and improves the quality and validity of faculty evaluations at AUC. However, this will be a significant effort and will take great effort to implement.

Also, as with many important, university wide changes, we can anticipate that despite the win-win situation, that the disruption of the status quo would cause some concern and maybe
resistance. If a new and expanded peer evaluation program is to succeed at AUC, we think it would be critical to develop it with consultation and input from appropriate stakeholders thus allowing for all parties to have buy-in, to understand its purposes and benefits, and of course, to ensure that a high-quality and realistic plan is developed.

**Actionable Plan**

If the Provost agrees that this is a worthy effort, then we propose implementing the following plan.

**Phase 1: First Semester**

1. Appoint a leader to lead a new task force to lead through a four-semester implementation plan. This leader should recruit, maybe with the Provost’s help, a three other people for the task force (forming a core team of four people that will be a core steering team throughout all four semesters).

2. At the Provost Council, announce the initiative and ask the Dean of each school to appoint one high representative from their school to be part of the above task force.
   a. Task force meets for one semester to explore possible best practices for peer observations that could work across the schools and in the process develops checklists, rubrics, and other processes, guidelines and tools that would comprise the new Peer Evaluation process.
   b. CLT and the Task Force work together to create a pilot workshop to help faculty to understand the purposes and differences between the formative and summative processes and to equip them with the skills to use the various tools. This workshop could emphasize observational, analytical, and interpersonal, peer-coaching skills. This workshop is given to the faculty of the departments that will pilot the process in Phase 2.

**Phase 2: Second Semester**

3. The second semester these new materials and new process would be piloted with three different departments at AUC. The exact departments would be determined by the Deans, but we would recommend departments that are 1) heavily staffed by instructor level faculty, and 2) that are primarily staffed by professorial level faculty (one from the sciences and one from the non-sciences).
   a. The core team of four on the present task force (or CLT or others) would actively monitor the process throughout the semester, giving regular reports to the Associate Provost for Transformative Learning and Teaching.
   b. Near the end of the pilot, the larger task force would work to create a final version of the peer evaluation plan and materials.

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3 This representative plays a crucial role. This person needs to have a good understanding of the school’s needs, and needs to have influence and respect within the school. This person is a bridge person who ensures that the plan that develops works for the school, and then can turn around and help champion the plan throughout the school.

Whether a school and its departments readily embrace the plan will be heavily influenced by the role this person plays.
4. At the end of the Phase 2, CLT and the task force would work on revising the faculty workshop.
5. New plan is presented to and approved by the Senate and put into the Faculty Handbook.

Phase 3: Third Semester

6. An overview of the plan is given to all Departmental and School Administrative leaders at the annual training for Chairs (and becomes a part of the training every year).
7. The plan is introduced to all departments; chairs explain the new process to all faculty.
8. All AUC faculty attend a CLT workshop on the new process.
9. Plans are made for each department to start the new process the following semester.
10. This and all subsequent years a session is added to the orientation for all new faculty introducing how peer evaluation works at AUC.

Phase 4: Fourth Semester

11. All schools and departments fully implement the new peer evaluation process.
12. Promotion, Tenure, and Contract renewals start considering the new peer evaluation process in their decisions.

Sources:


http://certi.mst.edu/teachingpartners/