QUALITY OF EDUCATION

PROGRESS REPORT - PROPOSED ACTION PLAN

SPRING 2018

Board of Trustees meeting
May 10-11, 2018

THE AMERICAN UNIVERSITY IN CAIRO
QUALITY OF EDUCATION

TASK FORCE MEMBERS

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THE AMERICAN UNIVERSITY IN CAIRO
PROPOSED ACTION PLAN - GOALS

GOAL 1
IMPROVE THE LEARNING EXPERIENCE OF STUDENTS

GOAL 2
ENHANCE AND SUPPORT QUALITY TEACHING

GOAL 3
ADMIT OUTSTANDING STUDENTS
GOAL 1:
IMPROVE THE LEARNING EXPERIENCE OF STUDENTS

OBJECTIVE 1.1
Embed Experiential Learning and Career Preparation in the Curriculum

ACTION STEP: All departments identify three courses that will be redesigned to give students the chance to experience real-world work, research or community engagement environments. Pilots are then assessed.

PARTIES RESPONSIBLE: Chairs and Deans
Nominated faculty from departments
Support Units: Academic Community Engagement (ACE) & Career Center (CAPS)

TIMELINE: Fall 2018 - Fall 2020

KPI: A minimum of three courses redesigned to include real-world experience per dept./program
Exit surveys show: 80% of the graduating class is satisfied with the hands on experience they received in the program.
GOAL 1: IMPROVE THE LEARNING EXPERIENCE OF STUDENTS

OBJECTIVE 1.2
Create a stronger focus on Entrepreneurship, Creativity and Innovation

ACTION STEP
Membership in Babson Collaborative
- Faculty development program: train faculty (in all schools) on the Babson methodology for teaching entrepreneurship, which is based on interactive tools (e.g., games).
- Access to teaching content, including cases and other tools
- Co-op Program

PARTIES RESPONSIBLE:
Point person in Business School CLT for coordination of activities

TIMELINE: Fall 2018-Spring 2020

KPI: Train 50-70 faculty over a period of 3 years
Evidence of course integration from 80% of trained faculty
GOAL 1:
IMPROVE THE LEARNING EXPERIENCE OF STUDENTS

OBJECTIVE 1.3
Redesign AUC’S LEARNING SPACES to align with best practices for higher education teaching and learning.

ACTION STEP:
• Establish a working group on learning spaces
• Engage faculty and students to rethink how learning spaces are designed.
• Develop and implement concepts for new learning spaces
• Support PD of faculty to use active learning and collaborative technologies in the classrooms
• Set up an ongoing mechanism by which an assessment of the effectiveness of “learning spaces” is to take place.

PARTIES RESPONSIBLE
AP-TLT,
Facilitators: Learning Spaces working group on, CTMS, Buildings and Grounds, CLT

TIMELINE: Fall 2018- Fall 2022

KPI: 50 classrooms, 1 tiered lecture hall and Learning Commons redesigned
GOAL 1: IMPROVE THE LEARNING EXPERIENCE OF STUDENTS

OBJECTIVE 1.4
Create a Channel of Communication between Deans/Chairs and Students

ACTION STEPS
- CLT conducts focus groups with 8-10 senior and graduating senior students from each of 8-10 departments every semester.
- Discuss results of focus groups with the Assessment Coordinators of relevant departments.
- Chairs discuss results of focus groups in the departmental meetings and develop an action plan for implementing changes based on results. Deans follow-up.
- Communicate to students in departmental forum.

PARTIES RESPONSIBLE
Deans – Chairs – Assessment Coordinators – Faculty members of relevant departments – CLT facilitators

TIMELINE:
Focus groups April and Nov. every academic year.

KPI: 75% of seniors and graduating seniors indicate satisfaction with preparation received in program and their overall AUC education.
OBJECTIVE 2.1
Improve Assessment of Teaching

ACTION STEP:

a. Redesign the student teaching evaluation survey
   • Get feedback from focus groups with faculty and students
   • Incorporate feedback, have DAIR review and UACT develop online version
   • Launch pilot with selected tenured faculty

b. Develop and implement effective university wide processes and tools for a multi-faceted approach to teaching evaluation including
   • Assessment tools for *formative and summative* Peer Assessment
   • Design faculty development workshops on “Peer assessment of Teaching” and on “Conducting Self-Assessment of Teaching”

PARTIES RESPONSIBLE:
CLT staff, Task Force members, DAIR, UACT and faculty

TIMELINE: Spring 2018-Spring 2022

KPI:s
• 80% overall student satisfaction on QoE survey
• Surveys receive at least 50% response rate for each course under review
• 100% of departments implement the recommended triangulated approach by 2022
• All new, tenure track and faculty on contract attend related workshops
GOAL 2
SUPPORT AND ENHANCE QUALITY TEACHING

OBJECTIVE 2.2
Improve and institutionalize Teaching Professional Development of Faculty

ACTION STEPS
- Develop a year-long Faculty Development Institute for all new faculty
- Provide high-quality professional development for all faculty members to prepare them with the right skills for 21st century teaching and learning
- Assess and continue supporting outcome of faculty professional development
- Reward and incentivize professional development efforts and innovative teaching

PARTIES RESPONSIBLE:
Chairs, Deans and Provost
Facilitators from CLT

TIMELINE:
Develop and pilot year-long Faculty Development Institute: Summer and Fall 2018
Implement for all new faculty F2019
The rest is ongoing

KPI:
100% of new faculty (FT & Adj.) take the year long Faculty Development Institute by Fall 2020
20% of all faculty/year undertake Professional Development at CLT and show evidence of applying in courses
OBJECTIVE 2.3
Revisit the process of hiring faculty (fulltime & adjuncts) and teaching assistants

ACTION STEPS
- Provost instructs Deans and Chairs to form hiring committees for FT and adjunct faculty and TAs.
- Candidates are required to give a presentation to assess teaching and language ability
- Chairs review assessment of teaching, including student evaluations and class visits prior to renewal of adjunct faculty contracts
- Adjunct faculty with reasonable teaching assessment should be referred to CLT for developmental formative assessment

PARTIES RESPONSIBLE: Provost, Deans and Chairs

TIMELINE: Fall 2019 hiring

KPI: 100% of departments adopt the new hiring process by Fall 2019
- 100% of chairs conduct the class visits to adjunct faculty classes by spring 2020
OBJECTIVE 2.4
Establish a set of departmental expectations for high-quality teaching that are clearly conveyed to all instructors

ACTION STEPS
Departments develop benchmarks /rubric for quality teaching (CLT can help)
Disseminate to all faculty

PARTIES RESPONSIBLE
Chairs, Deans and AP-ASP
Facilitator: CLT

TIMELINE: Fall 2018

KPI: 50% of all departments have developed a rubric by Fall 2019
100% by fall 2020

GOAL 2
SUPPORT AND ENHANCE QUALITY TEACHING
OBJECTIVE 2.5
Address the issue of grade inflation

ACTION STEPS
Form a task force to tackle this issue.

TIMELINE
Fall 2018

KPIs
Objective 3.1
Continue to redesign the Recruitment and Admission process to attract outstanding students

Action Step 1:
Conduct internal research and in-depth analysis of currently enrolled students
Conduct external marketing study to determine challenges and opportunities

Parties Responsible
Office of the AP-SEM
Facilitator DAIR

Timeline: Spring 2018 - Fall 2018

KPI: Research and analysis completed; recommendations made
Objective 3.1
Continue to redesign the Recruitment and Admission process to attract outstanding students.

Action Step 2:
Develop communication strategies and targeted messages based on recommendations made from research.

Parties Responsible:
Office of the AP-SEM and Office of Communications
Office of Student Financial Affairs and Scholarships

Timeline: End Spring 2018 - Fall 2018

KPI: Communication strategy and targeted messages are developed.
Goal 3: ADMIT OUTSTANDING STUDENTS

OBJECTIVE 3.2
Use institutional financial aid strategically and effectively to recruit and enroll students with outstanding qualifications and highest success potential.

ACTION STEP:
• Develop financial support options to attract high-quality students who are not applying or enrolling due to their inability to pay for tuition
• Implement communication plan (including financial support packages) to targeted schools/students.

PARTIES RESPONSIBLE Office of the AP-SEM and Office of Student Financial Affairs and Scholarships Facilitators – alumni, admissions officers, faculty members etc.

TIMELINE: Jan 2019-Fall 2019

KPI: 10% of newly enrolled students are students with outstanding qualifications and in need of full tuition support
THANK YOU

ANY QUESTION?