

QUALITY OF EDUCATION

PROPOSED ACTION PLAN

JUNE 2018

FINAL REPORT

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THE AMERICAN UNIVERSITY IN CAIRO

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1 EXECUTIVE SUMMARY

The Provost assigned five members from the F2017 Task Force on the Quality of Undergraduate Education at AUC to work on an **Action Plan** for the implementation of the recommendations that came out of the Task Force. The task force extracted three overarching goals from these recommendations:

- GOAL 1: Improving the learning experience of students
- GOAL 2: Enhancing and supporting quality teaching
- GOAL 3: Admitting outstanding students

These goals were accompanied by eleven objectives. For each objective, detailed action step(s) was/were described, responsible parties/departments identified, a timeline proposed as well as KPIs. Particular effort was put into suggestions to improve the Assessment of Teaching

Nine objectives (Goals 1 and 2) of this action plan fulfill 5 of the objectives of the University's Strategic Pillar 1: Quality of Education

2 BACKGROUND

In its report to the Provost, the Task Force on the 'Quality of Undergraduate Education at AUC' in January 2017 made the following recommendations to improve the quality of education at AUC:

RECOMMENDATIONS

1. Develop an updated and rigorous comprehensive teaching evaluation process
2. Develop and adopt different models (and criteria) for promotion, tenure and renewal of contract
3. Establish a set of departmental expectations for high-quality teaching that are clearly conveyed to all instructors
4. Revise the 'first year' review to make it more effective
5. Address the barriers hindering good teaching
6. Improve and institutionalize Teaching Professional Development of Faculty
7. Address the lack of English proficiency of faculty and teaching assistants
8. Embed critical and creative thinking as well as innovation and entrepreneurship throughout the curriculum
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.
10. Establish a working group on spaces for the future of AUC education

For full details of these recommendations as well as the results of the Task Force, refer to the online version of the report found at: <http://www.aucegypt.edu/node/404231>)

3 TASK FORCE MEMBERS AND MANDATE

As a follow-up to these recommendations, the Provost assigned five members of the original Task Force members to work on designing an **Action Plan** for the implementation of these recommendations. This report discusses the Action Plan proposed.

The Task Force members were:

- Aliaa Bassiouny, Chair Management Dept. & Associate Professor of Finance
- Aziza Ellozy (Chair) Associate Provost for Transformative Teaching and Learning
- Matthew Hendershot, Associate Dean, Office of Undergraduate Studies
- Robert Switzer, Interim Dean School of HUSS
- Zeinab Amin, Associate Professor & SSE Associate Dean for UG Studies

4 APPROACH

The task force met for the first time on March 1st 2018 and met almost regularly once a week until May 28th 2018. The first order of business was, for each member individually, to extract from the recommendations, 3-4 overarching goals and possible action steps to achieve these goals. It was decided that the action plan would follow the following format:

GOALS	OBJECTIVES	ACTION STEP(S)	PARTY/DEPT. RESPONSIBLE	TIMELINE	KPIs
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The individual suggestions from the task force members were consolidated and integrated into a table and reduced to **three overarching goals with their objectives**. Task Force members discussed each item to a great extent and the Action plan went through several iterations.

Particular effort was put into suggestions to improve the Assessment of Teaching

5 PROPOSED ACTION PLAN

The timeline of this action plan (from F2018 to Spring 2020) can be found on p12 with the understanding that this action plan is an ongoing process.

5.1 GOAL 1: IMPROVE THE LEARNING EXPERIENCE OF STUDENTS

OBJECTIVE 1.1

Embed Experiential Learning and Career Preparation in the Curriculum

ACTION STEP

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

PARTY/DEPT. RESPONSIBLE

- All department chairs
- Nominated faculty from all departments
- Academic Community Engagement office
- Career Center (CAPS)

KPI:

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

OBJECTIVE 1.2

Create a stronger focus on Entrepreneurship, Creativity and Innovation

ACTION STEP

AUC has signed an MOU with the Babson Collaborative for Entrepreneurial Education. This membership will allow faculty from the Business School and from SSE to work with Babson to design a program that meets the needs to build faculty capacities to integrate entrepreneurship, innovation and creativity in the curriculum. In addition, other efforts will be undertaken to disseminate a culture of innovation and creativity through a “Design Thinking” initiative.

AUC will

- Focus on a Faculty development program designed around the Babson methodology for teaching entrepreneurship, using interactive experiential exercises, case studies, peer-based learning, etc. Workshops will be delivered on campus at first through Babson, and later when sufficient faculty are trained, workshops can be facilitated by AUC faculty. AUC will have access to teaching content, including cases and other tools.
- Launch a Design Thinking initiative in collaboration with the Hasso Plattner Institute (HPI) to foster creative/innovative problem solving habits of mind

PARTY/DEPT. RESPONSIBLE

- Point person in the Business School- coordinator with Babson Collaborative
- Center for Learning and Teaching, AUC
- Offices of AP-TTL and AP-IRC
- Hasso Plattner Institute, Potsdam Germany

KPIs

Train 30-40 faculty over a period of 3 years

Evidence of course integration from 80% of trained faculty

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.

The working group 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.

PARTY/DEPT. RESPONSIBLE

- The Associate Provost for Transformative Learning and Teaching (AO-TLT)
- A Learning Spaces working group
- Classroom Technologies and Media Services
- Buildings and Grounds
- CLT

KPI

50 classrooms, 1 tiered lecture hall and Learning Commons redesigned

OBJECTIVE 1.4

Create a Channel of Communication between Deans/Chairs and Students

ACTION STEP

- CLT would conduct focus groups with seniors and graduating seniors from each of 8-10 departments each semester. This means that on average, each department will have focus groups every other year. [in April or November]
- CLT will discuss the results of the focus groups with the Assessment Coordinators and Chairs of the relevant departments
- In turn, Chairs will discuss these results in departmental meetings and develop an action plan for implementing changes based on results. Deans will follow-up. [May or December]
- Plans are communicated to students in departmental forum [September or February the semester following the focus groups]

PARTY/DEPT. RESPONSIBLE

- Deans/Chairs
- Assessment Coordinators
- Faculty members of relevant departments
- CLT facilitators

KPI

75% of seniors and graduating seniors indicate satisfaction with preparation received in program and their overall AUC education

5.2 GOAL 2: ENHANCE AND SUPPORT QUALITY TEACHING

OBJECTIVE 2.1

Improve Assessment of Teaching

ACTION STEP

- Redesign the student teaching evaluation survey
 - Task Force members design a draft template
 - Get feedback from faculty and students by holding focus groups
 - Based on focus group feedback, redesign the teaching evaluation survey
 - Have DAIR review the redesigned survey and then have UACT develop online version
 - Launch pilot with selected tenured faculty

- Develop and implement effective university wide processes and tools for a multi-faceted approach to teaching evaluation including
 - Develop Assessment tools for *formative and summative* Peer Assessment
 - Design faculty development workshops on “Peer assessment of Teaching” and on “Conducting Self-Assessment of Teaching”
 - Hold workshops for faculty who will become peer assessors (for formative purposes) and hold workshops for those who will be summative peer evaluators.
 - Hold workshops for faculty on “Conducting Self-Assessment of Teaching” and on “Preparing a Teaching Portfolio”

UACT is in the process of purchasing a new software for Course Evaluations that offers much more than simple surveys – it is flexible, it allows for customization at the department level, has powerful analytics, has an effective peer assessment module (for both formative and evaluative assessments), it aggregates results at the level of the institution etc. It will be a real asset that will facilitate the kind of teaching assessment across the university that we are aiming for.

PARTY/DEPT. RESPONSIBLE

- CLT staff
- Advisory group to AP-TLT
- DAIR
- UACT
- Faculty

KPIs

- 80% overall student satisfaction on QoEsurvey
- 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

A Guideline for Assessing Teaching at AUC Was Prepared and Can Be Found in Appendix 1

OBJECTIVE 2.2

Improve and Institutionalize Faculty Professional Development

ACTION STEP

- Develop a year-long Faculty Development Institute which will be a requirement for all new faculty, while all faculty will also be encouraged to attend it.
- Provide other 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

PARTY/DEPT. RESPONSIBLE

- Chairs, Deans and Provost
- Facilitators from CLT

KPIs

100% Of new faculty (FT & Adj.) take the year long Faculty Development Institute 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)

ACTION STEP

- Deans and Chairs Form hiring committees for FT and adjunct faculty and TAs.
- Faculty 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

PARTY/DEPT. RESPONSIBLE

- Chairs, Deans and Provost

KPI

80% overall student satisfaction on Quality of Education survey

OBJECTIVE 2.4

Establish a set of departmental expectations for high-quality teaching that are clearly conveyed to all instructors

ACTION STEP

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

PARTY/DEPT. RESPONSIBLE

- Chairs, Deans and Associate Provost for Assessment and Special Projects
- Facilitator: CLT

KPIs

50% of all departments have developed a rubric by Fall 2019

100% by Fall 2020

OBJECTIVE 2.5

Address the issue of grade inflation

ACTION STEP

- Form a task force to tackle this issue

5.3 GOAL 3: ADMIT OUTSTANDING STUDENTS

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

PARTY/DEPT. RESPONSIBLE

- Office of the AP- SEM
- Facilitator DAIR

KPI

Research and analysis completed; recommendations made

ACTION STEP 2

- Develop communication strategies and targeted messages based on recommendations made from research

PARTY/DEPT. RESPONSIBLE

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

KPI

Communication strategy and targeted messages are developed

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.

PARTY/DEPT. RESPONSIBLE

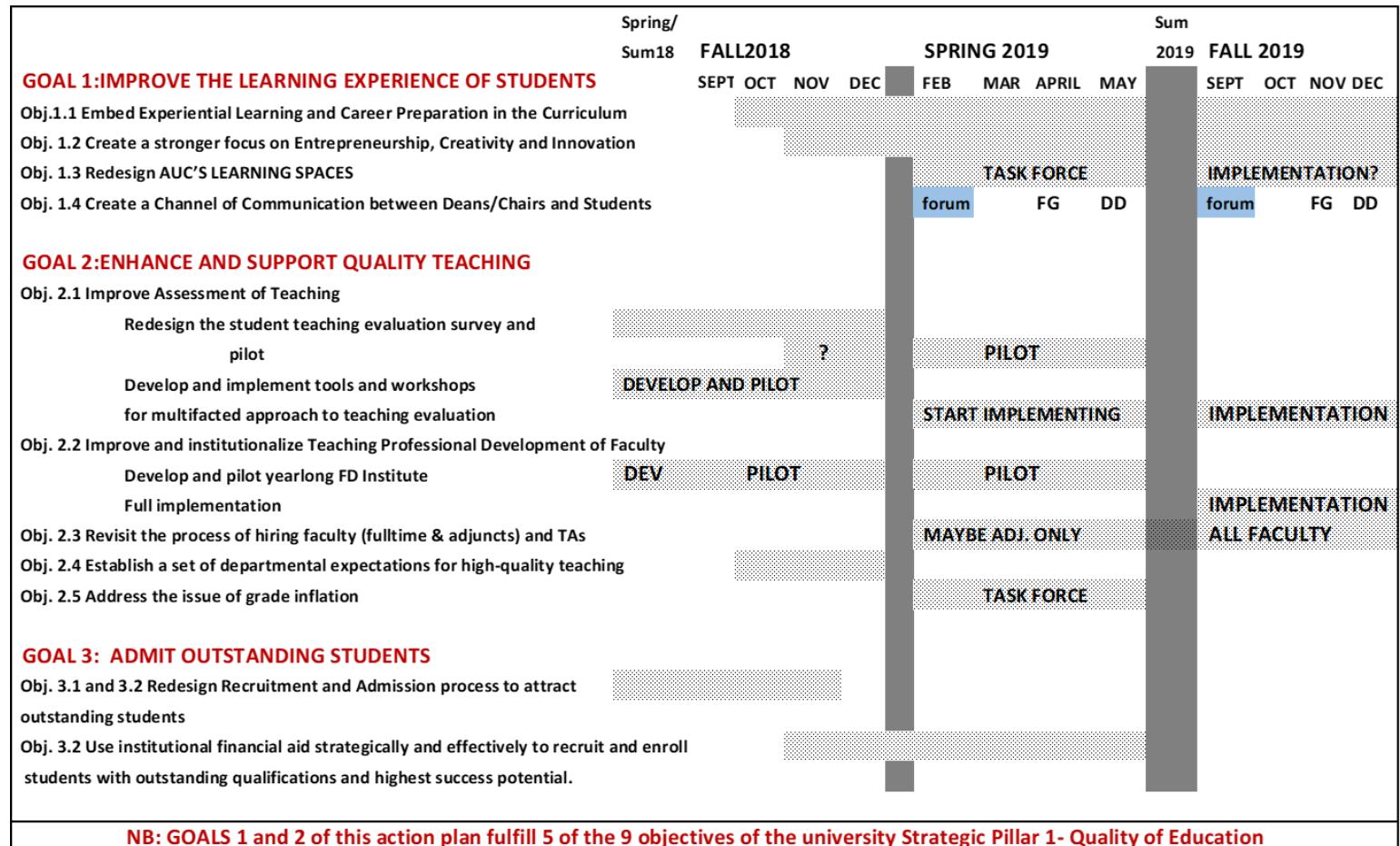
- Office of the AP- SEM
- Office of Student Financial Affairs and Scholarships
- Facilitators – alumni, admissions officers, faculty members etc.

KPI

10% of enrolled students are students with outstanding qualifications and in need of full tuition support

6 TIMELINE FOR ACTION PLAN - Fall 2018/Spring 2019/Fall 2019

TIMELINE FOR ACTION PLAN- MAY 28 2018



7 CONCLUSION

This proposed action plan is a response to a study made in Fall 2017 that examined the Quality of Education at AUC as perceived by different stakeholders. As with all action plans, it is subject to change as we start carrying it out. It represents a very serious effort in refocusing AUC's priority on the quality of the education it offers our students, a focus mirrored in one of the strategic pillars of AUC's new strategic plan (2019-2022)

It is to be noted that **nine objectives (Goals 1 and 2) of this action plan fulfill 5 of the objectives of the University's Strategic Pillar 1: Quality of Education**

8 APPENDIX 1 - GUIDELINES FOR ASSESSING TEACHING AT AUC¹

Because teaching is a multi-dimensional endeavor, assessing teaching requires a multi-faceted approach. No single tool can capture a comprehensive assessment of teaching. At AUC this assessment has been dominated by student quantitative end-of-semester evaluations. While students' experience in the classroom can offer useful information, there are various issues in using them as the only or primary source to judge quality of teaching.

To improve teaching quality at AUC and to increase the validity of faculty evaluations, other additional sources of data should be used, specifically **peer assessment** 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.

DIFFERENCE BETWEEN “ASSESSMENT” AND “EVALUATION”

Assessment of teaching is a process of observing and collecting data, for the purpose of taking a measure of teaching effectiveness. There are two types of assessment which are distinct from one another but are equally important.

- A. **“Formative” assessment** which is assessment for the purpose of improvement
- B. **“Summative” assessment**, which we usually call **evaluation**, is assessment for the purpose of judging, either on the basis of set of standards or by comparison.
It is used to make decisions such as renewal of contract, promotion, tenure etc.
For the sake of consistency, we shall be using “summative assessment” and “evaluation” interchangeably.

TYPES OF EVIDENCE NEEDED FOR ASSESSMENT OF TEACHING

The following examples are the types of evidence that is needed to help develop a fair, comprehensive and effective plan to assess and improve teaching and learning at AUC. It reflects what is in the Faculty Handbook but gives more details and greater weight to **Peer Assessments** and **Self-Assessment**.

1) EVIDENCE COLLECTED FROM STUDENTS

- a) **“Summative” assessment:** End of semester online student evaluations.
- b) **“Formative” assessment:** Mid-Semester Assessments (formative assessments provided by the Center for Learning and Teaching, CLT). These could be online surveys or Small Group Instructional Diagnosis tailored to help instructors get feedback from students in the middle of the semester, in time for them to make adjustments for the remaining part of the semester. These are confidential and should not be included in personnel decisions unless an instructor

¹ RESOURCES <http://www.crlt.umich.edu/resources/evaluation-teaching/methods>

chooses to include them in his/her portfolio.

2) **EVIDENCE COLLECTED FROM COLLEAGUES/CHAIRS/CENTER FOR LEARNING AND TEACHING:** Peer Observation for Both *Formative and Summative Assessment*²

- a) **Formative Assessment of Teaching using Peer Observation** - Formative assessment should be frequent (recommended at least once a year, preferably once a semester), confidential, non-judgmental, and should provide feedback on performance and areas of improvement. This assessment can be carried out through a “buddy” system or a “mentor” system, and could be assisted by CLT professionals. In either case, peer observers should attend a workshop developed by the CLT which would emphasize observational, analytical, and interpersonal, peer-coaching skills and that will also include the various tools to use *before, during and after observations*. These could be checklists, observation sheets, and reflective tools. For those who want even further development based on the peer feedback process, CLT could offer additional assistance.

b) **Summative Assessment of Teaching using Peer Observation**

Summative assessment of teaching effectiveness requires a more formal and stricter approach than does formative assessment given that it is used in renewal of contracts, promotion, and tenure decisions.

It is recommended that faculty who do the summative evaluation be a different person than the one who had been doing formative assessment for the same instructor.

For a fair system to be adopted, it is important that faculty evaluators be well prepared. This can be done by having them attend CLT workshops addressing the needed skills. The assessment also depends on the assessment tool(s) being used: checklists, ratings using Likert scale, observation sheets, written analyses etc. For summative assessment, in which a lot is at stake, a combination of tools is more likely to give a fairer and reliable evaluation.

Sample **assessment tools** can be found in several of the following resources:

- University of Alberta, Centre for Teaching and Learning, [Appendix H](#)
- Peer Observation and Assessment of Teaching: [A Resource Book](#)
- Peer Observation of Teaching, [University of Texas at Austin](#)
- Methods of Evaluating Teaching, University of Michigan, [Center for Research on Learning and Teaching](#)
- Peer Review of Teaching, Vanderbilt University, [Center for Teaching](#)
- Report of the Task Force on Quality Education – AUC 2017 - Appendix 5
- Peer Observation forms from AUC (attached):
 - RHET department
 - Management Department

² For a comprehensive source on Peer Assessment see https://www.utep.edu/faculty-development/_Files/docs/utep_peer_observation_booklet.pdf

CLT is designing sample assessment tools that can be tailored to departmental needs and objectives.

3) EVIDENCE COLLECTED BY INSTRUCTORS: SELF ASSESSMENT

- Self-assessment is a reflective statement about one's teaching which connects in class experiences to evaluate one's performance. For example, they can be reflections (and documentation) of one's experience with an innovative practice and the ensuing results. They can also be reflections following formative assessment sessions etc. These reflections can be included in a (teaching) portfolio to reflect development over time.
CLT will be offering workshops to prepare for such an activity.
- Other types of evidence can include professional development efforts that faculty member has undertaken such as attending workshops, presenting at CLT symposia, mid-semesters surveys or SGIDs etc.

9 APPENDIX 2-TOOLS FOR TEACHING ASSESSMENT

RUBRIC FOR CLASSROOM OBSERVATION

https://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs_marshall-teacher-rubric-jan-2014.pdf

C. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets virtually all students involved in focused activities, actively learning and problem-solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Closure	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: _____ Comments: _____

10 APPENDIX 3 – DRAFT OF A PROPOSED NEW END-OF-SEMESTER STUDENT EVALUATION FORM³

Dear Student,

Guided by the results of the provost's task force on quality of education, the university has redesigned the student end of semester evaluation questionnaire. Your constructive input on your overall learning experience in the courses you're taking is highly valued. This survey has 18 questions that aim at getting your feedback on your learning experience in this course.

Your responses are anonymous and aggregate results are reported to instructors AFTER grades are submitted. The results will be used to improve teaching and enhance your learning experience at AUC.

Thank you for your time and valuable feedback.

SCALE TO BE DECIDED BY THE TASK FORCE

Teaching

The instructor is organized and manages class time appropriately.						
The instructor explains the concepts clearly and answers questions effectively.						
The instructor engages students, and encourages discussions and student questions.						
The instructor challenges students to work hard and do their best work.						
The instructor is available for consultation outside class time.						
The instructor consistently communicates in English in a clear manner.						

³ This draft will be discussed in the fall in focus groups with faculty and students and will be amended according to feedback.

The instructor inspires students' interest in the course content.						
The instructor treats students with respect and fosters a positive classroom atmosphere.						
The instructor is knowledgeable about the subject and well-prepared for class.						
Overall, the instructor meets my expectations for the quality of an AUC teacher.						
The Teaching Assistant is effective.						

Feedback and Assessment

I receive useful and timely feedback on my work.						
I find grading criteria clear as stated in the syllabus.						
Tests, projects and assignments challenge me to do more than memorize.						

Course

I find this course beneficial for my personal, academic and/or professional development.						
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AUC Learning Outcomes - Skills and Learning

This course helps me develop on the following university learning outcome(s):

(Please mark all that apply)

- Professional skills (e.g. research, decision making, problem-solving, application, ethical conduct, etc.)
- Communication skills (e.g. written and oral communication, collaboration/teamwork, adaptability, etc.)
- Critical thinking skills
- Cultural competence (e.g. understanding of Egyptian and Arab culture, cultural diversity,

awareness of artistic expression, collaboration in multicultural contexts etc.)

- Effective citizenship (value service to local community and to broader causes at the national and international level.)
- None of the above

Comments on strengths and ways of improvement

What are the positive aspects of your learning experience?

What are the negative aspects of your learning experience? What improvements would you suggest?

Student Self Evaluation (TO CONSIDER)

I performed required class tasks to the best of my ability.						
I reached out to the instructor for support when needed.						

11 APPENDIX 4—PROGRESS REPORT POWERPOINT

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

Aliaa Bassiouny,

Chair Management Dept. & Associate Professor of Finance

Aziza Ellozy (Chair)

Associate Provost for Transformative Teaching and Learning

Matthew Hendershot

Associate Dean, Office of Undergraduate Studies

Robert Switzer

Interim Dean School of HUSS

Zeinab Amin

Associate Professor & SSE Associate Dean for UG Studies



THE AMERICAN UNIVERSITY IN CAIRO

PROPOSED ACTION PLAN-OUTLINE

GOAL STATEMENTS



OBJECTIVES



ACTION STEPS



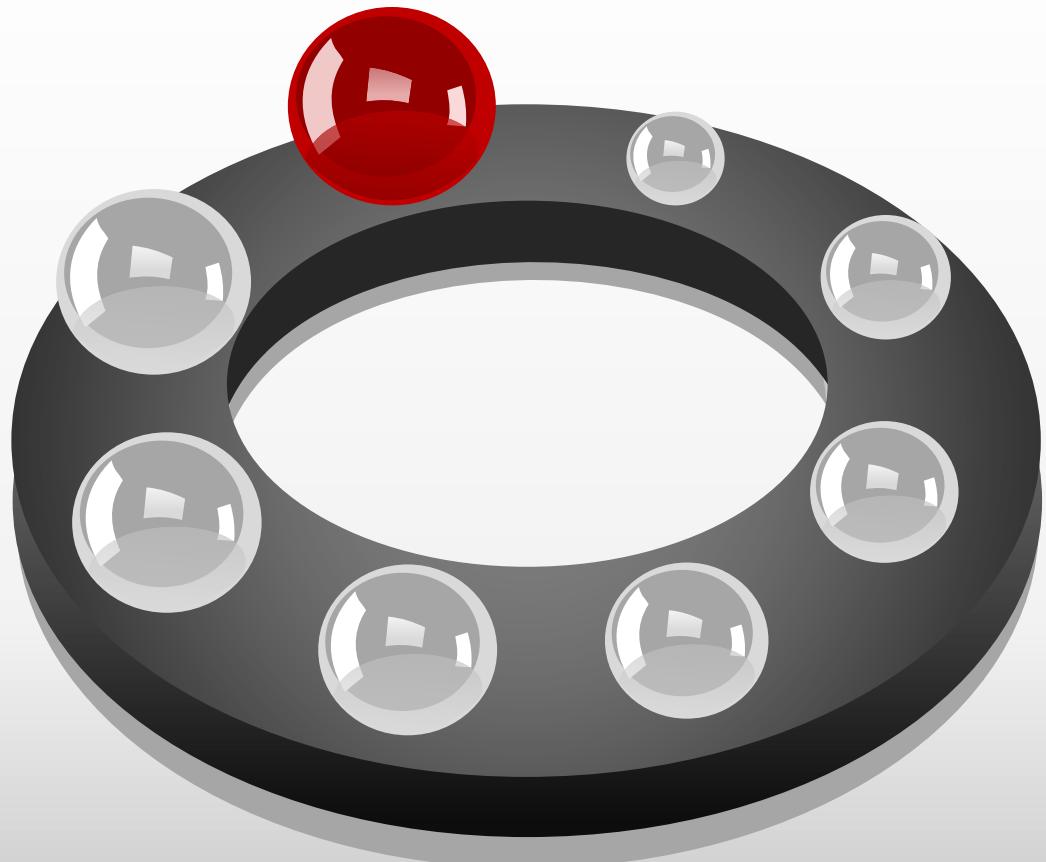
PARTY/DEPT RESPONSIBLE



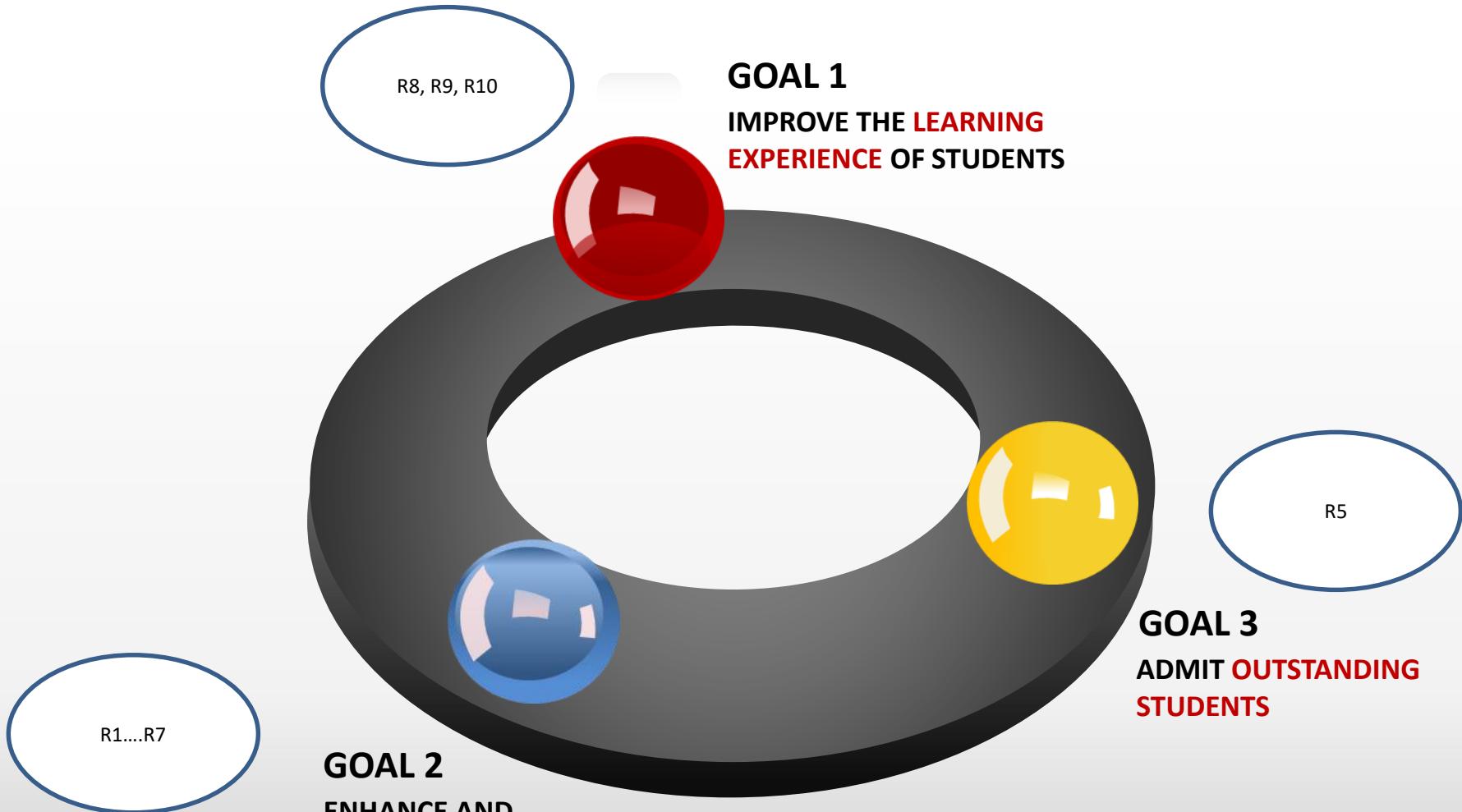
TIMELINE



KPIs



PROPOSED ACTION PLAN - GOALS





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

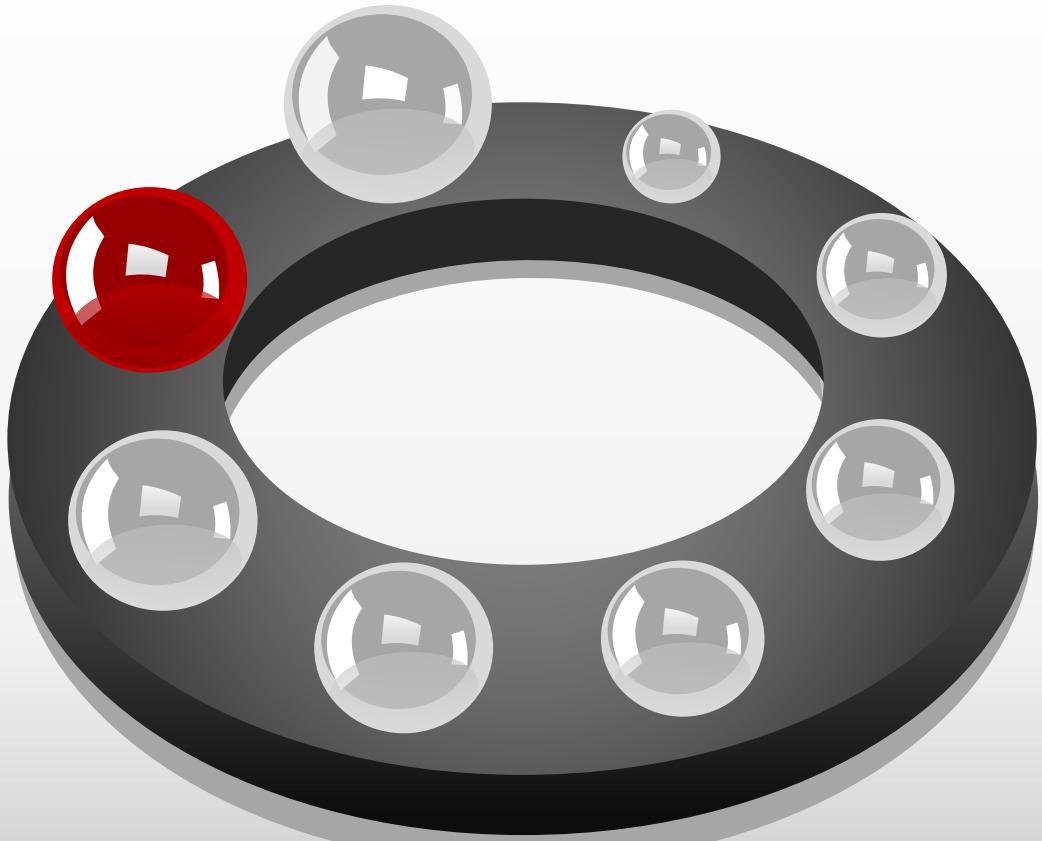
ACTION STEP Membership in Babson
Collaborative

- **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 :

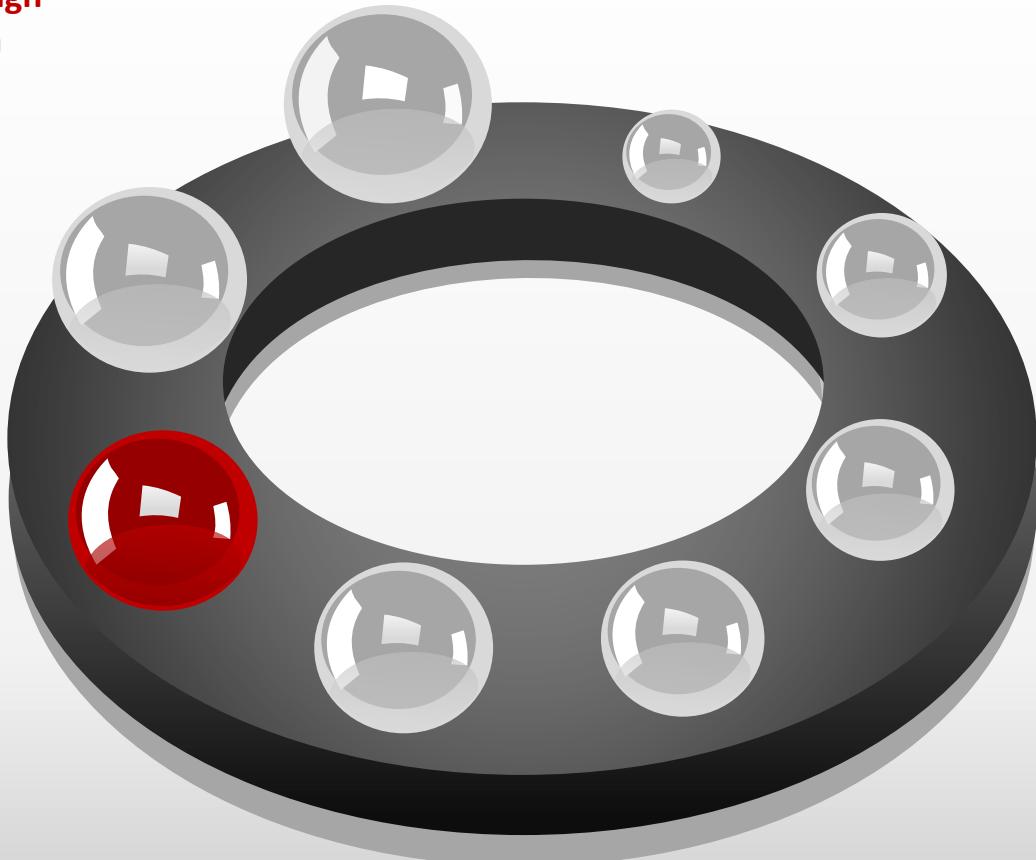
- Establish a working group on learning spaces
- Engage faculty and students to rethink how learning spaces are designed.
- Develop and implement concepts for new learning spaces
- Support PD of faculty to use active learning and collaborative technologies in the classrooms
- Set up an ongoing mechanism 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

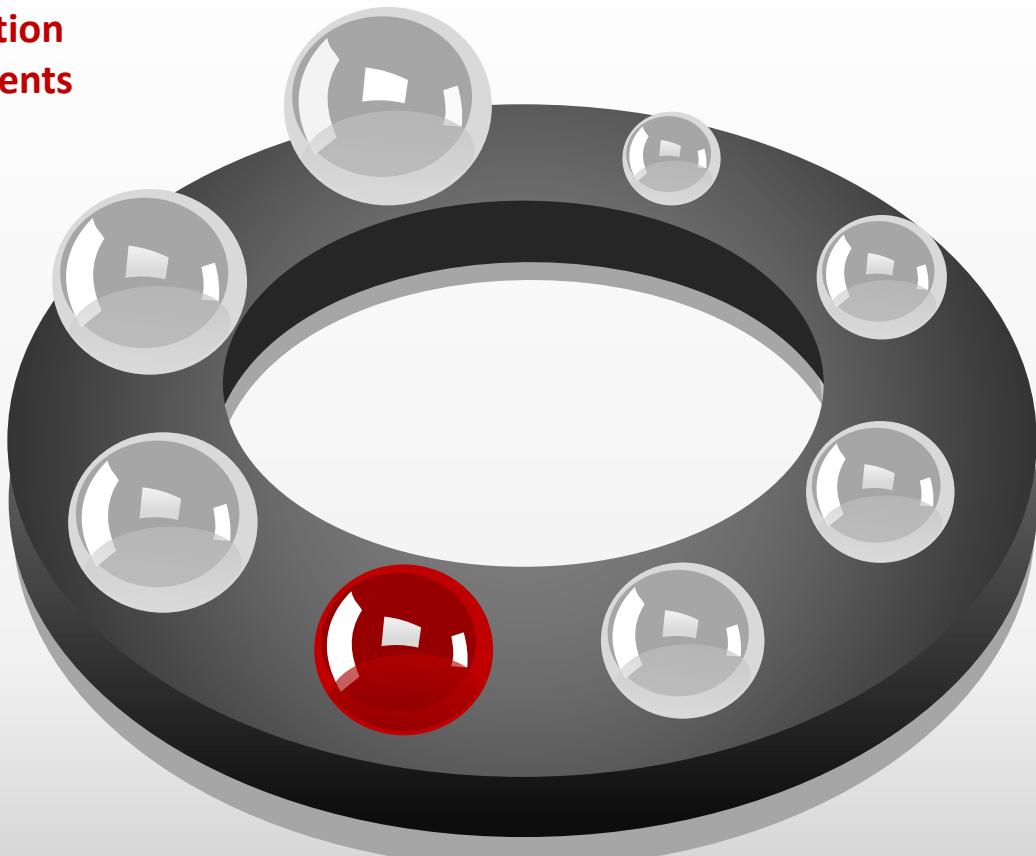
- CLT conducts focus groups with 8-10 senior and graduating senior students from each of 8-10 departments every semester.
- Discuss results of focus groups with the Assessment Coordinators of relevant departments
- Chairs discuss results of focus groups in the departmental meetings and develop an action 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
Departmental discussions/fora: Sept. and Feb. every two years – Start 2019



KPI: 75% of seniors and graduating seniors indicate satisfaction with preparation received in program and their overall AUC education



GOAL 2

ENHANCE AND SUPPORT **QUALITY TEACHING**

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

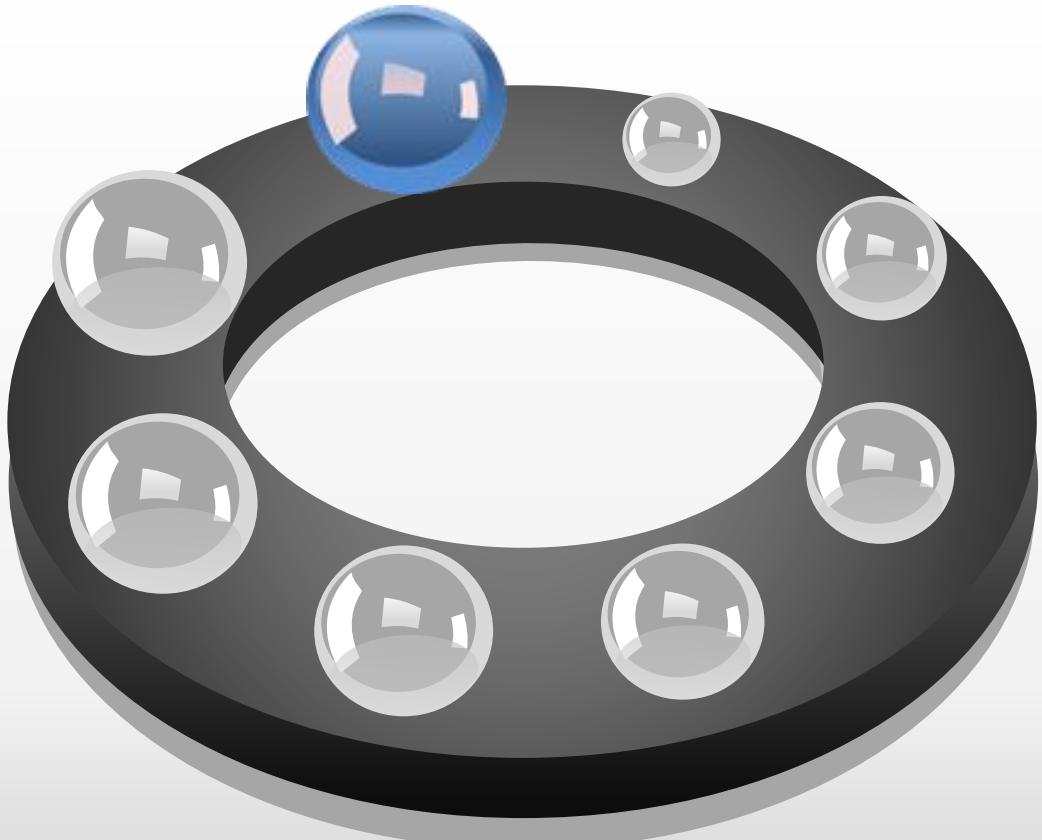
b. Develop and implement effective university wide processes and tools for a multi-faceted approach to teaching evaluation including

- 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

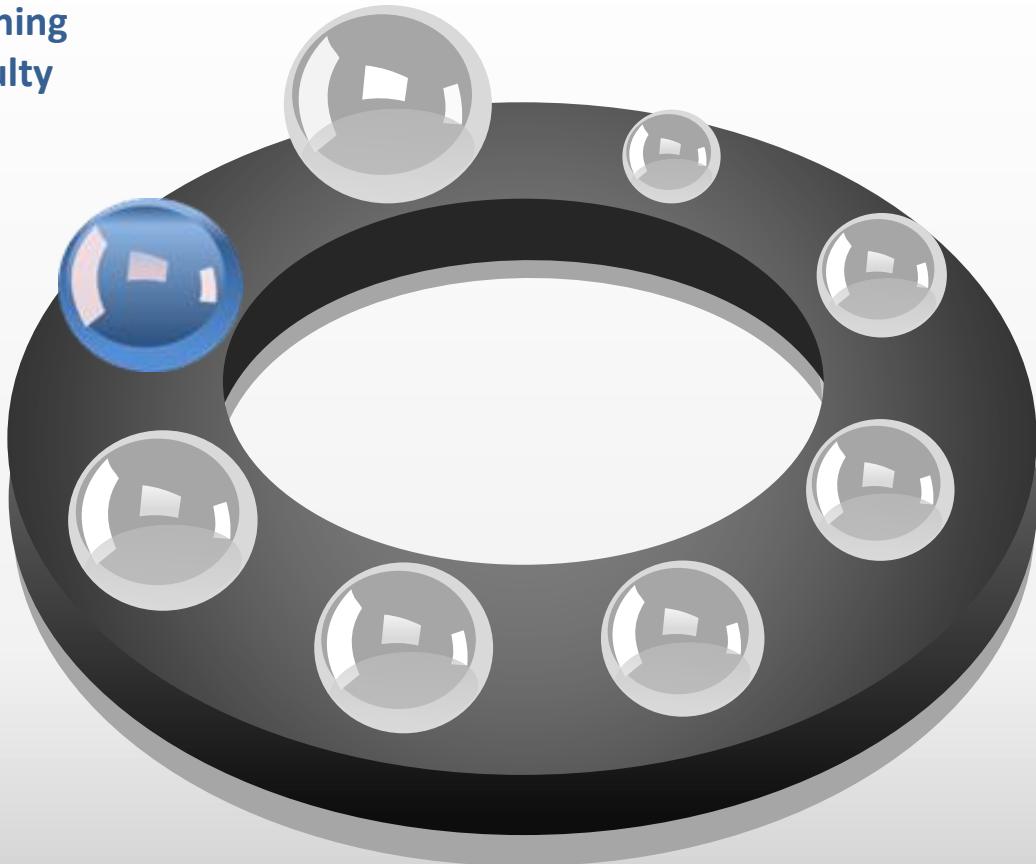
TIMELINE:

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





GOAL 2

SUPPORT AND ENHANCE **QUALITY TEACHING**

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



GOAL 2

SUPPORT AND ENHANCE **QUALITY TEACHING**

OBJECTIVE 2.4

Establish a set of departmental expectations
for high-quality teaching that are clearly
conveyed to all instructors

ACTION STEPS

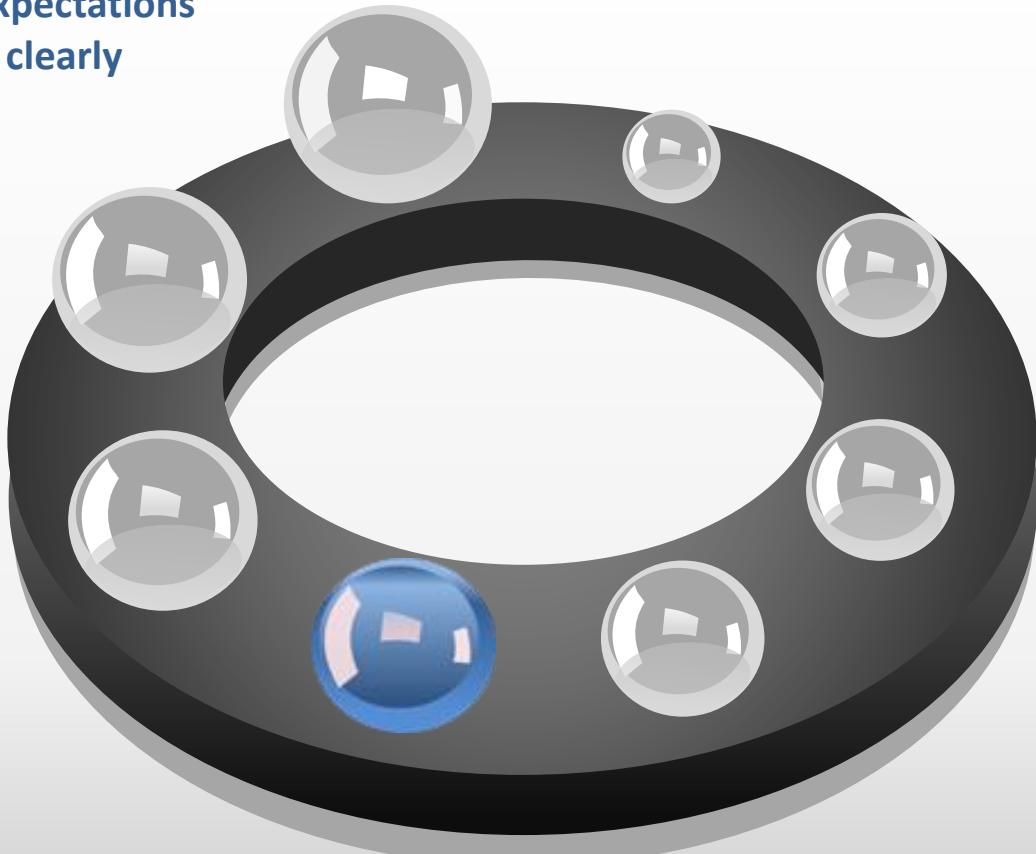
Departments develop benchmarks /rubric
for quality teaching (CLT can help)
Disseminate to all faculty

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



(-1) Goal 3: ADMIT OUTSTANDING STUDENTS

OBJECTIVE 3.1

Continue to redesign the Recruitment and Admission process to attract outstanding students

ACTION STEP 1 :

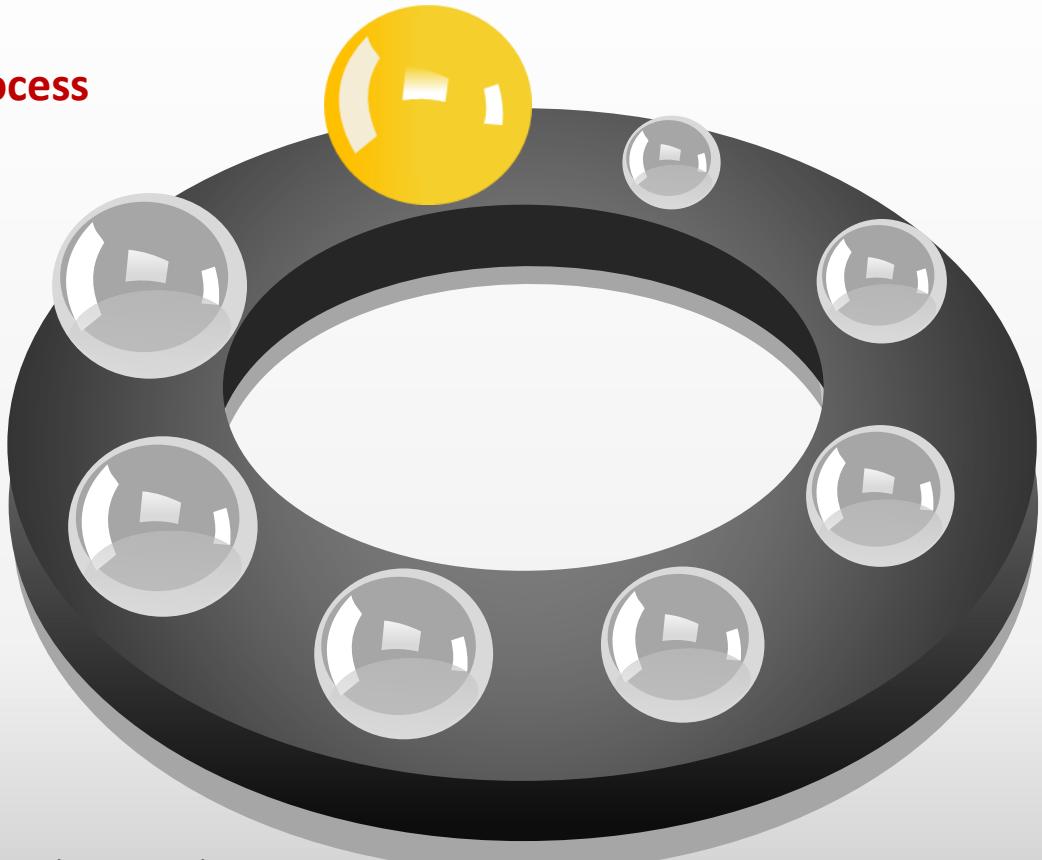
Conduct internal research and in-depth analysis of currently enrolled students
Conduct external marketing study to determine challenges and opportunities

PARTIES RESPONSIBLE

Office of the AP- SEM
Facilitator DAIR

TIMELINE: Spring 2018 - Fall 2018

KPI: Research and analysis completed; recommendations made





Goal 3: ADMIT OUTSTANDING STUDENTS



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



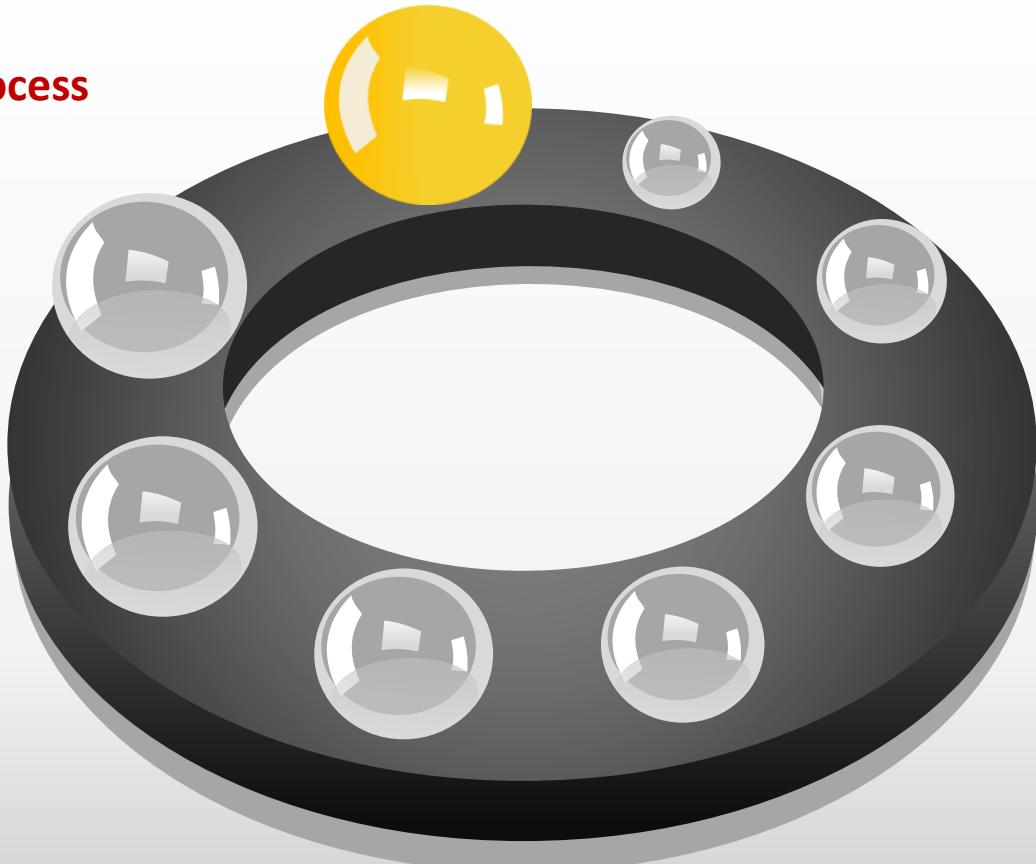
PARTIES RESPONSIBLE Office of the AP- SEM and Office of Communications Office of Student Financial Affairs and Scholarships



TIMELINE: End Spring 2018- Fall 2018



KPI: Communication strategy and targeted messages are developed



(-1) 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?**