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Marwa Khalil
The American University in Cairo

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Educational Accountability of Faculty and Students in Higher Education:

A Prospective Policy Analysis

By Marwa Abd Elwareth Khalil

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Abstract

The purpose of this research is to examine the current quality assurance and accountability policies and practices in Egyptian public higher education institutions. It specifically examines the perceived effectiveness of pedagogical and assessment practices on students' learning and institutional performance. The paper seeks to analyze the current challenges to propose a new policy to promote accountability of faculty and students.

This qualitative research paper follows what Patton (2002) termed "prospective policy analysis". Participants were selected using the purposive sampling technique. Fifty-one participants comprised the sample of the study. They were chosen from two accredited programs in two public universities in Greater Cairo. A Humanities program was chosen from University X; and an Engineering program was chosen from University Y. Two department heads, twenty faculty members and twenty-nine undergraduate fourth year students were involved in the study. Data was collected over the period of two weeks through semi-structured interviews, focus groups and document analysis.

Data was analyzed using the thematic approach. Findings revealed many faculty members and students confirm that the current policies and practices are not effective. They have identified that large students numbers as one of the major challenges. Based on Delphi technique, the recommended prospective policies are "accountability policy for professors", "new admission policy" and "reforming assessment practices".

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1.1 Overview of Education in Egypt

According to Article 19 of the 2014 Constitution, education in Egypt is a right to all citizens; free education is granted by the State; and education is compulsory until the secondary stage. Moreover, the aims of education are "building the Egyptian character, maintaining national identity, planting the roots of scientific thinking, developing talents, promoting innovation and establishing civilizational and spiritual values and the concepts of citizenship, tolerance and non-discrimination" (Constitution, 2014, p. 15).

Expanding access to education began in the 1923 constitution. Article 19 declared that elementary education is mandatory for all children. This has been further asserted when Egypt signed the 1948 Universal Declaration of Human Rights in which education is a right to all as stated in Article 26. Moreover, the Educational Law No. 139 of 1981 stressed the importance of including other educational stages in compulsory education. Another educational law No. 23 was issued in 1999. It stated that compulsory education should be comprised of nine years, six of which are primary education.

The educational system in Egypt is comprised of three levels: basic, secondary and higher education and is offered in public or private schools and institutions (Figure 1). Basic education consists of six years of primary and three years of preparatory schooling. Children are streamed into general or technical secondary education after grade nine. General secondary education lasts three years with the aim of preparing students to higher education. Access to higher education is a very competitive process based on students' scores in Thanaweya Amma (General Secondary Education Final Level Examination). Technical secondary education consists of two systems:

three-year and five-year systems in three pathways commercial, agricultural or industrial. Based on their Final Examination results, students may have access to higher education institutions. Higher education is offered in universities or higher institutes. The duration of schooling varies from two to six years based on the program of study and type of institution. Postgraduate degrees are also offered. Al-Azharite (religious) education follows the same structure; however, it includes religious studies as part of the curriculum (Strategic Planning Unit, 2008).

Most of Egyptian students attend public schools. 62%, 82.5% and 75% of students attend public schools in primary, preparatory and secondary education respectively. In contrast, only 29%, 7% and 6% of students attend private schools in the primary, preparatory and secondary education respectively. Similarly, only 7% of technical secondary education students are enrolled in private schools. Moreover, Al-Azharite schools represent 9% primary, 10% preparatory and 18% secondary school students (Strategic Planning Unit, 2008).
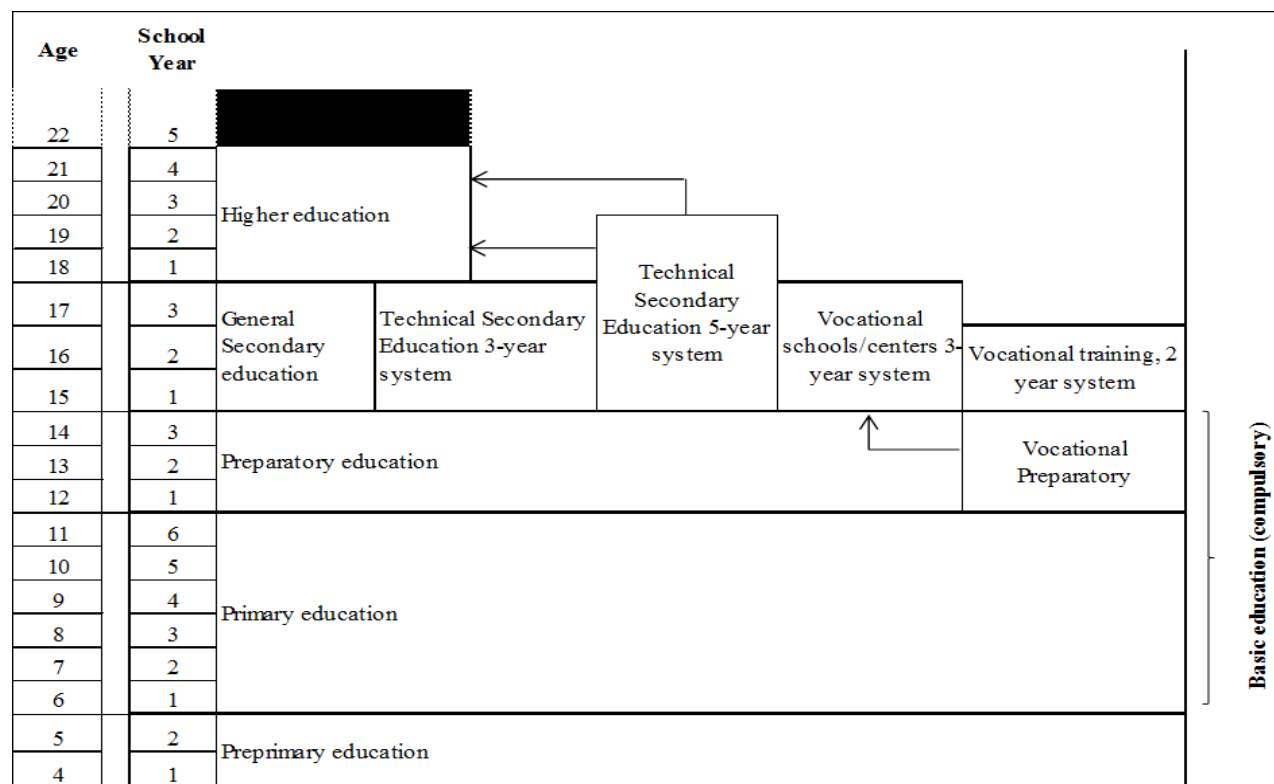
Figure 1: The Structure of Education System (UNICEF, 2015, p. 4)

1.2 Higher Education in Egypt

Historical overview.

Higher education in Egypt has faced several changes throughout history. Its origins can be traced to the Fatimids who founded Al-Azhar University, which offered academic degrees and had different faculties. Mohamed Ali, later on, changed the educational system and created new faculties of administration, accounting and engineering. In 1876, a new law was enacted with the aim of educating mass Egyptians, which expanded the educational sector. Consequently, the first National Egyptian University, which is currently known as Cairo University, was founded in 1908 to address the expansion of the educated class. Moreover, the American University in Cairo was established in 1919 as an English language university.

Furthermore, in response to the expanding number of secondary school graduates, the government established two public universities: Alexandria University in 1942 and Ain Shams University in 1950. By 1952, education as a right for all was declared in a constitutional amendment. This has led to an expansion in higher education policy. Consequently, the government started to open branches of the current universities in different governorates across the country. Some branches later became autonomous universities such as Sohag University in 2006. Law 101 in 1992 created the opportunity for opening private universities (Strategic Planning Unit, 2008).

Types of higher education institutions and programs.

Twelve years of formal education precede higher education in Egypt. Having passed General Secondary Education Final Level Examination, students follow two pathways based on their grade; either university education or technical higher institutions. Currently, there are nineteen public and twenty private universities (Ministry of Higher Education and Scientific

Research, 2010). In addition, there are fifty-one public technical institutes and colleges; only four of which are four to five year higher education technical colleges; and the remaining forty-six are two-year technical institutes. In Egyptian universities, the duration of study is standardized whether in public or private sectors: four years for most faculties, five years for engineering faculties and six years for medical faculties. Undergraduate level qualifications are Bachelor of Arts (BA) or Science (BSc). Postgraduate degrees offered are Diplomas, Masters of Arts (MA) or Science (MSc) and Doctorate (Strategic Planning Unit, 2008; TEMPUS, 2010).

Governing bodies.

There are four regulating bodies: the Ministry of Higher Education (MoHE), the Supreme Council of Universities (SCU), the Supreme Council of Private Universities and the Supreme Council of Technical Institutes.

The main governing body is the Ministry of Higher Education (MoHE), which formulates its policy, supervises and coordinates its implementation across all post-secondary institutions. The Supreme Council of Universities (SCU) is headed by the Minister of Higher Education; and includes the public university presidents and civil society members. Its main functions include: formulating the educational policy, organizing a general coordination policy between the different universities regarding exams times for example, and formulating the internal bylaws of universities and faculties. Both the Supreme Council of Private Universities and the Supreme Council of Technical Institutes have a secretary general with the Minister of Higher Education as president. Al-Azhar University has its own governing body: the Central Administration of Al-Azhar Institutes.

The governing bodies at the university level are university presidents, three vice presidents, who are appointed by presidential decree, and a secretary general. At the faculty

level, the governing bodies are deans, vice-deans and department heads, who are appointed by the university president (TEMPUS, 2010).

Financing higher education.

Education is free from basic stage up to higher education according to the Egyptian Constitution. The government funding of higher education ranges between 85% and 90%. Public universities, then, are to generate revenue up to 15%. One way of doing so is the creation of new departments at certain faculties. Students enrolled in those faculties are fee-paying. The fees vary between eight hundred and two thousand Euros per year. This fees system enables the faculties to generate more revenue (TEMPUS, 2010).

1.3 Access and Equity in Higher Education

Access to higher education is influenced by the enrolment rate in basic and secondary education as Egypt has embraced the Education for All policy. According to UNICEF (2015)(Table 1), the net enrolment rate for primary students (both public and private schools) for the academic year 2014/2015 is 91.1% compared to 93.3% in 2012/2013, 95.4% in 2010/2011, and 88.6% in 2008/2009. Net enrolment rate in preparatory stage is 83.8% compared to 83.7% in 2012/2013, 77.8% in 2010/2011, and 66.3% in 2008/2009. Moreover, the net enrolment rate for secondary education (both general and technical) for the academic year 2014/2015 is 60.3% compared to 58.2% in 2012/2013, 52.4% in 2010/2011, and 36.8% in 2008/2009.

These enrolment rates pose a problem for higher education institutions. For, the Egyptian higher education sector is the largest in the Middle East and North Africa (MENA). In the academic year 2009/2010, 2.4 million students were enrolled in higher education institutions; 1.9 million of which were in public universities (CAPMAS, 2011). Moreover, the estimated growth rate is 3% annually from 28% in 2006 to 35% in 2021 (Helal, 2007).

Net enrolment rates for different levels of education, 2008/09-2014/15

School year	2008/09	2010/11	2012/13	2014/15
	Percentage			
Primary				
Total	88.6	95.4	93.3	91.1
Preparatory				
Total	66.3	77.8	83.7	83.8
Secondary				
Total	36.8	52.4	58.2	60.3

Table 1: Net Enrolment Rates (UNICEF, 2015)

The increased demand for higher education is mainly due to the expansion

policies, the increased number of students accessing higher education and the image ascribed to

university graduates by students. According to the World Bank (2016), the gross enrolment rate

in higher education for the academic year 2012/2013 is 30% with a gender parity index (GPI) of

.89. Moreover, gross enrolment rates differ by governorates. Cairo has the highest rate of 45%

compared to 10.55% in Alex and 4.98% in Assuit in the academic year 2006/2007. This shows

that access to higher education is not equitable. According to Cupito and Langsten (2011), access

to higher education is not equitable as students from the highest quintile enrolled in higher

education institutions were more than 40% in 2005 compared to 10% of students from low socio-

economic background (as cited in Buckner, 2013). Results of Buckner's study (2013) of access

to higher education have revealed a significant difference in students' access according to their

socioeconomic level. The results indicated that the top 20% wealth quintile students comprise

55% and 65% of youth in public and private universities respectively.

Although Egypt has adapted an expansion policy under the Dakar Forum (2000), the

effect of the parental resources is not necessarily lessened (Pfeffer, 2008). This is termed as

"persistent inequality" (Buckner, 2013, p. 528). Cupito and Langsten (2011) argued that

Egyptian expansion policies have not granted equal opportunity to students from lower

socioeconomic background. Inequitable access to higher education is exacerbated if the high socioeconomic classes use their capital, financial and social, to enter higher education institution. In the Egyptian context, the students' achievement on secondary education (Thanaweya Amma) exams is a detrimental factor in university enrolment. However, parents' socioeconomic background could have a significant impact on students' chances of progressing to university education if the family's resources are employed to enhance students' achievement on the secondary education exam (Buckner, 2013). Results from Buckner's study (2013) indicated that parents' socioeconomic status has a significant impact on aiding students to enter and graduate from the general track in secondary education. This shows that access to education is not equitable.

The findings of a study which analyzed the efficiency, adequacy and equity of public expenditure on higher education has shown that current system of financing higher education is "inadequate, inefficient, and inequitable" (Fahim & Sami, 2011, p. 66). Moreover, it asserted that it is perpetuating the differences in socioeconomic classes, increasing the cycle of poverty rather than improving equality of opportunities and social mobility.

Moreover, expansion policies to higher education were not necessarily met with improving the quality of higher education. The Strategic Planning Unit (2008) reported that education in Egyptian universities is not meeting the required quality standards due to "understaffed universities, lack of facilities and low wages, which forced professors to teach in more than one university in order to improve their economic situation" (p. 15). In addition, Fahim and Sami (2011) argue that the government's attempts to address the issue of quality have not produced sufficient results. For, solving quality issues require substantial financial resources that "are well beyond the current means of the government" (p. 62).

1.4 Problem Statement

The Middle East and North Africa (MENA) region has witnessed a great expansion to meet the social demands and policies that increase access to higher education in public institutions. These policies have also allowed private institutions to be established and to expand to meet the growing demand (El Hassan, 2013). However, there were negative ramifications to these expansion policies as they were carried out at the expense of quality (UNESCO, 2010). Quality of education is defined as "multidimensional concept, which should embrace all its functions, and activities: teaching and academic programs, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment" (World Conference of Higher Education WCHE, 1998). The MENA region and Egypt in particular face many challenges related to the quality of higher education.

Several issues need to be addressed in order to enhance the quality of higher education in Egypt: the curricula, students' assessment and professional development for faculty. According to El Hassan (2013), the content taught at higher education institutions is outdated, does not meet the demand of the labor market and does not emphasize critical thinking. Similarly, the OECD (2010) has noted several issues in the curricula: "irrelevancies, a lack of practical skills formation, an over-concentration on memorizing content, passive pedagogies, and a lack of learning materials, library books, facilities and equipment" (p. 23). Moreover, assessment practices are inadequate as they test memorization and recall than higher order cognitive skills. Furthermore, there is a marked absence for ensuring the assessment practices' transparency and fairness. Schomaker (2015) has stated that Egyptian higher education is marked by a lack of qualified teaching staff as a result of under-motivation and pay, which often leads to corruption.

In addition, faculty members face many obstacles largely because teaching is didactic. There is an increasing need for active learning techniques.

Thus, improving the quality of programs in regards to curricula and courses that emphasize higher order cognitive skills and critical thinking as well as assessment practices and teaching quality is needed.

In Egypt, the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) was established in 2007 under the Law No. 82 (2006) and the Presidential Decree No. 25 (2007) as an external accreditation body to ensure academic quality and institutional effectiveness (OECD, 2010). One criteria of evaluating academic quality is students' assessment:

> "A set of processes, including examinations and other activities concluded by the institution to measure the achievement of the intended learning outcomes of a course/ program. Assessments also provide the means by which students are ranked according to their achievements. The students are well informed on the criteria by which they are assessed and given appropriate structured feedback that supports their continuing learning." (The National Quality Assurance and Accreditation Committee NAQAAC, 2004, p. 8)

Moreover, the quality of teaching and learning is defined as "There are effective teaching and learning, informed by a shared, strategic view of learning and the selection of appropriate teaching methods; and due attention is paid to the encouragement of independent learning." (NAQAAC, 2004, p. 8). Furthermore, student support "ensures that they can progress satisfactorily through their program and are informed about their progress." (NAQAAC, 2004, p. 9).

1.5 Purpose and Research Questions

The purpose of the study is to examine how accountability policies of both faculty and students in Egyptian higher education are understood and implemented by stakeholders. It specifically examines the perceived effectiveness of pedagogical and assessment practices of faculty members on students' learning and institutional performance. The paper seeks to analyze the current challenges to propose a new policy to promote accountability of faculty and students. The research questions are:

1. What are the current accountability practices of faculty and students in terms of Higher Education teaching and assessment? To what extent do they align with National Quality Assurance Standards?

2. How do faculty members and students perceive the effectiveness of the current accountability policies in terms of institutional performance and students' learning/ attainment of intended outcomes?

3. What are the challenges at the national or institutional level for the effective implementation of the policies?

4. What are the policy recommendations to ensure accountability for the faculty and students?

Literature Review

2.1 Educational Accountability

Definition and purpose.

Ryan (2005) states "educational accountability is a fundamental right of citizens in a democratic society serving the public interest" (p. 532). However, the concept of "accountability" has been defined differently in theory and in practice and is seldom explicitly elucidated (Levitt, Janta, & Wegrich, 2008; Kadri, 2015). Kuchapski (1998) notes that although accountability is pervasive as a tool of educational reform, the term is not clear. Furthermore, Burke (2004) argues "accountability is the most advocated and least analyzed word in higher education" (p. 1). Burke poses several questions: "Who is accountable to whom, for what purposes, for whose benefit, by which means, and with what consequences?" (Burke, 2004, p. 2).

Newmann, King and Rigdon (1997) define accountability as "a process by which school districts and states (or other constituents such as parents) attempt to ensure that schools and school systems meet their goals" (p. 42). To Frymier (1996), accountability is linked to evaluation: "to be accountable means to be responsible; assessing responsibility involves judging performance against a criterion; judging performance against a criterion means to evaluate; therefore, accountability requires evaluation" (as cited in Ahearn, 2000). Moreover, Arcia, Macdonald, Patrinos and Porta (2011) note that the basic form of accountability is "the acceptance or responsibility and being answerable of one's actions" (p. 2). It has been used, moreover, synonymously with concepts such as transparency, liability and answerability (Levitt, Janta, & Wegrich, 2008). In addition, Perie, Park and Klau (2007) define accountability as " a system that allows the public to understand how well their schools are working and to provide information to policymakers on the changes that are needed to make the schools more effective and to continually improve all students' educational opportunities" (p. 4).

In this paper, the Darling-Hammond (2006) definition of accountability is adopted. She argues that "accountability occurs when policies and practices work to provide good education and to correct problems as they occur" (p. 7). Thus, it leads to "high-quality practice" and "positive outcomes" by minimizing malpractice (p.7). Darling-Hammond (2006) further argues that accountability must be reciprocal. In other words, just as students are held accountable of their learning, institutions and states should be held accountable for equipping them with the resources needed for learning. This view is further supported by Perie, Park and Klau (2007) who argue that accountability is a "mechanism" for measuring the effectiveness of educational institutions in advancing learning and how the needed support is given to ensure that educational institutions become more effective (p. 4).

The purpose of accountability has shifted from financial and input based accountability (Perie, Park & Klau, 2007) to quality of education, system and organizational productivity and efficiency (Burke, 2004). In accordance with the Darling-Hammond definition of accountability, the purpose, then, is the improvement of institutional effectiveness and student learning.

Typologies.

Analyses have outlined typologies of educational accountability in regards to who is accountable to whom and for what (Adams & Kirst, 1999; Darling-Hammond & Ascher, 1991; O'Day & Smith, 1993; O'Reilly, 1996). Vidovich and Slee (2000) delineate four types of accountability in higher education: upward, downward, inward and outward. Upward or bureaucratic accountability is concerned with the traditional relationship between superiors and subordinates. Downward or collegial accountability addresses participatory decision-making. Inward or professional accountability focuses on agents acting on moral and ethical standards.

Outward or market and political accountability centers on the responsiveness of agents to external clients and ultimately the public (as cited in Burke, 2004).

Accreditation, quality assurance and accountability.

In the 1980s, the concept of quality in higher education emerged (Newton, 2002). There are five approaches to defining quality: the traditional concept of quality, conformance to standards, fitness for purpose, effectiveness in achieving institutional goals and meeting costumers' needs. The traditional approach defines quality as excellence. However, the drawbacks of this approach lie in linking excellence with "elite universities" where reputation became a representation of quality. The "conformance to standards" approach deals with quality as the meeting standards set by accrediting bodies. The limitation of this approach is the quality is a service that can be easily measured by compliance to standards; however, this is not applicable in higher education. The "fitness for purpose" approach assumes that quality derives its meaning from its relation to the purpose of higher education. This view is flawed as there is no consensus on the purpose of higher education. The "effectiveness in achieving institutional goals" focused on the function of evaluating quality in higher education institutions. The "meeting costumers' needs" approach defines quality as the satisfying consumers' demands (Elassy, 2015a, p. 252).

Quality Assurance (QA) in higher education is a complicated process and a highly debatable issue. This is because it involves many stakeholders such as students, faculty members and administration officers on the university and national levels. It also deals with various aspects of education as teaching, learning, assessment and students' attitudes (Elassy, 2015a).

According to Garfolo and L'Huillier (2015), accreditation is an accountability and quality assurance mechanism that analyzes an institution's objectives, philosophy, facilities, programs

and resources. Institutional accreditation examines the entirety of the institution while specialized accreditation examines programs within an institution. Quality assurance, then, is the procedures implemented by higher education institutions aiming at guaranteeing academic standards and promoting students' learning (El Hassan, 2013). Liu (2011) has stated that higher education institutions have been accountable to place more significance on students' learning outcomes.

Current standards-based accountability systems assign the educational institutions as the accountability unit. Hence, enhancing the institution's effectiveness leads to improving students' learning (O'Day, 2004). However, O'Day (2004) points out three inherent issues in assigning the educational institutions as the unit of accountability. First, although the institutions are the target of interventions, the sought after change requires the participation of the members of the institution from educators to administrators. In other words, the underlying assumption of these policies is that posing the institutions, as the accountability unit will result in the required changes on the individual level. The assumption poses two issues: how will the established mechanisms for the collective institution drive individual change and what is needed for this change to occur? Moreover, the influence of the external accountability mechanisms on the internal norms is problematic. For, the mechanisms may impact internal norms that facilitate students' learning. A third underlying assumption of the current policies is that policy makers and stakeholders will use the information provided by the institution such as grade reports to improve its effectiveness and thus the students' learning outcomes. However, several concerns arise. Namely, how can the information provided improve the institution's effectiveness and achieve the accountability goals?

2.2 Higher Education and Policy Reform: International Experiences

Global policymaking has focused on the issues of accountability and quality assurance for many years. There has been a growing concern about the standards, outcomes and objectives in higher education. The focus on student learning outcomes in higher education has received tremendous support. Moreover, due to the strong global competition, actors outside higher education became invested in quality of higher education. In the UK, Australia and the US, student learning outcomes, and employing the results of students learning to improve the quality of education were the main discourse (Heap, 2013).

United States. The United States higher education sector is decentralized. Each state has the authority to establish institutions and permit them to award degrees. Similarly, institutions have autonomous governance. Moreover, the United States has a decentralized system for quality assurance and accountability (Eaton, 2011).

Accountability has dominated the debate between higher education leaders, accrediting bodies and the government for more than ten years. The late 1980s was a time of increased accountability by the state governments that endorsed institutional effectiveness concepts (Ewell, 2011). In the mid-1990s, a shift occurred in North America, first in community colleges, from a focus on teaching to a focus on learning. This became known as the Learning Turn which aimed at producing learning rather than providing instruction. This shift proposed that the focus ought to be on student learning outcomes, meeting educational objectives and enhancing the quality of higher education through the results of learning assessments (Heap, 2013).

In 2005/2006, accountability in higher education institutions received great scrutiny as it questioned the accreditation's claim of improving the quality of education. The Secretary's Commission on the Future of Higher Education (Spellings Commission) argued that

accreditation is deficient of accountability (Eaton, 2011). The Spellings Commission encouraged leaders of higher education to take the initiative regarding accountability. The American Association of State Colleges and Universities and the Association of Public Land-Grant Universities, and the New Leadership Alliance for Student Learning and Accountability have cooperatively developed the Voluntary System of Accountability. The voluntary system is a tool to report the performance of institutions (Ewell, 2011). The Spellings Commission contended that ''Postsecondary education institutions should measure and report meaningful student learning outcomes'' (U.S. Department of Education, 2006, p. 24). In tandem with the national efforts, US universities have their own accountability approaches that are institution based. The purpose is to improving students learning and advancing institutional performance (Eaton, 2011).

All accrediting bodies are expected to attend to students' achievement of learning outcomes. For, it is considered an essential measure of academic quality. Some states employ performance-based funding that focuses on students achievement. Accrediting bodies are expected to report to the public on institutional performance. For instance, one accrediting organization, (the New England Association of Schools and Colleges-Commission on Institutions of Higher Education (NEASC-CIHE), stipulates that institutions measure student achievements and use their assessment results to improve its programs (Eaton, 2011).

Denmark. Higher education in Denmark consists of two types of education. First, profession short and medium-cycle programs are offered such as nursing and teaching. Second, long cycle programs are offered in scientific fields combined with elements of professional training.

Traditionally, accountability in Danish higher education was comprised of peer assessment and government regulation. The quality of teaching was presumably ensured by

knowledgeable university faculty members, and all educational programs development and teaching was done by the academic staff in their respective fields (Rasmussen & Zou, 2014). Between 1982 and 1993, quality assurance initiatives were undertaken. The initiatives main characteristic was the call for modernization of the public sector which focused on decentralization. Particularly, a legislation was passed in the 1970s that promoted participatory democracy in universities which meant student accountability has increased (Kreisler, 2006 as cited in Rasmussen and Zou, 2014). The Evaluation Centre for Higher Education was established in 1992 with the aim of evaluating programs at higher education institutions. Evaluations consisted of program self-evaluation, visits to the program and students, graduates and employer surveys; these evaluations were to be conducted every five years. By 1999, the Centre was renamed the Danish Evaluation Institute (EVA). The aim of the Institute was to evaluate the Danish educational system using spot checks (Rasmussen & Zou, 2014).

In 2007, the Danish act on accreditation of institutions for higher education was sanctioned, and an accreditation council was established. The system changed, however, in 2013, as whole institution accreditation was endorsed (Rasmussen & Zou, 2014). The aim was to ensure the quality of the educational programs within an institution. Denmark has applied the European Standards and Guidelines for the quality assurance of the higher education (ESG) under the Bologna Process. All Danish higher education institutions are expected to meet the ESG standards. Moreover, accreditation is obligatory and a condition of funding. Institutions are also mandated to develop their own internal quality assurance policies; however, self-evaluations are compulsory (Ministry of Higher Education and Science, 2015)

2.3 Higher Education Policy Reform and Accountability in Egypt

In Egypt, reforming education has been an issue of concern since the 1990s. However, educational reform has faced many challenges (El-Baradei and El-Baradei, 2004). The National Commission on Higher Education Reform was founded in 1997 by the Ministry of Higher Education (MoHE), and the aims of the Commission were to identify higher education challenges and to formulate an educational strategy. In 2000, a National Conference aimed at implementing a long-term reform was held. This reform had four objectives: improving higher education institutions efficiency levels, reforming curricula, enhancing the quality of education by training faculty and staff. Six projects were endorsed from 2002-2007. They were: the Technical Colleges Project (TCP), the Information and Communication Technology Project (ICTP), the Faculty and Leadership Development Project (FLDP) the Faculties of Education Project (FOEP), the Higher Education Enhancement Project Fund (HEEPF) and the Quality Assurance and Accreditation Project (QAAP) (TEMPUS, 2010).

The National Authority for Quality Assurance and Accreditation of Education (NAQAAE) was established in 2007. NAQAAE is an independent agency that develops accreditation and quality assurance standards for educational institutions. Higher education institutions work to validate the fulfillment of institutional capacity and educational effectiveness criteria. Institutional evaluation and ongoing evaluation of the effectiveness of the educational process are two criteria in institutional capacity and educational effectiveness respectively. Programs and institutions can apply for accreditation. This is to promote competitiveness within the same institution and between programs in different institutions. Programs are accredited when they fulfill two criteria: program management and educational effectiveness. Moreover, accreditation will not be granted to programs that failed to meet the certain "decisive standards"

in educational effectiveness, namely: "academic standards, design of programs and curricula, and teaching and learning" (Strategic Planning Unit, 2008, p. 35).

The Strategic Planning Unit (SPU) (2008) stated that the Ministry of Higher Education aims to promote ownership of the educational quality by faculty members. To achieve this aim, the MoHE has commenced several projects to establish a culture of quality and offer ongoing professional development for faculty members. In 2006/2007, Quality Assurance and Accreditation Projects (QAAP) endorsed by the World Bank reached one hundred and eighty eight projects. These projects function on the sector, university and faculty/program levels. On the sector level, National Academic Reference Standards (NARS) have been formulated in different sectors such as medicine, engineering, home economics, pharmacy and nursing. On the university level, the projects aimed at establishing quality assurance centers. On the faculty level, the aim is to found internal quality assurance systems.

There are limited empirical studies on the impact of the quality assurance and accreditation policies. In 2015, a study was conducted to analyze the quality of the Egyptian accreditation system, its strengths and weaknesses and the current methods to enhance higher education quality. The results of the study showed the scope of accreditation is "poor" (Schomaker, 2015, p. 159). Although, there are incentives in place to encourage universities to apply for accreditation, this is not reflected by the number of institutions accredited. Currently, there are sixty-four accredited programs in different universities both public and private out of three hundred and thirty three faculties. However, the American University in Cairo (AUC) is the only university accredited by NAQAAE in 2011 (NAQAAE, 2016; Elassy, 2015b). The research assumes that the reason behind this limited scope is "institutional drawbacks within the NAQAAE are the main reason for this lag" (p. 160).

Moreover, ensuring the anonymity and unbiased perspectives of the reviewers and peers has proven problematic. In addition, the results indicated the possibility of pressure to receive favorable evaluations which in turn may lead to corruption. This will not improve quality assurance if proven a structural issue. The study suggested that the limitations of the Egyptian accreditation standards, compared to the international ones, might decrease the standards of the higher education institutions and the quality of outcomes. This is problematic as it may lead to the decrease in demand for graduates and jeopardize their opportunities to study abroad especially from Bachelors to Masters and from Masters to Doctorate. In addition, the study has shown that the documentation process is perceived as "weak" and the documentations themselves are "defective" (p. 162).

In addition, a study conducted to the extent of students' involvement in the quality assurance process contended that NAQAAE has achieved progress in setting standards and developing quality assurance manuals. However, there were still limitations. Namely, probable conflict of interest was the result of vagueness of NAQAAE's roles. For, it performs the combined functions of enhancing quality, accrediting institutions and programs and ensuring compliance. These roles are separated internationally. Similarly, NAQAAE is responsible for accrediting institutions on all educational levels (Elassy, 2015b).

Research Methods

3.1 Research Design

This research follows what Patton (2002) termed "prospective policy analysis." According to Patton (2002) "prospective studies can include interviewing key knowledgeables in a field to solicit the latest and best thinking about a proposal, sometimes feedback the findings for a second round of interviews (a qualitative Delphi technique). Prospective methods can also include doing a synthesis of existing knowledge to pull together a research base that will help inform policy making… Rapid reconnaissance fieldwork can also be used for anticipatory or futuring research… The content analysis techniques of qualitative inquiry, especially media analysis, are central to many future research efforts" (p. 200 & 201).

The study employs a qualitative design under the following assumptions. First, educational accountability is a multi-faceted issue that would seem different at macro and micro levels. Second, it involves different actors such as students, faculty members, department heads/deans and Quality Assurance officers; and hence their perceptions needed to be taken into account. Finally, it is still an ongoing phenomenon on the country level and therefore there is a need to explore the perceptions of key actors involved in its implementation.

3.2 Sample

Using the purposive sampling technique, the participants were chosen at random from two public universities in Greater Cairo. Two accredited programs, one from each university, were selected based on the possibility of access under the assumption that they are implementing the National Quality Assurance standards that ensure accountability of faculty and students. From University X, a Humanities program was selected. From University Y, an Engineering program was selected. The choice of programs was deliberate to compare the results across two

different disciplines. For confidentiality purposes, neither the names of participants nor the universities will be used.

A total of fifty-one participants were involved in the study. Two department heads, twenty faculty members and twenty-nine undergraduate students comprised the sample of the research. Data was collected over the period of two weeks. Department heads, faculty members and students were chosen at random based on their availability and their willingness to participate in the study. The tables below show detailed characteristics of the sample.

University X. The sample from the Humanities program was predominantly female. A total of ten faculty members, fifteen students and a department head have participated in the study. The department head has been teaching for twenty-five years and is currently teaching three courses. Average years of experience of faculty members is twelve; and average number of taught courses for Spring 2016 is two (Table 3). Fifteen fourth year undergraduate students participated in the study; fourteen of which are female (Table 2).

University Y. A total of ten faculty members from different departments, fourteen students and a department head have participated in the study. The department head has been teaching for thirty-five years and is currently teaching three courses. Average years of experience of faculty members is twenty; and average number of taught courses for Spring 2016 is two (Table 3). Two faculty members are part of the Quality Assurance Unit in their respective departments. Fourteen fourth year undergraduate students participated in the study; six of which are male (Table 2).

Table 2: Students Characteristics

Humanities				Engineering			
Total No. of Students	Female	Male	Year	Total No. of Students	Female	Male	Year
15	14	1	4	14	8	6	4

Table 3: Faculty Members and Dept. Heads Characteristics

Humanities				Engineering			
Participant	Gender	Years of Experience	Number of Taught Courses Spring '16	Participant	Gender	Years of Experience	Number of Taught Courses Spring '16
Department Head I	Female	25	3	Department Head II	Male	35	3
Faculty Member 1	Female	11	3	Faculty Member A	Female	22	3
Faculty Member 2	Female	21	4	Faculty Member B	Male	29	2
Faculty Member 3	Female	8	3	Faculty Member C	Male	16	2
Faculty Member 4	Female	2	1	Faculty Member D	Female	22	2
Faculty Member 5	Female	18	3	Faculty Member E	Female	29	4
Faculty Member 6	Female	7	2	Faculty Member F	Female	35	2
Faculty Member 7	Female	3	2	Faculty Member G	Female	22	3
Faculty Member 8	Female	6	4	Faculty Member H	Male	12	3
Faculty Member 9	Female	26	2	Faculty Member I	Male	14	4
Faculty Member 10	Female	20	1	Faculty Member J	Male	3	3

3.3 Instruments

Document analysis.

Relevant documents were used to provide secondary data that could either refute or validate the results. Yanow (2007) argued that documents could provide background information and may validate or refute interview data. Thus, researchers have evidence to be used in interpreting what is told (as cited in Owen, 2013). Therefore, documents pertaining to National Quality Assurance policies and Institutional Accountability policies specifically teaching and assessment practices were obtained from the institutions' official websites.

Interviews.

According to Edwards and Holland (2013)**,** semi-structured and unstructured interviews are the major forms of qualitative interviews. An interview guide is typical in a semi-structured interview. It contains a series of questions or topics to be covered. This allows the interviewees more freedom to answer questions than structured ones. It also allows flexibility to probe, pursue a line of questioning or provide clarification. Moreover, one major advantage of the interview as a tool to collect data lies in its power to facilitate access to the interviewees' opinions and perspectives (Babbie, Mouton, Vorster & Prozesky, 2001).

In this study, faculty members and department heads were interviewed face to face in their respective offices in both universities. The interviews employed in this research are semi-structured interviews. An interview guide (Appendices 1, 2 & 3) was prepared prior to the data collection phase as part of the ethical approvals. It included demographic questions as well as standardized interview questions. The standardized interview guide served to ensure the consistency of the collected data as well as to enhance its comparability. Semi-structured

interviews were chosen as they allow respondents to give details, and ask for clarification if needed. Moreover, it has allowed the researcher to probe for additional insights.

The semi-structured interviews were conducted to examine how faculty members and department heads perceive the effectiveness of the current accountability policies, their perceptions on being held accountable for the learning attainment of students, the challenges they face when implementing the current policies and recommendations for improving the current policies.

Focus groups.

According to Edwards and Holland (2013), the term focus group interviews can be defined as a small group of people involved in "collective discussion of collective discussion of a topic previously selected by the researcher" (p. 36). The researcher in focus groups is the moderator who guides the discussion with a number of questions. One major strength of focus groups is the interaction between members of the group rather than the researcher which may lead to insights that would otherwise be inaccessible in one to one interviews (Krueger & Casey, 2000). Moreover, Peek & Fothergill (2009) contend that focus groups may provide a "social support or empowerment function" (as cited in Edwards & Holland, 2013, p. 38).

In this research, focus groups were conducted with students in both programs (Table 4). The rationale behind using focus groups rather than one to one interviews with students is to minimize stress and to produce more information from interacting in a group of peers. A total of twenty-nine students participated in six focus groups. Fifteen were students in their final year (fourth) of their study in the Humanities program. Each focus group consisted of five students. Fourteen were students in their fourth year of study in the Engineering program. Two focus groups consisted of five students while one focus group consisted of four students. All students

were peers but not necessarily friends. This has allowed for diverse opinions and perspectives to

emerge (Appendix 3).

Table 4: Focus Groups Composition

Humanities				Engineering			
Focus Group No.	Participants	Gender	Year	Focus Group No.	Participants	Gender	Year
Focus Group 1	Student 1	Female	4	Focus Group 1	Student A	Male	4
	Student 2	Female	4		Student B	Male	4
	Student 3	Female	4		Student C	Male	4
	Student 4	Female	4		Student D	Male	4
	Student 5	Female	4		Student E	Male	4
Focus Group 2	Student 6	Female	4	Focus Group 2	Student F	Male	4
	Student 7	Female	4		Student G	Female	4
	Student 8	Female	4		Student H	Female	4
	Student 9	Female	4		Student I	Female	4
	Student 10	Female	4	Focus Group 3	Student J	Female	4
Focus Group 3	Student 11	Female	4		Student K	Female	4
	Student 12	Male	4		Student L	Female	4
	Student 13	Female	4		Student M	Female	4
	Student 14	Female	4		Student N	Female	4
	Student 15	Female	4				

3.4 Procedure

Data was collected over a period of two weeks in two rounds of interviews/focus groups

to generate policy recommendations as per the requirements of the Delphi Technique. The

interviews and focus groups were conducted in English, Arabic or both. The researcher's native

language is Arabic and she has been teaching English as a Second Language for about six years.

The participants were given the choice of using the language/s they are most comfortable with.

First, the researcher visited the Humanities program and approached the head of department.

Prior to the interview, informed consent was obtained (Appendix 6). The interview lasted for

thirty-five minutes. After the interview, she directed the researcher to a common office where

many faculty members receive students for office hours and otherwise prepare for their classes.

Each faculty member was approached individually and asked whether they would be willing to participate in a study and were informed of the researcher's name and affiliation to AUC. Upon initial consent, faculty members were then informed of the purpose of the study and given the Informed Consent Form (Appendix 6). Upon obtaining the written consent, the interviews were conducted. It is important to note, however, that the professors were always busy either receiving students for office hours, preparing for a class or going to/ returning from a class. Hence, often times the researcher had to wait after gaining the consent to conduct the interview. The interviews ranged from twenty to forty-five minutes based on the depth of information provided or the free time available devoted to the interview. Professors at the Humanities program were welcoming and facilitated introductions to other faculty members. Then, the researcher obtained the timetable for both third and fourth year students, which was displayed inside the department. The plan initially was to approach students while they were waiting for/ leaving a lecture. However, this has proven futile since it was towards the end of the semester and many lectures were completed. Hence, the researcher went to places where students gather and asked for their willingness to participate in a study. After obtaining initial consent, the students were informed of the researcher's name and affiliation, told the purpose of the study and given the Informed Consent Form. After gaining written consent, students were assured of their confidentiality, again, and informed that they may withdraw from the focus group at any time. The focus groups ranged lasted approximately thirty minutes each.

Second, the researcher approached a contact person in the Engineering program who provided contact information (name and mobile number) of some faculty members in the program. The contact person is not part of the sample. Three professors agreed to participate in the study, and interview date and timings were set. Because of the nature of security in the

university, one professor (of the three above) facilitated the researcher's access to the university. The researcher then had to approach faculty members in their offices to ask for their willingness to participate. It is important to note that many professors from different departments refused to participate. However, few professors either facilitated introductions to other faculty members or suggested professors that were on campus and would more likely be willing to participate. Upon obtaining initial consent, professors were informed of the purpose of the study and were given the Informed Consent Form. Having obtained written consent, the researcher conducted the interviews that ranged in duration from twenty to forty-five minutes based on the availability of free time devoted to the interview. It is important to note that, similar to the Humanities program, some faculty members were busy and the researcher would have to wait for some time to conduct the interview after gaining consent. The Engineering program is more diverse, and there are many department heads as well as a dean. The initial plan was to meet the dean, as s/he would have a more holistic and broader information. However, the dean was busy in meetings during the data collection period. Hence, department heads were approached based on their availability on campus and willingness to participate in the study. One department head agreed to participate. Upon obtaining written consent, the interview was conducted which lasted thirty minutes. Since the Engineering program is more diverse, students from different majors were approached. Students were informed of the purpose of the study and the researcher's name and affiliation to AUC. Then, they were given the Informed Consent Form. Upon obtaining written consent, the researcher moderated the focus groups. Only one student gave oral consent which was recorded. The focus groups lasted approximately thirty minutes each.

3.5 Data Analysis, Validity & Reliability

All interviews and focus groups were transcribed as well as the researcher's notes. The transcripts and documents obtained were analyzed to answer the research questions. The data was analyzed using the thematic approach. The researcher read the raw data several times to find common themes. Then, responses were coded by theme, similar responses were grouped together, and then placed under its corresponding research question. Findings from the document analysis were added to either refute or validate relevant responses. All identifiers of the participants' identity were removed from the data.

As this is a qualitative study, the sample size is smaller than a quantitative one and may not be considered representative. Hence, the research results may not be generalizable. However, the researcher employed triangulation in the data collection process. First, three different actors were chosen: students, faculty members and department heads. Second, six focus groups were conducted (three from each program) to determine whether the data obtained were an individual case or a widespread phenomenon. Moreover, the data collection tools were also triangulated: document analysis, interviews and focus groups. Triangulation via data sources and methodological triangulation serves to enhance the validity and reliability of the research.

3.6 Ethical Considerations

The study was conducted during Spring 2016. Prior to the study, approval from the Central Agency for Population Mobilization and Statistics (CAPMAS) and the Institutional Review Board (IRB) at the American University in Cairo (AUC) were obtained (Appendices 4 & 5). The research purpose and procedure were explained to the participants. Then, they were asked to read and sign the Informed Consent Form. The Informed Consent Form includes: the title, purpose and procedure of the study, expected duration of interview/focus group and

expected benefit, the confidentiality of the obtained data, and the respondents' right to stop the interview/focus group and that participation is voluntary. The Informed Consent Form was available in both Arabic and English. All participants signed the form with the exception of one student who felt more comfortable providing oral consent which was recorded as per the IRB regulations. Prior to the interview/focus group, all participants were informed, again, that participation is voluntary and that they may discontinue the interview/focus group at any time. Moreover, the confidentiality of the participants as well as their affiliated institution was asserted. All transcribed data is saved on a personal password protected laptop.

3.7 Limitations

One limitation of the study is the limited research conducted on Egyptian higher education and specifically accountability. The author, therefore, had to rely on studies conducted in other countries such as the United States of America, the European Union and the United Kingdom. Moreover, the study is conducted on only two accredited programs in two public universities in Egypt. Because of time and financial constraints, a nationwide investigation and comparisons with private universities are not feasible. Moreover, availability of professors proved to be a limitation. Although the researcher proposed a gender-balanced sample, this has been proven difficult. This was due to several reasons. Either the program was predominantly female in nature; male professors/students were not available during the period of data collection; female students were more willing to participate in the study than male students; or many professors were otherwise engaged during the data collection period.

Data Analysis and Discussion

4.1 Presentation of Data

The research findings are organized based on the research questions of this study. According to Patton (2002), responses can be organized by question particularly when a standardized interviewing format is employed. In this research, some questions drew on responses from all participants while others targeted specific categories of respondents such as department heads. The findings of the research fourth question will be used to inform the prospective policy.

Respondents' identities as well as the universities' are confidential. Hence, each university was given a letter to identify it and linked to the program investigated: University X Humanities program and University Y Engineering program. Furthermore, the professors and students were given a number or letter in the Humanities and Engineering programs respectively such as faculty member 1(Humanities) or student B (Engineering). Since there are only two department heads, they were given the Roman Numerals I (Humanities) and II (Engineering).

4.2 Findings from University X: Humanities Program

Research question one: "What are the current accountability practices of faculty and students in terms of Higher Education teaching and assessment? To what extent do they align with National Quality Assurance Standards?"

Teaching practices. The current dominant teaching practices varied between faculty members. All professors agreed that there are no set teaching policies in the department and that it depends on the professors. Furthermore, two professors asserted that teaching methodologies are "individual variations" and "free style". Four professors reported that the dominant teaching methodology is lecturing only. One professor commented that there are "none but lecturing".

The head of department and four professors reported that the use of lecturing or interaction and discussion depends on the type of course. The head of department noted that the lecturing is "the norm", but some professors depend on student interaction and discussion. She elaborated that students prepare the required readings at home and discuss them in class; those who do not prepare at home, are not allowed to attend. One professor argued, however, that the junior faculty members are more interactive. This is evident as the two junior members reported to use only interaction and discussion.

Document analysis of the National Quality Assurance policies revealed that there has to be clear teaching strategies in the program and that they are reviewed based on the latest scientific developments (5.1 Teaching and Learning policies). However, based on the professors' reports, the only clear teaching methodology is lecturing.

Assessment practices. All professors reported that students are assessed based on the year's work and final exam. The year's work is allocated 20% of the total grade while the remaining 80% are allocated to the final exam. The year's work could be projects, research papers and presentations. Using different assessments is in line with the National Quality Assurance policies (6.1 Assessment Methods). However, further investigation of the announced assessment methods on the University's database revealed that 100% of the grade is allocated to the final exam which contradicts the professors' reports. Upon further examination, however, it was evident that all fourth year courses (fourteen courses in both semesters) are assessed by only the final exam (100% of the grade). Third year course varied in assessment methods; five courses are assessed by the final exam only (100% of the grade); four courses use other ungraded assessment methods such as presentations and projects; five courses use other graded assessment methods (8 marks only).

Hence, relying on the final exam as the sole method of assessment for fourth year students is not in line with the National Quality Assurance policies that stipulate using different assessments (6.1 Assessment Methods).

Accountability of faculty. Only the head of department reported that there are some measures of professors' performance; annual reviews by a departmental committee, students' evaluations and unofficial students' complaints are some of the measures. On the other hand, ten professors asserted that professors are not held accountable for their performance or the students' attainment of learning outcomes. One professor commented that once "you become a PhD holder, you are not held accountable for anything". She elaborated that professors can give "only one lecture during the whole semester", or design the final exam to contain "one hundred essay questions in two hours" and "no can force them to change or do anything they do not want". One professor commented that there is "no higher power". One faculty member commented "professors are above scrutiny". Moreover, one professor argued that professors withhold their knowledge from the students out of "arrogance". She also expressed a complaint that professors who work hard are given all the tasks while professors who do not work are not held accountable which is unfair. One professor pointed out that she has no knowledge of how or if it is done as she "has never seen any appraisal".

The absence of an accountability policy, or the professors' unawareness of it, is not in line with the national policies. For, analysis of National Quality Assurance policies (4.2 Evaluation of the performance of Faculty members and 7.3 Accountability) showed that there has to be measures that are implemented to assess the performance of faculty members. Moreover, the policies stipulate that there have to be clear and documented measures for faculty

members' accountability whether by reward or punishment; and that those measures have to be implemented.

Research question two: "How do faculty members perceive the effectiveness of the current accountability policies in terms of institutional performance and students' learning/ attainment of intended outcomes?"

   Perceived effectiveness: improving the educational quality. The department head and two faculty members rated the effectiveness of the current policies as "somewhat" or "average". For, the use of interaction and discussion improves students' attainment of learning outcomes. On the other hand, eight professors reported that the current policies and practices are not effective as they do not improve the educational quality. One professor affirmed that the policies "do not yield the intended results". Another commented "nothing has actually changed". This view was supported by another professor who contended "whatever has been done the last couple of years under the name of quality is nothing. Things are just the same". To illustrate, they reported that the final exam as the only measure of students' attainment of learning outcomes is unfair and ineffective. One of the reasons cited is its dependence on memorization only. Another reason is that professors believe that other variables other than students' lack of knowledge could result in poor grades such as stress or illness. Moreover, correction is subjective and solely depends on the professors' "ethics" and "conscience". One faculty member commented that some professors "correct without even reading the answers". Other professors commented that rubrics are not often used and that they are left to the professors' interpretations. Similarly, other assessments methods are ineffective because of lack of transparency as not all professor use or share the rubrics with the students. In addition, five professors contended that

the current policies are only about "staking papers", "filing" and are "only on paper";

consequently, there has been no improvement to the quality of education.

Perceived effectiveness: improving institutional performance. Five professors in

addition to the department head asserted that students' results and course evaluations are used to

improve the program. Three professors reported that three courses have been added to the syllabi

based on the students' needs. Similarly, three professors reported that they hold regular meetings

with the course coordinator to discuss ways of improvement such as changing the textbooks or

modifying the learning outcomes. On the other hand, five professors reported that all

improvements are "individual efforts" and not "system-based".

Analysis of the Quality Assurance and Accreditation policies (2.4 Program Review and

Development and 6.2 Review of and Using the Students' Assessment Results) stipulate that there

has to be regular program reviews and that they are used in improving the quality of the program.

Moreover, students' assessment results are to be invested improving the program and the

teaching and assessment methods. Based on the faculty members' reports, the program seems to

be in line with the policy.

Perceived effectiveness: accountability of faculty. Because of the seemingly

contradictory data on an accountability policy for faculty members, the researcher asked the

participants about the measures stated by the head of department. Namely, they were asked about

their perceived effectiveness of students' evaluations of course and professors' performance as

measures of accountability. The result showed that participants do not consider students'

evaluations as an accountability policy. They stated professors are only held accountable,

according to the bylaws in two instances only: if exams were leaked, and if professors were

proven to give private tutoring. Moreover, all professors reported that the students' evaluations

are not effective. One reason cited is that they are not representative. Two professors commented that "older generation professors" would not care or even consider students' evaluation as valid. One professor pointed out, for them, it is an "insult" to be evaluated by anyone let alone students. A second reason is that there is no reward or punishment. If a problem appeared in the survey, professors may be told about it in a "friendly" discussion or an email is sent as a "sort of warning". The most drastic measure that might be taken is "relocation" where a professor teaches a different class or course. Professors expressed their concerns that the surveys are not being used to change practices or to hold professors accountable for their performance. Four professors affirmed that the survey results are written in a report and is done only for the "documentation" purposes: a euphemism that is used to mean "useless filing". One shocking finding, however, is that students are punished by some professors for their evaluations. One professor confirmed that on two separate occasions, students were punished for evaluating their performance negatively. Professors on those two occasions deducted grades from the students.

In answer to the second research question, the majority of respondents rated the current policies as ineffective in terms of improving the quality of education and institutional performance. Moreover, they rated the current student survey used to evaluate courses and professors as ineffective as they are reported to be done for "documentation" purposes only.

Research question three: "What are the challenges at the national or institutional level for the effective implementation of the policies?"

Students' numbers. The department head as well as eight professors have asserted that the huge number of students being accepted every year is the biggest challenge they face. The head of department stated "as long as I have that huge number of students nothing will be effective". This view was further supported by another professor who contended "large number

of students stands in the way of effective teaching and learning". Another professor commented that they "have huge number of students who got high scores in secondary education, and those high score somehow entitle them to get into [this program] which may not be suitable for them". Moreover, a professor complained that the problem of huge student numbers is augmented by the "low quality" of students being accepted into the program. Furthermore, one professor divulged that the program has "asked the university many times not to accept the big numbers to improve the quality of the teaching and learning, and they have promised that if we become an accredited program, this wish may come true. Now that we are, nothing has changed."

Learning environment. Eight professors and the department head have expressed agreed that the environment is not conductive to learning. To clarify, they objected the conditions of the classrooms and lack of bare necessities such as chairs, fans and air conditioning. The department head stated that students often time cannot find places to sit so they either stand or sit on the floor. Moreover, they expressed disapproval of the lack of proper technology and teaching aids such as Internet access, microphones and data shows. One professor commented that the learning environment is "depressing".

Bylaws. Three professors expressed disapproval of the current bylaws as they negatively affect the quality of teaching and learning. One professor opposed the level of bureaucracy in all aspects; even simple tasks such as printing papers is daunting which drives her to print anything she needs outside the university on her own expense. She believed that bylaws offer minimal support. Moreover, another professor commented "the bylaws are the devil". She argued that professor do not have the right to make changes such as "adding or changing courses" because it is against the bylaws. This perspective was shared by another faculty member who commented, "we are very restricted and suffocating".

Accountability of faculty members. The department head and two faculty members argued that one of the challenges is that there is no accountability policy for professors. The head of department has asserted that she has no authority to say that a professor "is not fit to teach". She further explained that neither the dean nor even the Minister of Higher Education have the authority to dismiss a professor. She asserted that the "maximum" she can do is "relocate" the professor, i.e. the professor would teach a different course. This viewpoint was supported by another faculty member who claimed that not all researchers are teachers and that distinction is needed. Moreover, one professor commented, "there are some professors who are more like gods. They are never held accountable for anything that they do which is unfair".

Funds. Two professors claimed insufficient funds allocated to the program as one of the constraints. They believe lack of funding is the cause of poor facilities and believe that the government should allocate more money to education.

The challenges (Table 5) reported by the faculty members and the department head are large student numbers, low quality of the learning environment, restricting bylaws, lack of sufficient funds and lack of an accountability policy for professors.

Table 5: Summary of challenges

Faculty member	Challenges				
	Students' numbers	Learning environment	Bylaws	Accountability of faculty members	Funds
Department Head I	√	√		√	
Faculty Member 1	√	√		√	√
Faculty Member 2	√	√			
Faculty Member 3		√	√		
Faculty Member 4	√	√			
Faculty Member 5	√	√			√
Faculty Member 6	√		√		
Faculty Member 7	√	√			
Faculty Member 8	√	√		√	
Faculty Member 9			√		
Faculty Member 10	√	√			
Total	9	9	3	3	2

Research question four: "What are the policy recommendations to ensure accountability for the faculty and students?"

New admission policy. The department head as well as six of the ten professors interviewed have agreed that a new admission policy to higher education needs to be implemented. They have particularly expressed the need for an admission exam to both reduce the number of students and to assess whether the students have the skills needed to join the program. The head of the department stated that "the idea that students are allocated in higher education just by the grade of Thanaweya Amma without paying attention to their capabilities, points of strength, points of weakness… there will always be dark spots. An admission exam that is skills based is need". Moreover, one professor, who is also the head of the Quality Assurance Unit in the department, revealed that the department "[has] been calling, hoarsely calling for an admission test just to limit the number of students but to no avail...The bylaws do not admit this, the Supreme Council does not admit this...This is our barest request even right". Moreover, faculty members stressed that large numbers of students affect the quality of the teaching and learning. One professor has stated "with these large numbers we will never achieve our aspired goals". One professor argued that the admission exam "will help the professors feel more comfortable while teaching and do a better job" as it will reduce the number of students. This view was shared with a third professor as she stated "if we lower the number of students, we can work better".

Accountability policy for professors. Eight faculty members as well as the department head expressed the need for a firm accountability policy for professors. Faculty members provided their own insights on how this should be achieved. However, they all asserted that it needs to be "real" and that action needs to be taken. For example, the department head has

suggested the National Labor Laws change to give more authority to the department to take decisive actions against underperforming professors. However, she has also expressed concerns that some authorities might abuse it. Moreover, one faculty member suggested a reward and punishment policy as currently "promotions are based on seniority not achievements and salaries are the same whether you work or not". In addition, six faculty members called for regular assessment or appraisal of the professors' performance. One faculty member, who has been teaching for eight years, has shockingly stated, "We have all suffered from some injustices and they are still around teaching and everything". Hence, she has asserted that the performance of the professors should be assessed regardless of "how old, how experienced or how long they have been teaching and actually take action". Moreover, a faculty member further argued, "[professors] themselves [need to] accept that they can be held accountable. If they do not accept that they can make mistakes, then the whole thing is just pointless. So, they have to accept that they can make mistakes and that they can be held accountable for these mistakes". One faculty member expressed the need that the appraisals need to be conducted on regular basis. This view was supported by another faculty member who explained that the criteria for assessment should be "transparent" and that the appraisal is "done by more than one person, not just the head of department, such as a council" and that the results should be "communicated" to the professors. The concept of communication was expounded by one professor to include the students. For, she believes that there should be an open channel of communication between faculty members and students to enhance accountability by improving "student-teacher relationship".

Reforming the bylaws. Two professors and the head of the department recommended the reform/change of the current bylaws. The head of department has stated that under the current bylaws fourth year students can stay enrolled in the program (meaning they do not

graduate) for "twenty years" and that she has no power to expel them from the program. This

places a huge burden on the department. Moreover, one professor insisted on the

"decentralization" of the bylaws, as what is applicable in one faculty does not necessarily mean

that it is applicable across all faculties. She expressed the need for decentralization "so that each

faculty sets its own rules and policies". One professor claimed that she has "been working under

bylaws that have not been changed for thirty years". She also expressed the need to reform the

current bylaws "for each department in each faculty" which supports the notion of

decentralization.

Hiring policy of new faculty members. Four professors recommended changes to the

process of hiring new faculty members. Three members advocated mandatory extensive training

in teaching methodologies for new faculty members as the current ones are "scarce". One

professor proposed continuous professional development course for all professors that are up to

date with the current methodologies and are not "pro forma".

The recommendations (Table 6) are new admission policy for students, an accountability

policy for professors, reforming the bylaws and professional development for new and old

faculty members.

Table 6: Summary of Recommendations

Faculty member	Recommendations			
	New admission policy	Accountability policy for professors	Reforming bylaws	Hiring policy of new faculty members
Department Head I	√	√	√	
Faculty Member 1	√	√		√
Faculty Member 2	√	√		
Faculty Member 3		√		
Faculty Member 4		√		
Faculty Member 5	√	√	√	√
Faculty Member 6	√	√		√
Faculty Member 7	√	√		
Faculty Member 8		√		√
Faculty Member 9			√	
Faculty Member 10	√			
Total	7	9	3	4

4.3 Findings from University X: Humanities Program Focus Groups

Research question one: "What are the current accountability practices of faculty and students in terms of Higher Education teaching and assessment?"

Teaching practices. Majority of students reported professors use lecturing only. Students in focus group one stated that only five professors use interaction and discussion.

Assessment practices. Students expressed confusion as they claim there are no set assessment policies. They claim that assessment is based on the final exam, but some professors might ask them for assignments, projects or presentations. However, they do not know whether they are graded or not. One student commented that assessment methods are largely "by luck". Another commented that assessment depends on the professors' "mood".

Accountability of professors. All students reported their belief in the lack of an accountability policy. They believed that no one has the "power over old professors". They commented on the "God" status given to professors, and that the professors are "above all everyone".

Students reported that lecturing is the dominant teaching strategy and that assessment is mainly summative. They also reported that professors are not held accountable for their performance or students' attainment of learning outcomes. This violates the current National policies for Quality Assurance.

Research question two: "How do students perceive the effectiveness of the current accountability policies in terms of institutional performance and students' learning/ attainment of intended outcomes?"

      Perceived effectiveness: improving the educational quality. All students reported that the current practices are ineffective in attaining the learning outcomes. All students asserted that the current assessment practices are neither fair nor transparent. They do not know the criteria on which they are being assessed as there are no rubrics. Assignments are not beneficial since they are not given any feedback. One student complained that those who attend the lectures and do the assignments get the same grade as those who do not. Moreover, they asserted that the grading system is not fair as all the course grade is dependent on one exam. Moreover, focus group one students further elaborated that the exam depends on memorization. In addition, they pointed out that courses are not linked and that professors often contradict each other. Furthermore, students in focus group two complained that they have not perceived any improvement "at all". They asserted that they often need extra courses outside the university. All students in the group revealed that credit hour system is better because of "quality control but not us". One student expressed her frustration as she believes that "it feels like it is the country's policy to provide bad quality education".

      Perceived effectiveness: improving institutional performance. All students reported that no changes happen based on their evaluation although "some professors are willing to listen". They asserted no changes occur despite their voiced concerns about the teaching and assessment practices.

      Perceived effectiveness: accountability of faculty. Students were asked if they evaluate the professors' performance as part of the survey. They all confirmed that they evaluate the

professors. When asked to evaluate the effectiveness of the survey as an accountability measure, they reported that how the results are used is not communicated to them. All students believed that the surveys are ineffective and "useless". Moreover, they believe it is not an accountability measure. For, students are punished for their opinions. All students in the three focus groups further clarified that two different professors failed many students because of their negative evaluation.

In answer to the second research question, students rated the current policies and practices as ineffective as they have perceived no improvement in teaching, learning and assessment. They also reported the student survey of courses and professors as ineffective as they do not know how the results are used. In addition, they reported two cases when students were failed in courses due to their negative evaluation of the professors.

Research question three: "What are the challenges at the national or institutional level for the effective implementation of the policies?"

Focus on quantity not quality. The first and third focus groups identified the focus on the quantity of taught material rather than its quality. They feel that professors are focused on finishing many chapters rather than whether students understand and can apply what they have learned or not.

Students' numbers. All focus groups attested that the main challenge is the large student numbers being accepted into the program. This is exacerbated by the fact that some are not fit to be in the program.

Facilities. The second and third focus groups identified the poor quality of facilities as a major challenge. For, they have no places to sit during the lectures and there are no places for them to study after classes. They also have no access to the Internet or labs.

Outdated courses. The first and third focus groups named the outdated courses as a major challenge. One student commented courses "need to be up to date and related to the job market".

Focus on quantity of concepts, large students' number, inadequate facilities and outdated courses are the challenges reported by students.

Research question four: "What are the policy recommendations to ensure accountability for the faculty and students?"

Improve teaching methodologies and assessment methods. All focus groups recommended enhancing the teaching methodologies to be student centered. Therefore, teachers will be able to "deal with students from all levels and not just high level students". In addition, assessment methods and criteria of evaluation should be clear; and to shift the focus from final exams.

New admission policy. All students expressed the need for a new admission policy to lower students' numbers.

Accountability policy for professors. All focus groups expressed the need for an accountability policy for professors. However, they stressed the fact that it is not about punishment but improving the quality of education they receive.

Students recommended improving the teaching and assessment methods, changing the admission policy and implementing an accountability policy for professors.

4.4 Findings from University Y: Engineering Program

Research question one: "What are the current accountability practices of faculty and students in terms of Higher Education teaching and assessment? To what extent do they align with National Quality Assurance Standards?"

    Teaching practices. All professors affirmed that there are no set teaching policies in the department and that it depends on the professors. However, the most dominated teaching strategy is lecturing. Eight professors reported using lecturing only as their teaching methods; one faculty member and the department head reported using project-based as a teaching strategy along with lecturing. Two faculty members reported using self-learning; and only one of them used active learning.

    Analysis of the National Quality Assurance and Accreditation policies stipulate clear teaching strategies in the program and that they are reviewed based on the latest scientific developments (5.1 Teaching and Learning policies). However, based on the professors' reports, the only clear teaching methodology is lecturing.

    Assessment practices. All professors reported that students' assessments' are based on year's work and the final exam. The year's work is allocated 30% of the total grade, while the remaining 70% are allocated to the final exam. The year's work is mainly midterms and quizzes.

    In line with the National Quality Assurance policies (6.1 Assessment Methods), the program is using different assessments. However, it is important to note that they are summative assessment.

    Accountability of faculty. The department head and one faculty member, who is a member of the Quality Assurance Unit in his department, reported that there are clear measures to hold professors accountable for their performance. The professor stated that course exit

surveys and the "scientific conference" are the two measures used. However, nine professors

reported that there is no policy to hold professors accountable. One faculty member commented

that professors are held in prestigious statuses. Another commented that professors "are the

elite". One professor stated "the professor is the God" of the course. In addition, a faculty

member asserted that there is no "control" over professors other than their "conscience". She

further stated that "if there is a policy, it is on paper and not applied'. This view was shared by a

second faculty member who affirmed "there is no policy… no reward or punishment…only the

professor's conscience". One professor stated that "older generation professors" are never

evaluated as they are "trusted".

Document analysis of the National Quality Assurance policies (4.2 Evaluation of the

performance of Faculty members and 7.3 Accountability) showed that the policies for measuring

performance of faculty members have to be implemented. Furthermore, the policies require clear

and documented measures of reward and punishment. Those policies must be applied. Hence, the

program is not in line with the policies even though it is accredited.

Research question two: "How do faculty members perceive the effectiveness of the current

accountability policies in terms of institutional performance and students' learning/ attainment of

intended outcomes?"

Perceived effectiveness: improving the educational quality. Only one faculty member

reported that the current policies and practices are "somewhat" effective in terms of students'

attainment of learning outcomes. She affirmed that if all the policies are applied correctly, the

educational quality "could improve". On the other hand, ten faculty members asserted the

ineffectiveness of the current policies and practices. Seven professors argued that the current

assessment practice which allocates 70% on the final exam is unfair. One professor pointed out

that final exams "will never be transparent" as there are no rubrics, and the students can never know the assessment criteria. Another professor further argued that the current teaching and assessment practices and policies are outdated and have not been changed in years. This view was supported by the department head. He claimed that the program has "30% excess luggage" because of the teaching and assessment methods and policies. Moreover, three professors attested that there has been no change even after the accreditation which supposedly should have improved the quality. This view was supported by another faculty member who rated the effectiveness of the current policies "zero". In addition, five professors asserted that it is only a process of "documentation" and "stacking paper".

Perceived effectiveness: improving institutional performance. Only two professors reported using students' evaluation of the course to develop their courses such as adding field trips or increasing applications. One professor argued that "older generation professors" are "resistant" to change. On the other hand, nine professors stated that any changes are left to the professors' discretion. They claimed that no policy on the program level that would mandate changes or improvements.

This is against the requirements of Quality Assurance and Accreditation policies (2.4 Program Review and Development and 6.2 Review of and Using the Students' Assessment Results). The policies mandate regular program reviews that are to be used in improving the quality of the program. Furthermore, the policies stipulate the use of students' assessment results in to be improving the program and the teaching and assessment methods.

Perceived effectiveness: accountability of faculty. Due to the researcher's confusion regarding the use of students' surveys as a measure of the performance of professors, faculty members were asked to evaluate their effectiveness. Nine professors reaffirmed that they are not

used as an accountability measure. Four professors further elaborated that these are "only surveys". One professor claimed that the surveys are "invalid as students do not want to learn, and do not know how to evaluate". One professor claimed that the results of the surveys, even if they are negative and report a problem, are not taken seriously unless the problem is clearly evident and "drastic". Moreover, one faculty member claimed that professors receive a copy of the results but there is no follow up. Appallingly, one professor disclosed that students are punished for their evaluations. Evaluations turn into a "revenge" tool whereby professors deduct the students' grades if they "dare" to evaluate them negatively.

The majority of respondents rated the current policies as ineffective in terms of improving the quality of education and institutional improvement. Moreover, they evaluated the current student survey of courses and professors as ineffective.

Research question three: "What are the challenges at the national or institutional level for the effective implementation of the policies?"

Funds. The department head as well as six professors asserted that lack of sufficient funds negatively affects the quality of learning and teaching. For instance, low salaries are a result of insufficient funds. This causes professors to look for other means of income such as working for private universities or leaving the country altogether. This negatively affects the overall effectiveness of the program. In addition, poor condition of facilities is also a result of insufficient funds. Moreover, lack of proper and sufficient lab equipment is "directly proportional" with low learning quality as many students, "in some cases more than sixteen", have to share one kit in a lab. One professor commented that they could not upgrade a lab as the needed machine would cost more than five thousand dollars; under the current economic condition and currency exchange rates, it is impossible to upgrade the lab. A second professor

disclosed that she established a lab in partnership with another professor out of their own resources and connections in the industry.

Students' numbers. Five professors as well as the head of department have contended that the main constraint is the huge number of students being enrolled each year. The department head stated that the university has to accept these huge numbers because they got a high grade in an exam. This view was supported by another faculty member. He asserted that "the university is forced to accept huge numbers of students regardless of whether it has the capabilities to withstand such numbers or not". Moreover, one professor argues that because of the huge number of enrolled students, the university "cares more about the quantity not the quality of its graduates".

Quality of students. The head of department in addition to three professors named the "poor quality of students" as a main concern. The head of department asserted that the quality of students graduating from Thanaweya Amma is "extremely poor". Two professors claimed that the notion of secondary education graduates as being the best students in Egypt "is wrong". A professor further argued that, nowadays, students "care only about exams…memorization to get the certificate. This perspective is supported by two faculty members who further argue that students are exam-oriented and do not "care about learning".

Accountability of faculty members. Five faculty members identified the lack of an accountability policy as a main issue. All professors agreed that professors would not be held accountable for their teaching and assessment practices. There was one main reason shared by all of them. They argued that "older generation professors" would never accept that their practices could be evaluated or that students' evaluations are valid. One faculty member further claimed that they depend on "improvisation"; they consider themselves "experts" in the field and "are set

in their ways". One professor added that some professors, especially the older generation, do not accept that their final exams are to be reviewed although it is a program policy. For them, "it is a matter of dignity", she pointed out, "they consider themselves the sole experts". Another professor stressed that older generation professors consider themselves above reproach; therefore, they will never accept that someone could have authority over them.

Quality Assurance benchmarks. The department head as well as two professors identified QA benchmarks as constraints. One professor described them as "too broad" while another claimed that they are "too many" to be applicable. All three agreed that as a result, QA turns into a "documentation process" or "routine".

Hiring new faculty members. Three faculty members in addition to the head of the department claimed that the number of junior faculty members is insufficient. The head of department claimed that the "current tendency is not to hire new junior faculty members". This negatively affects the quality learning and teaching. For, teaching assistants are overloaded with classes and labs besides administrative and research obligations. This issue is confounded by the huge number of students in the classroom. One professor reported that he believes "it is hard to maintain a high level of quality teaching when I teach three different classes with all the projects, assignments, labs and lectures they entail".

The challenges (Table 7) reported by the faculty members and department head are insufficient funds, large students' numbers, poor quality of students, lack of an accountability policy for professors, large number of benchmarks and hiring new faculty members.

Table 7: Summary of Challenges

Faculty member	Challenges					
	Funds	Students' numbers	Quality of students	Accountability of faculty members	QA benchmarks	Hiring new faculty members
Department Head II	√	√	√		√	√
Faculty Member A	√	√		√	√	
Faculty Member B	√					
Faculty Member C	√	√		√		√
Faculty Member D				√		
Faculty Member E				√		
Faculty Member F	√		√	√		
Faculty Member G	√	√			√	
Faculty Member H	√	√	√			√
Faculty Member I			√			
Faculty Member J		√				√
Total	7	6	4	5	3	4

Research question four: "What are the policy recommendations to ensure accountability for the faculty and students?"

New admission policy. The department head and three faculty members of different specializations have expressed the need for a new admission policy to reduce the number of students as it negatively affects the quality of teaching and learning. The head of department asserted that the quality of students graduating from Thanaweya Amma is "extremely poor", and the university has to accept these huge numbers because they got a high grade in an exam. This view was supported by another faculty member. He asserted that "the university is forced to accept huge numbers of students regardless of whether it has the capabilities to withstand such numbers or not". Moreover, one professor argues that because of the huge number of enrolled students, the university "cares more about the quantity of students not the quality of its graduates". She added that an admission policy other than the grade of Thanaweya Amma "will definitely affects us in a positive way [as] we [would] target quality students and not quantity of students".

Accountability policy for professors. Three professors recommended the implementation of an accountability policy for professors. One professor recommended payment and promotion based performance accountability and that students' evaluation of professors "should be considered in promotion" and not seniority or number of publications. She stressed that the salaries of professors should be based on the evaluation of their aggregated performance over the period of five years to ensure "real valid results". She also stressed the importance of transparency, continuous feedback and follow up of the evaluation results. Furthermore, she advocated the real implementation of the Final Examination Committee, which is responsible for checking the final exams for mistakes, and whether it follows the standards. Moreover, one professor stated that laws are needed to limit the unprofessional conduct of some faculty members. She stated that "there has to be laws that controls and punishes these behaviors... if proven that professors do not come to the university… some professors are promoted without teaching or contributing anything to the department as they have abroad for ten years". Another professor recommended regular annual appraisals or reviews. She further stipulated that it is preferable if the reviewer is external, and asserted that the assessment criteria should be communicated with the professors and announced on program level. She also contended that the professors should be held accountable for their teaching and assessment practices. This could be done by regular review of students' exams and peer or external review of classroom visits. However, she stipulated that in order to implement of any accountability policy successfully, it has to be mandatory, transparent and decisive.

Decentralization. One professor recommended the decentralization of universities. He advocated the need of each institution to be autonomous and responsible for its own policies and regulations.

Hiring policy of new faculty members. Three professors expressed the need to change the process of hiring new faculty. Currently, new faculty members are hired based on their cumulative grade in their undergraduate studies. Students with the highest grade are appointed as teaching assistants. One professor suggested that "hiring should be through competition" and that they have "to have practical experience in the field whether in engineering, arts or media". Another professor suggested that there has to be "a process to test whether they are qualified and capable of teaching as some can be really good researchers but not teachers".

Reforming assessment practices. One professor argued that more emphasis should be placed on formative assessments rather than summative ones. He believed that "more grades should be allocated to learning along the semester such as projects and practical applications not the final exam".

The Engineering program recommended a new admission policy for students, and an accountability policy for professors. They also recommended hiring new faculty members, decentralization and reforming assessment practices.

Table 8: Summary of Recommendations

Faculty member	Recommendations				
	New admission policy	Accountability policy for professors	Decentralization	Hiring policy of new faculty members	Reforming assessment practices
Department Head II	√				
Faculty Member A	√				
Faculty Member B					
Faculty Member C	√		√		
Faculty Member D		√		√	
Faculty Member E		√			
Faculty Member F		√			
Faculty Member G					
Faculty Member H	√			√	
Faculty Member I					
Faculty Member J				√	√
Total	4	3	1	3	1

4.5 Findings from University Y: Engineering Program Focus Groups

Research question one: "What are the current accountability practices of faculty and students in terms of Higher education teaching and assessment?"

 Teaching practices. Majority of the students reported that the most common teaching strategy is lecturing. Only members of the third focus groups reported that junior faculty members are more interactive.

 Assessment practices. All students reported that they are assessed based on year's work and final exams. 30% are allotted to the year's work and the remaining 70% are allotted to the final exam. Majority of students reported that year's work is assessed by quizzes and midterms. The first focus group reported attendance as part of the year's work; while the third group reported that projects are part of the assessment. However, students in the third focus group expressed concerns that oftentimes professors "forget" or "delay" the year's work grades until towards the end of the semester which places them under severe stress.

 Accountability of professors. No student knew how the professors are held accountable for their performance.

Research question two: "How do students perceive the effectiveness of the current accountability policies in terms of institutional performance and students' learning/ attainment of intended outcomes?"

 Perceived effectiveness: improving the educational quality. All students reported that the current assessment practices are unfair and ineffective. Students asserted that allocating 70% on the final exam is unfair as it depends on memorization. They affirmed they learn more from applications such as projects or labs. Moreover, all students complained that although the program is accredited, there are no changes happening.

Perceived effectiveness: improving institutional performance. Majority of students reported that their opinions are not taken into consideration in improving the program or the courses. They reported that the survey results are never communicated. One student expressed frustration that when they evaluate the course, "nothing changes". Students in focus group two stated that some professors might be open to change. They commented "at least they listen, even if nothing changes".

Perceived effectiveness: accountability of faculty. Based on the students' answers, they were asked if they evaluate the professors as part of the survey. All students gave an affirmative response. Then they were asked about its effectiveness as an accountability measure. All students reported that they do not know how it is used, but it is not an accountability measure. The third focus group reported that two professors actually punished students because of the negative evaluation by failing some students or giving students very low grades which lowers their GPA. They expressed frustration that "no matter how many times they complain, nothing changes".

Research question three: "What are the challenges at the national or institutional level for the effective implementation of the policies?"

Bylaws. Students from the second and third focus groups expressed concerns regarding the bylaws. Under the current bylaws, students are mandated to take courses which are not part of their major.

Focus on quantity not quality. Students from the second focus group reported that professor care about the amount of chapters or concepts they cover during a semester. They argued that professors do not care if they understand and do not try to deepen their understanding of concepts.

Outdated courses. Students in the second focus group reported that most of their studies are outdated and heavily theoretical. They further argued, "Education is not improving or developing".

Hiring new faculty members. All students reported insufficient number of junior staff members. The third focus group reported that most TAs either left the country to pursue postgraduate degrees or the program. They reported "no new TAs have been hired so far".

Research question four: "What are the policy recommendations to ensure accountability for the faculty and students?"

Updating courses. Students in the third focus group suggested the development of the courses to be up to date scientifically and related to the job market.

Channing the assessment practices. The third focus group proposed changing the assessment practices so that they focus would shift from the final exam to learning throughout the year. This was endorsed by students in the first focus group.

Professional development training for faculty members. Second focus group recommended offering training to all faculty members on teaching methodologies as many professors "do not know how to deliver information in an understandable way". This was supported by the third focus group who wants professor to focus on students' understanding and become student centered.

Improve facilities. Students from the first and second focus groups recommended improving the facilities such as classrooms and labs.

4.6 Comparison of Findings between Humanities & Engineering Programs

Comparison of findings between heads of department.

Both department heads reported that the most common teaching strategy is lecturing and that there is an accountability policy for professors. While the Humanities head of department rated the current policies as "somewhat" effective, the Engineering head of department rated it as ineffective. Both heads reported using the results of student evaluations to develop the program. Both heads of department identified the huge number of students as a main challenge; and recommended a new admission policy to both reduce the number of students, and chose students who are fit to the program. The Engineering head of department named funds, quality of students, QA benchmarks and hiring new faculty as challenges. On the other hand, the Humanities head of department identified the poor quality of learning environment and accountability of professors as challenges. She recommended reforming the bylaws and accountability of faculty as prospective policies.

Comparison of findings between faculty members.

The majority of Engineering professors depend mainly on lecturing. In contrast, only four professors depend on lecturing only in the humanities program. All faculty members in the Humanities program reported that there is no policy for accountability compared to nine in the Engineering program. Similarly, the majority of professors in the Humanities and Engineering program rated the current policies and practices ineffective. Many commented that assessment methods are unfair and that there is no change in the level of quality offered to students. The majority of the faculty members in the Engineering program reported that improving the quality of courses based on students' feedback is solely left the professors' discretion. The same view was shared by half of the Humanities faculty members. Similarly, both programs commented on

the "God" like status of professors that holds them above reproach. All professors from

Humanities program reported that students' evaluations are ineffective. This view was supported

by the majority of the Engineering faculty members. While the Engineering program identified

funds as the major challenge, the Humanities program identified large students' numbers and the

poor conditions of the learning environment as challenges. Both programs recommended new

admission policies. However, a noticeable difference is that the majority of the Humanities

professors recommended an accountability policy for faculty members compared to only three in

the Engineering program.

Comparison of findings between students.

All students in the both program reported the ineffectiveness of the assessment practices.

No students know how professors are held accountable for their performance. All of students

rated the survey as ineffective. Both programs have reported that students are punished for their

evaluation of professors. It was reported that professors from both department deducted marks

from the students because of the negative evaluation.

Comparison of findings between faculty members and students.

Both students and faculty members in both programs confirmed that student evaluation is

used as a tool for "revenge" by certain professors. Both faculty and students confirmed that the

current assessment practices are unfair and ineffective. Moreover, they both reported the

ineffective of the students' survey.

4.7 Proposed Prospective Policy

Developed by Dalkey and Helmer (1963), the Delphi method is designed for attaining "convergence of opinion" from experts within a field of study. The Delphi technique has been applied to various fields such policy. It was designed, according to Miller (2006) with the aim of answering "what could/should be" (as cited in Hsu, 2007). Moreover, the Delphi method can employ multiple iterations to reach consensus.

In this research, data was collected on two rounds of interviews and focus groups. The purpose of employing the Delphi method is to generate agreed upon recommendations to ensure accountability policies of faculty and student in higher education. The data presented here used the simple rankings technique according to level of agreement.

Data analysis showed that "accountability policy for professors" and "new admission policy" have received highest level of agreement between faculty members (Table 9). On the other hand, "reforming assessment practices" has received the highest agreement rate among students in focus groups; while "accountability policy for professors" and "new admission policy" have the same high level of agreement (Table 10). When the levels of agreement between faculty and students were combined, the findings showed the recommended policies with the highest agreement level are "accountability policy for professors", "new admission policy" and "reforming assessment practices" (Table 11). Based on the findings the proposed prospective policies are: "accountability policy for professors", "new admission policy" and "reforming assessment practices".

Table 9: Agreement between faculty members

Program	Recommendations				
	Accountability policy for professors	New admission policy	Hiring policy of new faculty members	Reforming bylaws	Reforming assessment practices
Humanities	9	7	4	3	
Engineering	3	4	3	1	1
Total	12	11	7	4	1

Table 10: Agreement between students in focus groups

Program	Recommendations				
	Accountability policy for professors	New admission policy	Professional development training	Update courses	Reforming assessment practices
Humanities	15	15			15
Engineering			9	14	10
Total	15	15	9	14	25

Table 11: Agreement between faculty and students

Program	Recommendations			
	Accountability policy for professors	New admission policy	Reforming assessment practices	Professional development training
Faculty	12	11	1	4
Students	15	15	25	9
Total	27	26	26	13

4.8 Discussion

The quality of education is reported as a major challenge by the Human Development Report (UNPD, 2006). The findings of the current study revealed that the majority of participants have rated the effectiveness of the educational accountability policies as ineffective in terms of students' attainment of learning outcomes and programmatic improvements. The findings indicate that participants believe that the current policies are mainly about "paper filing" and "documentation"; and there were no changes in quality of education before or after being accredited, which includes standards on the quality of education, accountability of faculty and students and programmatic improvements. In contrast, a study in the US has reported that 95% leaders from public and private universities perceive that accreditation policies promoted quality (Schomaker, 2015). The results of the current study show that there are still challenges to improve the quality of higher education.

One challenge that reported in both programs is the huge number of students especially in the Humanities program. According to Holmes (2008), classrooms in Egyptian universities are overfull where students are forced to sit on the floor or stand. El Baradei and El Baradei (2004) have also reported that large student numbers poses a threat to quality of education. For, they are not conducive to the learning process. Findings also indicated that participants from the Humanities program identified the low quality of facilities as a challenge. Review of studies has shown that facilities exacerbate the problem of students' numbers. For, facilities have been reported as inadequate (El Baradei & El Baradei, 2004); and classrooms and labs may not be well equipped (Holmes, 2008). This has negative future implications as the increasing access to higher education in Egypt, which is expected to increase by 35% in 2021 (Helal, 2007), would mean increasing class sizes. In turn, this could negatively affect students' learning.

Review of the literature has shown that the quality of institutional facilities is associated with students' achievements. Karemera (2003) has found a significant correlation between students' satisfaction of the learning environment and their academic performance (as cited in Mushtaq & Khan, 2012). Moreover, a study was conducted on private university students in Pakistan measuring the factors affecting their academic performance. The results have shown that there is a significant association (at the 0.05 level) between learning facilities and student performance (Mushtaq & Khan, 2012). In addition, an experimental study conducted on Indian college students measured the effect of the physical environment and achievement. The results have shown students in the control group (low quality academic environment) have achieved significantly worse (at the 0.05 level) than students in the experimental group (high quality academic environment) in the post-test (Kekare, 2015).

Furthermore, exposure to heat, lighting, air quality, and noise level have been reported to significantly affect student achievement. Earthman (2004) has argued that the ideal temperature for learning seems to range between twenty to twenty four degrees Celsius (as cited in Cheryan, Ziegler, Plaut & Meltzoff, 2014). A study (Allen & Fischer, 1978) on the effects of temperature on learning has found that undergraduate male students performed significantly worse on a word association test as the temperature worsened than twenty two degrees in either direction (as cited in Cheryan et al., 2014). Edwards and Torcelli (2002) and Tanner (2008) have found that students exposed to less natural lighting perform worse than students exposed to natural lighting (as cited in Cheryan et al., 2014). Schneider (2002) has argued that low quality air affects the teachers' ability to provide good instruction and is associated with decreased attendance rates (as cited in Cheryan et al., 2014). Higgins, Hall, Wall, Woolner and McCaughey (2005) have argued that cognitive functioning is impaired by chronic noise exposure. This is further supported by

Klatte, Bergstroem and Lachmann (2013) who argued that learning is impeded by excessive noise (as cited in Cheryan et al., 2014).

In addition, class size has been found to affect students' scores. A UK study on the effect of class size on students' test scores has shown that lower test scores are significantly correlated with larger class sizes (at the 0.01 level). The same study has found that if a student is reassigned to a class, which is one standard deviation larger than average size, the test score would decline by 0.082 (Bandiera, Larcinese & Rasul, 2010). Similarly, a study was conducted on Business major students in the US measuring the effect of class size on student assessment. The results have indicated that large class size influences learning outcomes. For, large classes are associated with reduced analytical and critical thinking, unclear explanations, and low ability of faculty members to stimulate interest. This, in turn, affects students' assessments (Monks & Schmidt, 2010). Moreover, the National Committee of Inquiry into Higher Education (Dearing's Review) has explicitly reported that UK "students perform worse in large classrooms" (as cited in Bandiera, Larcinese & Rasul, 2010, p. 1367). Because of larger classrooms, students could become less attentive; faculty members may not be able to identify the abilities of students or devote sufficient time per student in office hours (Bandiera, Larcinese & Rasul, 2010). Moreover, results from a study (Kokkelenberg, Dillon & Christy, 2008) in a public university in the US have indicated that students' scores decrease with class size of twenty or more students (as cited in Monks & Schmidt, 2010). Lazear's theoretical model (2001) indicates that large classes give students more opportunities not to attend, participate or engage in the classroom and allows room for disruptive behaviors whereas small class allow for more student-faculty interaction (as cited in Monks & Schmidt, 2010).

In this study, lecturing was reported as the most dominant teaching methodology. In addition, some faculty members and students pointed out that memorization is still evident. In addition, students stressed that quantity and not quality of taught concepts is stressed. They further argued that courses are outdated. According to Hafezimoghadam, Farahmand, Farsi, Zare and Abbasi (2013), lecturing is the most traditional and most utilized teaching technique as it saves time and resources. In this method, students are passive recipients of information, and memorization tends to be the outcome. Hafezimoghadam et al. (2013) noted that many studies have shown that lecturing does not effectively transfer information. In contrast, active learning pedagogies lead to more interaction and collaboration between students themselves and between students and professors. In turn, this leads to better learning and attainment of outcomes.

In the current study, the assessment practices were seen as unfair and not transparent. This is supported by the literature, as El Hassan (2013) has argued that internal or external measures that ensure transparency and fairness of assessment practices are lacking. The main concern was the allocation of 80% and 70% of the total grade on the final exam in the Humanities and Engineering programs respectively. Review of the literature has shown that summative assessment influences the teaching and learning. Leonard and Davey (2001) and Gordon and Reese (1997) argued that summative assessments emphasizes teaching for the test using transmission teaching such as lecturing which restricts learning opportunities (as cited in Harlen & Crick, 2002). Moreover, being not held accountable for effective teaching, teachers focus their efforts in readying students for the exams (Pollard et al., 2000 as cited in Harlen & Crick, 2002). Leonard and Davey (2001) argue that summative assessments increases test anxiety in students (as cited in Harlen & Crick, 2002).

Review of the literature show that failure to develop critical thinking and other 21st century skill reduces the socioeconomic returns on education (Education for Employment, 2011). Moreover, there is a marked difference between the demands of the labor market and the graduates' skills. For, employability is underpinned by many skills such as critical thinking, research and evaluation Consequently, Egyptian students are not perceived as skilled; for, Egyptian higher education does not aid in the transition to work (Schomaker, 2015). Osman (2011) reported that studies have shown that one recurrent complaint of employers is the insufficient number of skilled employees.

Results have shown that the majority of participants believe that there is no accountability policy for faculty members. They asserted that even the students' survey is not a tool of accountability and rated it as ineffective. Holmes (2008) has argued that performance of professors is not measured nor are they held accountable for students' learning outcomes. She argues that lack of accountability for poor performance of professors and the relatively low salaries result in demotivation to achieve quality standards.

Conclusion

The purpose of the study was to examine the current practices and policies of faculty and student accountability. It also examined the perceived effectiveness of these policies in terms of students' attainment of learning outcomes and institutional improvements. Current challenges were examined to derive recommendations for policy of promoting accountability of faculty and students.

The results have shown that the most dominant teaching strategy is lecturing and that assessment is mainly summative. Majority of respondents also indicated a lack of accountability of professors' performance or students' attainment of learning outcomes. Participants reported the policies and practices of accountability of faculty and students as ineffective. Assessment methods, in particular, were reported as unfair and lacking transparency. Although some faculty members have asserted that results of students' learning are used to change and improve the quality of the academic programs, majority of respondents attested that all changes or improvements are left to the professors' discretion and are not used to make changes on the program level.

Document analysis revealed that there has to be a clear and implemented accountability policy for faculty members. It has also stipulated that a clear assessment policy of students' learning is implemented; and that students are assessed in different ways. Moreover, using results of students' learning in enhancing the quality of the programs was stipulated. These findings contradict the current practices even though both programs have been accredited.

Using the Delphi technique, the prospective policies with the highest level of agreement are: a new admission policy to access higher education, an accountability policy for the performance of faculty members and reforming assessment practices.

Nationwide comparisons between different programs in public education, comparisons between the public and private sector, and comparisons between the credit hour fee paying system and semester based system are recommended analyses in future studies.

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Appendix 1

Interview Guide

Department Heads

Demographic Data:

Gender:

Program:

Years of Experience:

Number of Taught Courses:

1. What are the dominant teaching methodologies employed?

2. What are the current assessment practices? How are fairness and transparency ensured?

3. What are the faculty members' perceptions of the effectiveness of current teaching strategies and evaluation system in terms of students' attainment of learning outcomes?

4. What are the challenges faced in implementing the current institutional and national accountability policies?

5. How are faculty members made accountable for the students' learning outcomes?

6. How are the students' results used to inform programmatic improvements?

7. How do institutional leaders (department chairs) ensure the implementation of accountability policies? What are the changes needed to enforce accountability for faculty and students at Egyptian higher education?

Appendix 2

Interview Guide

Faculty Members

Demographic Data:

Gender:

Program:

Years of Experience:

Number of Taught Courses:

1. What are the dominant teaching methodologies employed?

2. What are the current assessment practices? How are fairness and transparency ensured?

3. What are the faculty members' perceptions of the effectiveness of current teaching strategies and evaluation system in terms of students' attainment of learning outcomes?

4. What are the challenges faced in implementing the current institutional and national accountability policies?

5. How are faculty members made accountable for the students' learning outcomes?

6. How are the students' results used to inform programmatic improvements?

7. What are the changes needed to enforce accountability for faculty and students at Egyptian higher education?

Appendix 3

Focus Group Guide

Students

Demographic Data:

Gender:

Program:

Academic Year:

1. What are the dominant teaching methodologies employed?

2. What are the current assessment practices? How are fairness and transparency ensured?

3. What are the students' perceptions of the effectiveness of current teaching strategies and evaluation system in terms of students' attainment of learning outcomes?

4. What are the challenges faced in implementing the current institutional accountability policies?

5. How are faculty members made accountable for the students' learning outcomes?

6. How are the students' results used to inform programmatic improvements?

7. What are the changes needed to enforce accountability for faculty and students at Egyptian higher education?

Appendix 4

IRB Approval

INSTITUTIONAL REVIEW BOARD

To: Marwa Khalil

Cc: Dena Riad & Salma Serry

From: Atta Gebril, Chair of the IRB

Date: April 20 , 2016

Re: Approval of study

This is to inform you that I reviewed your research proposal entitled "Educational Accountability of Faculty and Students in Higher Education: A Prospective Policy Analysis" and determined that it required consultation with the IRB under the "expedited" heading. The proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu

Institutional Review Board
The American University in Cairo
AUC Avenue, P.O. Box 74
New Cairo 11835, Egypt.
tel 20.2.2615.1000

Appendix 5

CAPMAS Approval

جمهورية مصر العربية

الجهاز المركزى للتعبئة العامة والإحصاء

قرار رئيس الجهاز المركزى للتعبئة العامة والإحصاء
بالتفويض
رقم (٥٧٩) لسنة ٢٠١٦

فى شأن قيام الباحثة / مروة عبد الوارث عبد اللطيف عبد الصمد خليل ـ المقيدة لدرجة الماجستير / بكلية الدراسات العليا فى التربية / الجامعة الامريكية بالقاهرة / بإجراء دراسة ميدانية بعنوان (المساءلة لاعضاء هيئة التدريس والطلاب فى التعليم العالى : دراسة مستقبلية).

رئيس الجهاز

- بعد الإطلاع على القرار الجمهوري رقم (٢٩١٥) لسنة ١٩٦٤ بشأن إنشاء وتنظيم الجهاز المركزى للتعبئة العامة والاحصاء.
- وعلى قرار رئيس الجهاز رقم (٢٣١) لسنة ١٩٦٨ فى شأن إجراء الإحصاءات والتعدادات والاستفتاءات والاستقصاءات.
- وعلى قرار رئيس الجهاز رقم (١٣١٤) لسنه ٢٠٠٧ بشأن التفويض في بعض الاختصاصات.
- وعلى كتاب الجامعة الامريكية بالقاهرة الوارد للجهاز في ٢٠١٦/٤/٧.

قـــــرر

مــادة ١ : تقوم الباحثة / مروة عبد الوارث عبد اللطيف عبد الصمد خليل ـ المقيدة لدرجة الماجستير / كلية الدراسات العليا فى التربية / الجامعة الامريكية بالقاهرة / بإجـراء الدراسة الميدانية المشار إليها عاليه.

مادة ٢ : تجرى الدراسة على عينة حجمها (٥٢) أثنان وخمسون مفردة موزعة كالتالى :-
- ٣٠ مفردة من طلاب أحد البرامج الجامعية المصرية .
- ٢٠ مفردة من السادة اعضاء هيئة التدريس .
- أثنان من السادة العمداء أو رؤساء الاقسام .
- ويتم توزيع العينة بالتساوى بين جامعتى القاهرة وعين شمس .

مادة٣ : تجمع البيانات اللازمة لهذه الدراسة بموجب الإستمارة المعدة لذلك وعدد صفحاتها صفحة واحدة والمعتمدة بخاتم الجهاز المركزي للتعبئة العامة والإحصاء.

مادة ٤ : تقوم كل من جامعة القاهرة وجامعة عين شمس وتحت إشراف السيد أمين عام الجامعة بكل منهما ـ بتيسير إجراء الدراسة الميدانية ـ مع مراعاة الضوابط الخاصة بتقييم درجة سرية البيانات والمعلومات المتداولة مسبقا بمعرفة كل جهة طبقا لما جاء بخطة الأمن بكل منها.

مادة ٥ : يراعى موافقة مفردات العينة ـ مع مراعاة سرية البيانات الفردية طبقا لاحكام القانون رقم (٣٥) لسنة ١٩٦٠ والمعدلة بالقانون رقم (٢٨) لسنة ١٩٨٢ وعدم استخدام البيانات التي يتم جمعها لأغراض أخرى غير أغراض هذه الدراسة.

مادة ٦ : يجرى العمل الميداني خلال شهرين من تاريخ صدور القرار.

مادة ٧ : يوافى الجهاز المركزى للتعبئة العامة والإحصاء بنسخة من النتائج النهائية لهذه الدراسة.

مادة٨ : ينفذ هذا القرار من تاريخ صدوره.

صدر في: ١٢ /٤/ ٢٠١٦.

محمد ممدوح محمد
مدير عام الإدارة العامة للأمن

الجهاز المركزى للتعبئة العامة والإحصاء

القيـــد : ٨٨٦

التاريـــخ : ٢٠١٦ / ٤/ ١٤ م

الموضوع : اجراء دراسة ميدانية

المرفقات : الهرار رقم ٢٥٧٩ لسنة

السيد الأستاذ الدكتور / مستشار الجامعة الامريكية بالقاهرة

تحية طيبة وبعد ،،،

بالإشارة لكتـاب سيادتكم المـؤرخ ٢٠١٦/٤/٤ والـوارد للجهاز فـي ٢٠١٦/٤/٧ ومرفقاته بشـأن طلب الموافقـة علـي قيـام الباحثة / مروة عبد الوارث عبد اللطيف عبد الصمد خليل ـ المقيدة لدرجة الماجستير / بكلية الدراسات العليا فى التربية / الجامعة الامريكية بالقاهرة / بإجـراء دراسة ميدانية بعنوان (المساءلة لاعضاء هيئة التدريس والطلاب فى التعليم العالى : دراسة مستقبلية). وذلك وفقا للإطار المعد لهذا الغرض.

يرجى التكرم بالإحاطة بأن الجهاز المركزي للتعبئة العامة والإحصاء يوافـق علـى قيـام الباحثة /   مروة عبد الوارث عبد اللطيف عبد الصمد ـ بإجراء الدراسة الميدانية المشار إليها بعالية وفقا للقرار رقـم (٢٥٧٩) لسنة ٢٠١٦ اللازم في هذا الشأن وعلى أن يوافي الجهاز بنسخة من النتائج النهائية كاملة فور الانتهاء من إعدادها طبقا للمادة رقم (٧) من القرار.

وتفضلوا بقبول فائق الاحترام ،،،

محمد ممدوح محمد

مدير عام الإدارة العامة للأمن

Appendix 6

Informed Consent Forms (English& Arabic)

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

Project Title: [*Educational Accountability of Faculty and Students in Higher Education: A Prospective Policy Analysis*]

Principal Investigator: [Marwa Abd Elwareth Khalil *********@aucegypt.edu (***********)*]

*You are being asked to participate in a research study. The purpose of the research is [*to analyze the current quality assurance policies and practice to propose a new accountability policy of faculty and students to promote accountability between faculty and students*], and the findings may be [*published, presented, or both*]. The expected duration of your participation is [*30-45 minutes depending the interview/focus group*].

The procedures of the research will be as follows [Document analysis of the national quality assurance policies and institutional accountability policies, their transparency and fairness measures and how they are used to inform improvements will be analysed. Data will, also, be collected by means of focus group with students and semi- structured interview and/or questionnaire with deans and faculty members based on their availability and convenience.].

*There [*may be*] benefits to you from this research

A new accountability policy will be proposed that may benefit all students, faculty members and programs. This policy may enhance institutional effectiveness and promote better pedagogical and assessment practices that would enhance students' learning outcomes.

*The information you provide for purposes of this research [*is confidential*].

**Questions about the research, my rights should be directed to (Marwa Khalil) at (***********).*

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature   _____

Printed Name   _____

Date   _____

الجـامـعـة الأمـريـكـيـة بالقـاهـرة

استمارة موافقة مسبقة للمشاركة في دراسة بحثية

عنوان البحث : (المساءلة/المحاسبية لأعضاء هيئة التدريس والطلاب في التعليم العالي بمصر: دراسة مستقبلية)

الباحث الرئيسي: (الطالبة: مروة عبد الوارث خليل)

البريد الالكتروني: ***********@aucegypt.edu*
الهاتف: ***********

انت مدعو للمشاركة فى دراسة بحثية عن (المساءلة/المحاسبية لأعضاء هيئة التدريس والطلاب في التعليم العالي بمصر.)
هدف الدراسة هو (تحليل سياسات ضمان الجودة الحالية لأعضاء هيئة التدريس والطلاب في التعليم العالي بمصر لاقتراح سياسة جديدة للمساءلة لتعزيز المساءلة بين أعضاء هيئة التدريس والطلاب)
نتائج البحث ستنشر فى (دوريه متخصصه أو مؤتمر علمي أو ربما كليهما).
المدة المتوقعة للمشاركة فى هذا البحث (30-45 دقيقة)

اجراءات الدراسة تشتمل على (سيتم تحليل وثائق السياسات الوطنية لضمان الجودة وسياسات المساءلة المؤسسية وتدابير الشفافية والنزاهة ، وكيف يتم استخدامها لتحسين البرنامج التعليمي و جمع البيانات عن طريق مجموعة التركيز مع الطلاب و المقابلة المفتوحة مع العمداء و أعضاء هيئة التدريس بناء على توافرهم)

الاستفادة المتوقعة من المشاركة في البحث: سيتم اقتراح سياسة جديدة للمساءلة التي قد تعود بالفائدة على جميع الطلاب وأعضاء هيئة التدريس والبرامج. هذه السياسة قد يؤدي إلى تعزيز الفعالية المؤسسية وتعزيز أفضل الممارسات التربوية و التقييم التي من شأنها تعزيز مخرجات التعلم لدى الطلاب

السرية واحترام الخصوصية: المعلومات التى ستدلى بها فى هذا البحث ستكون هويتك سرية).
" أي أسئلة متعلقة بهذه الدراسة أو حقوق المشاركين فيها يجب ان توجه الى (مروة عبد الوارث خليل ورقم هاتفه: ***********)".

ان المشاركة فى هذه الدراسة ماهى الا عمل تطوعى, حيث أن الامتناع عن المشاركة لايتضمن أى عقوبات أو فقدان أى مزايا تحق لك. ويمكنك أيضا التوقف عن المشاركة فى أى وقت من دون عقوبة أو فقدان لهذه المزايا.

الامضاء: ....

اسم المشارك : ....

التاريخ : ..../..................../..........