

Questionnaire for Case Studies

To be included in Book about Higher Education Civic Engagement and Social Responsibility

Institutions that are participating in this book project are asked to prepare written responses to the questions outlined below. The book co-authors will supplement this information through personal interviews with university leaders, faculty members and others.

This questionnaire builds upon an institutional assessment framework designed by Sir David Watson for the Association of Commonwealth Universities and published in his book *Managing Civic and Community Engagement*.

The questionnaire aims to address the following five issues:

1. clarifying the institution's historical and mission-based commitments to its host society;
2. identifying how engagement informs and influences the institution's range of operations;
3. describing how the institution is organized to meet the challenge of civic engagement and social responsibility;
4. assessing the contribution of staff, students and external partners to the engagement agenda; and
5. monitoring achievements, impacts, constraints and future opportunities for civic engagement and social responsibility.

If any of the questions below do not fit the context or realities of your institution, please skip or modify them to be more appropriate.

1. Mission and history

The following questions ask you to describe how the origins and development of your institution incorporate commitments to address challenges that face your society and community, including the development of the region and locality.

1.1 What relevant objectives are set for the institution in its founding document (charter or equivalent)?

- To promote a culture of service throughout the university that encourages the development of personnel and community responsibility
- To develop national and international cooperative projects for the improvement of socioeconomic conditions
- To develop programs and centers that respond proactively to the needs of the community and promote an environment free of want and injustice
- To strive for effective communication and responsible decision-making at all levels
- To serve as a voice of reason, conscience and compassion in the region and levels of society world community

Al-Quds University Strategic Guidelines

Al-Quds University naturally shares with all its sister-institutions locally and abroad the general mission of striving for excellence in learning and achievement. Specifically, it also seeks to fulfill the vital role of providing the means for the Palestinian population in the area to develop the knowledge and skills required for contributing towards a well-balanced growth of the Palestinian community.

As it seeks to occupy a leadership role in the cultural, intellectual and educational life of the Arab community in Jerusalem, and mindful of the general needs of the Palestinian population at large, al-Quds University (AQU) also tries to base its strategy on the four following guidelines:

1. The development of a creative mindset:

Beyond the provision of knowledge needed in the various fields of learning, the University seeks to develop synthetic as well as analytic skills in the student in order to prepare him/her for an interactive treatment of the material to be learnt in the various fields of specialization. The University thus provides a core basic requirement course for all incoming students in "Critical Thinking", which is a signpost for faculty and students alike detailing the kind of person the University would like its graduate to be, as a "job-creator" rather than a "job hunter". The philosophy behind this course is later filtered to the various programs.

2. The development of a cooperative mindset:

Whether through core courses, or extracurricular activities, the University tries to develop an appreciation of the utility of cooperative, or team behavior. Team projects are encouraged in which different members play different roles in the fulfillment of single research and class-project objectives. Students are also required to fulfill a certain number of credit hours in community-based work.

3. The development of a multi-cultural mindset:

Because of Jerusalem's unique constitution as a mosaic cross-road of different nations, cultures and religions, special emphasis is laid on introducing students especially, but the University community as a whole, to the multi-cultured heritage of human civilization. This is achieved in a number of ways, whether through special courses in human civilizations or human rights, international cooperation, joint educational projects involving faculty and students, lectures and events, foreign scholarships and exchanges, etc. The student is thus encouraged to develop a global outlook, an appreciation of and tolerance for the other, and a humanist moral code.

4. Scholarship for Society:

While the University encourages purely scholarly and research activities where the end is "knowledge for itself", it balances this support for the pursuit of knowledge with a strong interactive role in society. Thus, whether through the practically-oriented degree-offering programs it provides (such as medicine, nursing, law, dentistry, social work, computer and IT know-how, food-processing technology etc.); through the practical credit-hours students have to invest in the industry; through its research activities (such as in public health, social science, environment, agro-chemical industry, etc.), or through its outreach programs and institutes (such as a community service center, a continuing education program, a television station, etc.), the University manages to maintain its feet firmly on the ground, both in terms of how it "listens" to society as well as in terms of how it influences it.

1.2 What relevant expectations are held by those who fund your work and support it (including politically)?

Promoting, Human Rights & Community Development, Capacity Building, Effective Teaching & Academic Excellence, Bridging for Peace & Social Harmony, State Building Development, and Gender Balance and Socio economic development.

1.3 Which external groups are represented ex officio and de facto on the institution's governance or senior management bodies?

Different Research & Development Committees include business, private sector, prisoners, civic society & Government, figures, Friends of Al- Quds University (USA, UAE, Abu Dhabi, Jordan...etc), International Boards for Medical, Health Science & Arts Faculties and programs.

The Board of Trustees is the highest authority in the university, and oversees all its affairs; The Board of Trustees decides university policy and approves all its administrative and academic statutes and regulations. It approves the annual budget and appoints official auditors. The Board appoints the university's president, vice presidents, assistants to the president, and deans. It approves promotions, as recommended by the President and university councils. As the university's overseeing body, the Board of Trustees supports the university's independence and takes all necessary measures to uphold its standards and to ensure the fulfillment of its mission. It directs the raising and development of university funds and organizes their proper investment. It supervises the progress of the university, with the purpose of enlarging its influence. It evaluates the graduates' capabilities to respond to the needs of society and the university's delivery of its educational mission

The University Council handles responsibilities and powers as set by the bylaws and the regulations **Membership:** University president (Chair); vice-presidents, assistants to the president; deans; Faculty Member Representative; and Student Member Representative.

Functions: The Council establishes general operating university policies. It publishes and enforces internal laws and instructions. It discusses university budgets and closing accounts, prepares university regulations and projects, and reviews the President's annual reports, to be forwarded to the Board of Trustees for approval. The Council discusses and approves university policy with regard to student affairs and activities. It recommends to the Board of Trustees the total number of students to be accepted annually. The Council also studies regulations, plans and suggestions (forwarded by university committees and faculty or departmental councils) and takes appropriate decisions regarding them, and looks into other related matters put forward by the President.

The Academic Council was established and held its first meeting on June 27, 1995, with the goal of promoting and developing the university's academic rules, regulations, and policies.

Association of Councils the functions of this forum shall be to meet bi-annually to discuss strategic matters (submitted in writing) that involve the progress and development of the university, and to forward all decisions and recommendations to the University Council, which, in turn, forwards them to the Board of Trustees for approval.

Members: Faculty Councils, Councils of Centers, Council of Graduate Studies, Graduate Programs Committees, and Department Councils.

1.4 To whom does the institution regard itself as accountable for its civic mission? For example, is there a "stakeholder group" such as a University Court, and if so, how does this work?

The Board of Trustees (BOT) is the highest authority in the university, and oversees all its affairs. The role of BOT as mentioned before is to decide university policy and approve all its administrative and academic statutes and regulations. It approves the annual budget and appoints official auditors. The Board appoints the university's president, vice presidents, assistants to the president, and deans. It approves promotions, as recommended by the President and university councils. As the university's overseeing body, the Board of Trustees supports the university's independence and takes all necessary measures to uphold its standards and to ensure the fulfillment of its mission. It directs the raising and development of university funds and organizes their proper investment. It supervises the progress of the university, with the purpose of increasing its influence. It evaluates the graduates' capabilities to respond to the needs of society and the university's delivery of its educational mission.

1.5 Are civic engagement and social responsibility objectives (as defined by answers to question 1.1 above) specified in the institution's strategic plan? If so, how, and with what indicators of success?

Yes,

1.6 How has the institution's engagement agenda changed over time and why?

Due to the situation in the country our mission for unification and driving for excellence in education and social justice, occupation on the land special relation of challenges of academic advances

1.7 How do governmental policies affect the institution's civic engagement and social responsibility work?

Unfortunately as a new PA the Higher Education is not a priority, which Al- Quds University activities special Civic Engagement Social Responsibility

2. Balance of activities

The following questions investigate how your institution's pattern of activities reflects a civic engagement and social responsibility agenda.

2.1 Give a brief assessment of the chief economic and social needs of your society, region and/or locality.

Well, Closures, Socio Economics Resources, Unemployment, Poverty, Lack of Socio Economics Infrastructure, Dependence on social money, Split Society due to the political Situation

2.2 How does the institution's teaching profile (by subject and level, and including continuous professional development [CPD] and lifelong learning) reflect the needs of the society, local community and region? To what extent does the curriculum incorporate relevant features of the following:

(a) structured and assessed work experience and/or work-based learning;

(b) "service learning"; and/or

Food Industry, Professional faculties and centers, IT, Computer, and Development....etc

(c) prior or concurrent informal work experience?

Voluntary hours/ students, faculty consultation, services, community development project, 32 Centers & Institutes

2.2.1 How can representatives of the local, regional and national economy and community influence curriculum and other choices?

Through Joint projects, research, demand on certain programs, and the availability of job opportunities.

2.3 What proportion of the institution's research activity is directed towards the needs of the local, regional, and national economy and society?

Since the PNA is in great need of building a foundation and infra structure then all fields of research pour into the economy and weaves the future of Palestine. Fields of research include but are not limited to the following; Pharmacy, Food, Medicine, Health, Chemistry, Space, Nanotechnology, Renewable Energy and Environment.

2.3.1 How can representatives of the local, regional, and national economy and community influence research priorities?

The community could make a call for setting certain priorities and based on a strategic plan thus providing funding and financial support which then via collaboration with the expertise of researchers and the already established infrastructure of research at the University will engage all sectors of the society in research activities.

2.4 How would the institution describe its service objectives (i.e. its commitments to business and the community)?

High commitment to the market, and PA development through relevant research, academic program, and quality teaching

2.4.1 How can representatives of the local, regional and national economy and community influence activities in this area?

2.5 Using as a proxy an estimate of staff time (academic and support), how far is engagement in each of the areas outlined in this section (teaching, research and service) directed towards:

- (a) Large business and industrial interest (including global and national organizations present in the region); **5%**
- (b) small and medium-sized enterprises; **5-10%**
- (c) other public services (e.g. education, health, social services); **30%**
- (d) the voluntary sector, community groups and NGOs; and **10%**
- (e) cultural and artistic organizations?

2.6 Does the institution have any other policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the society, region and the locality?

Yes, equal opportunities in job offers among males and females. Priority one gives to women and Handicapped.

As for goods, if goods are available locally with high quality then the institutions would purchase these goods. This is one way of supporting the local economy.

3. Organization

The following questions seek to understand how your institution organizes itself and deploys its resources (including human resources) to meet civic objectives.

3.1 Does the institution have specialised services to meet civic and related objectives (e.g. web-based resources, business advisory services, help-desks, formal consultancy and related services)?

- Yes, on health issue we provide medical services to the community, by having special clinics in various specializations.
- Provide services to the food industries sector also provide technical assistance in food processing, food formulation.
- Also, we provide technical assistance to the pharmaceutical industries quality assurance quality control
- Added to that a special concern in water quality caring qualitative analysis on quality of water for domestic uses, and provide information to public on their uses.
- Legal counseling is provided via the legal clinic.
- Services to youth are provided via volunteer work supported by the action Community Center.
- All services including those provided by the 23 centers and institutes are maybe viewed via the web site of Al-Quds University at: www.alquds.edu

3.2 Does the institution have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, and sports facilities)?

The University has facilities of its own but the public can use these facilities by special arrangements with the administration of the University.

These facilities include the science and the math interactive museums and the prisoner affairs center. The Information Technology center of Excellence and the library are also centers of community support.

3.3 On what terms and with what frequency and volume of uptake are the institution's campus or campuses accessible to the community?

Our Campus is always open to the community, any visit or activity can be pre scheduled, it's open to institution, local community, municipalities, NGOs, the library as a recourse is also open to these sectors.

Joint Conferences, workshops, seminars in various fields are run jointly.

3.4 What arrangements are made for the security of the members, guests, and property of the institution?

The University through its services department provides security personnel on campus, and main gates. We also use cameras to monitor some sites on campus, such as laboratories. In general the campus is a very safe environment for all personnel and provides a natural and friendly atmosphere.

3.5 How much financial support does your institution allocate to its civic and social responsibility activities? What is the source(s) of these funds?

The major contribution of at least 20% of the budget is that towards covering disadvantaged students' fees. The source is revenues from research projects in the form of overhead cost tagged to the different research and community type projects.

Another 10% is provided in the form of services including medical, public health, legal counseling, consultation, and mentorship.

3.6 Does your institution collaborate with other organizations in planning and conducting its civic engagement and social responsibility work (for example: community partner agencies, higher education associations)? With which other organizations and how does it collaborate?

Yes, there are many joint activities held with different organizations such as Human Right Organizations, in industry (food and Pharmaceuticals), Political Forums on the current Israeli- Palestinian Conflict conference are held.

Reading figures are invited to give lectures in various fields Industry promotion, Finance and Economy, Human Rights, Information Technology.etc

4. People

The following questions will help to describe how policies and practice involve members of the institution including staff at various levels, students and formal partners in achieving goals related to civic engagement and social responsibility.

4.1 Who takes primary responsibility for the institution's work in civic engagement and social responsibility as defined in response to question 1.5 (above)?

The primary responsibility for the institutions work in civic engagement is the vice president for centers and institutes and continuing education under direct supervision of the president.

4.2 Does the institution's policy for student recruitment have a local or a regional dimension? If so, how is this determined and what impact does it have on the make-up of the institution community?

Al-Quds University is the light house for the community, to say the least, thus the only kind of recruitment is that directed towards attracting excellent and high achievers by providing a scaled down fee structure that is correlated with the grades of the student and by providing a good number of scholarships.

The community of students of 10,000 includes 2000 of postgraduate students as a result of providing new postgraduate programs. The Masters programs are periodically reviewed and new programs are designed to meet the public demands.

Thus the student body includes 20% of more mature graduate school level students, and a high percentage of high achievers on the undergraduate level.

4.3 To what extent are civic engagement and social responsibility objectives built into contractual terms for, and evaluation of:

(a) senior managers; (b) academic staff; and (c) support staff (including the specialized staff referred to in question 3.1 above)?

In all cases it is build into the contractual terms to a 30% component. It is stressed that academic staff should teach, do research and provide services to the community. We always stress that senior level administrators must be engaged with community

4.4 Reflecting on the answer to question 2.2 (above), how far is the student body engaged in the economic and cultural life of the community through formal requirements?

Students are involved and engaged in the economic and cultural life through an obligatory cooperation work for each student as a required part of his/her certificate; each student must spend 120 hrs serving in his/ her discipline in the various programs offered by the University.

4.5 What proportion of the student body (for example, postgraduate or post-experience students) is concurrently in full-time local or regionally-based employment?

Because of the ongoing unstable political situation in Palestine, a very little proportion is in full time local- based employment.

4.6 What encouragement is there for members of staff to undertake aspects of community service (e.g. service on boards of other organizations, pro bono advice, elected political office)?

The University always encourages members of staff to undertake community services by providing the required flexibility of lectures schedule or offering the full day off, we also welcome pro bono services and consultancy services to various community services.

4.7 What is the extent of student volunteering in the community, and how is this organized? Does it attract:

- (a) Formal support (e.g. timetable concessions, payment of expenses); and/or**
- (b) academic credit?**

This question was addressed before each student is required to undertake 120 hours of volunteering these are obligatory graduation requirement, the student volunteer in his/ her specialization such as school and education, health services, factories and industries, banks and finance. In addition to this students volunteer in the community is estimated at 10% as the Palestinian community in general values old traditions and continues to function similar to an extended family model ironically the harsh conditions seems to bring members of the community closer and they continue to care for each other.

5. Monitoring, evaluation, impacts and communication

The following questions seek to understand how your institution sets objectives and targets for civic engagement and social responsibility, monitors and evaluates achievement, and communicates both their intentions and related activities.

5.1 What steps does the institution take to consult upon and publicize its civic engagement and social responsibility agenda? [It may be helpful to review such publications as Annual Reports, newsletters and alumni communications.]

Information are announced through the local newspapers and the university and centers web sites.

5.2 What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your institution? What steps can be taken either to maintain or improve this level?

The public confidence in performance of the institution is high. The members of students who apply to enroll at the University is significant and is increasing with years, graduates find jobs in the community much easier than their colleagues from others universities. The general feedback from the public about the good education and training that we provide at a regional level the performance of our students in the masters programs is very good, they score high grades and are competitive.

5.3 How successful is the institution's civic engagement and social responsibility work? What are, or have been, its most effective engagement activities?

It's significant, the most effective engagement activities to informal education to Palestinian high school education the university provide to Museums a Science Museum & Mathematics Museum, and we invite school children from age 6 to 18 bring them to campus to get engaged in science and mathematic on an interactive approach on enjoyable atmosphere. 1.3 Million Palestinian kids are among this age 6-18 years

Health and medicine services, we are engaged heavily as we have the largest health complex in Palestine and our students get engaged in hospitals medical students, hospital nursing students, school children offer them free dental services and treatment. Water environment and agriculture research are among the important serviced sectors, and economics and finance banks services.

The community action center provides mentoring, courses, and workshops to the community that make available sociological support.

5.4 What factors have supported and reinforced the institution's engagement activities and how? What factors have limited or obstructed this work, and how?

- The attitudes of university personnel and the unlimited giving are major factors.
- Friends and supporters of the university from neighboring countries, the Europeans, the USA and Canada are also supporters of community engagement.
- Palestinian businesses from local industries or from Palestinian Diaspora.
- Obstruction of work is caused by limited financial resources and limited research and educational technology including the lack of a faculty activity/multimedia center and literature resources.
- Obstruction of mobility is also caused by the separation wall and by restrictions on all kinds of travel locally and internationally.

5.5 What are the institution's future plans with respect to civic engagement and social responsibility?

- To become more involved in lifelong learning involving school teachers and students.
- Provide further training in modern languages to further develop student skills as well as staff at AQU and make it available to interested community and government employees thus improving the global communication skills.
- Increase collaborative projects servicing the Jerusalem area women including health education, IT skills, child rearing, and empowering women as effective member of the community.
- Provide more interactive museums that support the environment and provides awareness on protecting the environment and conserving natural resources
- Establishing anger management classes that would direct the energy of the youth towards more constructive actions and in building a positive personality
- Promote public health especially amongst children and youth including dental hygiene, substance abuse including smoking tobacco, and nutrition.

- Structuring new programs on the postgraduate level that are needed by the public offices such as an MA in public administration.