



Institutional Effectiveness and Quality Assurance Manual

December 2023
Version 2.1

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IEQA Manual Review and Approval Workflow

Person responsible	Workflow	Date
Head of IEQA	Initiate	4 Dec 2023
Institutional Effectiveness Specialist	Review	5 Dec 2023
Senior Archivist and Records Specialist	Review	6 Dec 2023
Business Intelligence Specialist	Review	6 Dec 2023
A/Dir of Strategy & IEQA	Approve	10 Dec 2023

Version and Modification History

Version Number	Brief Description of Modification	Date
V1.0	Complete update of manual, adding program details	December 2021
V1.1	Updated 4.10 IEQA Activities timeline	April 2022
V1.5	Assessed alignment with Standard 2.1 and Stipulation 4: Quality Assurance Manual and made necessary changes.	December 2022
V1.6	Added the following data at the request of CAA to ensure compliance with Stipulation 4. <ul style="list-style-type: none"> Strategic, project, and KPI Planning and review updates. All approved KPIs included. Survey calendar and copies of approved survey templates. 	January 2023
V2.0	Added the following data. <ul style="list-style-type: none"> 2023 MoE Framework for the Compliance Inspection of Higher Education. IEQA Collection and reporting responsibility for ADEO and operational plans data. Departmental operational plan process and timeline. Department Self-evaluation and improvement action plan process and timeline. Updated the IEQA Organizational Structure. Updated the IEQA Departmental Responsibilities. Added MOE Compliance Framework and IEQA audit plan. Added Policy and Procedures Awareness Session and Department Meeting Schedule. Updated the External Reviews section and added ADEK uScore data. 	December 2023
V2.1	Updated Survey templates with 2023-2024 versions with dates and added the 2024-2025 Survey calendar.	September 2024

Introduction

The Mohamed bin Zayed University of Artificial Intelligence's (hereafter 'MBZUAI' or 'University') Institutional Effectiveness and Quality Assurance Manual (hereafter the 'IEQA Manual' or 'Manual') outlines the process for planning, executing, monitoring, and enhancing the quality of all programs and services offered by the university. This Manual describes the quality assurance system and defines what is to be assessed, by whom, when, and how. For each area of the institution, it describes the type of evidence to be collected and analyzed to evaluate effectiveness, the instruments to collect that data and how the results will be assessed and incorporated into institutional and program enhancement.

The IEQA Manual documents the quality assurance system and institutional planning that the institution operates. The manual identifies the institution's planning leadership, committee structure, time frame and how the analysis of data from institutional research relates to short-term and long-term planning and the setting of budget priorities¹. The IEQA system describes an annual cycle and appropriate phased timetable for all data gathering, assessment, evaluation, and planning activities, listing the assessment tools and analysis methods. The IEQA office remit is maintaining and improving institutional effectiveness and quality.

¹ CAA 2019 Standard 2.1 and Stipulation 4: Quality Assurance Manual

1. Reference Policies and Related Documentation

The following documents relate to this manual; thus, they should be read in conjunction with this manual:

No.	Document	Description
1	The MBZUAI Policies and Procedures Staff/Student Intranet	Documents that set the rules and guidelines within the university. All MBZUAI approved policies, procedures, and guidelines are available on the Policies and Procedures intranet.
2	The Commission for Academic Accreditation Standards 2019 (CAA – MOE)	Accreditation requirements which the MBZUAI is expected to fulfill under the Ministry of Education, UAE https://www.caa.ae/Pages/Guidelines/Licensure.aspx https://www.caa.ae/Pages/Guidelines/Standards.aspx
3	MBZUAI – Catalogue 2023-24 MBZUA – Student Handbook 2023-24	MBZUAI documents that provides an overview of the university, campus facilities, admission requirements the details of each program, and how the program maps to the National Qualifications Framework, the Program Learning Objectives, program semester plan, and degree requirements, the curriculum, and course descriptions. https://mbzuai.ac.ae/study/university-catalogue/ https://mbzuai.ac.ae/study/campus-facilities/ https://mbzuai.ac.ae/wp-content/uploads/PDF/Student_Handbook.pdf
4	Abu Dhabi Department of Education (ADEK) Criteria, Guidelines, and Procedures for Authorization of new and reauthorization of exiting Higher Education Institutions in the Emirate of Abu Dhabi – ADEK and Criteria, Guidelines, ADEK Substantive Change Procedures and Procedures for Authorization of new programs in the Emirate of Abu Dhabi – ADEK	Guidelines for the HEI risk-based review requirements, uScore details as per the timeline requirement, and the required documents to seek new program and substantive change approval. https://www.adek.gov.ae/en/Education-System/Higher-Education
5.	ADEO – Abu Dhabi Executive Office (ADEO) and Abu Dhabi Performance Management Strategy Planning (ADPM)	The quarterly and annual performance reporting data and process.

No.	Document	Description
6	Central Higher Education Data Store (CHEDS) CHEDS Data Model	Requirements to report data as per the CHEDS semesterly schedule on the official platform. https://cheds.moe.gov.ae/
7.	MBZUAI Strategic Planning Manual MBZUAI Strategic Internal Planning Procedures	Documents the Strategic and annual planning process. The documents are under the Strategy, Institutional Effectiveness and Quality Assurance Policies and Procedures site on the intranet.
8.	Framework for the Compliance Inspection of Higher Education Institutions 2023	The Inspection Framework describes the process used to inspect Higher Education Institutions (HEIs) in accordance with Federal Law by Decree No. (16) of 2020. It outlines the guidelines for a compliance inspection and includes the 'standards for compliance inspection of higher education institutions (standards). The standards are based on relevant UAE laws, Federal Bylaws, international best practices and MoE regulations. https://www.moe.gov.ae/En/ImportantLinks/Pages/Control-Sector.aspx

2. Governance and Organizational Structure

MBZUAI is a government body in Abu Dhabi, affiliated with the Abu Dhabi Executive Council with a mandate from the Abu Dhabi Executive Office (ADEO) on the leadership, the mission, strategic objectives, and performance of its core academic, research, and Artificial Intelligence (AI) functions. MBZUAI is also tracked against the local and national leadership's mission and objectives regarding research, education, and innovation in AI.

The University has a Board of Trustees (BoT), presided by the board's Chairman and formed through a resolution offered by the Chairman of the Executive Council. The BoT exercises all the powers needed to supervise the management of the university's affairs and achieve its objectives.

Additionally, there are two Board Committees, (the Advisory Committee, and the Audit Committee), established to provide recommendations and advice for the Board or to handle a task on the Board's agenda. All Committees have the power and authority as specified by the Board from time to time. The President establishes the Management Committees to handle the day-to-day management of the University as defined in the Committee Charter or as delegated by the President. All Management Committees must adhere to the MBZUAI Governance Framework and Templates

Please refer to MBZUAI BoT Charter and Bylaws, MBZUAI Governance Framework.

2.1 MBZUAI Vision

Drive excellence in knowledge creation, transfer, and use of AI to foster economic growth and position Abu Dhabi as a hub for the international AI community.

2.2 MBZUAI Mission

Establish and continually evolve interdisciplinary, collaborative research and development capability in the field of AI, while educating students to be innovators and leaders with the breadth and depth to grow technology and enterprise in the UAE and globally.

2.3 MBZUAI Strategic Objectives

As a unique institution, purpose built to lead the world in AI research, MBZUAI seeks to be a paradise for transformative research; a cradle for the best minds in computer science; and a hub for startups and high-tech innovation.



Figure 1: MBZUAI Strategic Objectives

2.4 MBZUAI Strategy 2021- 2025

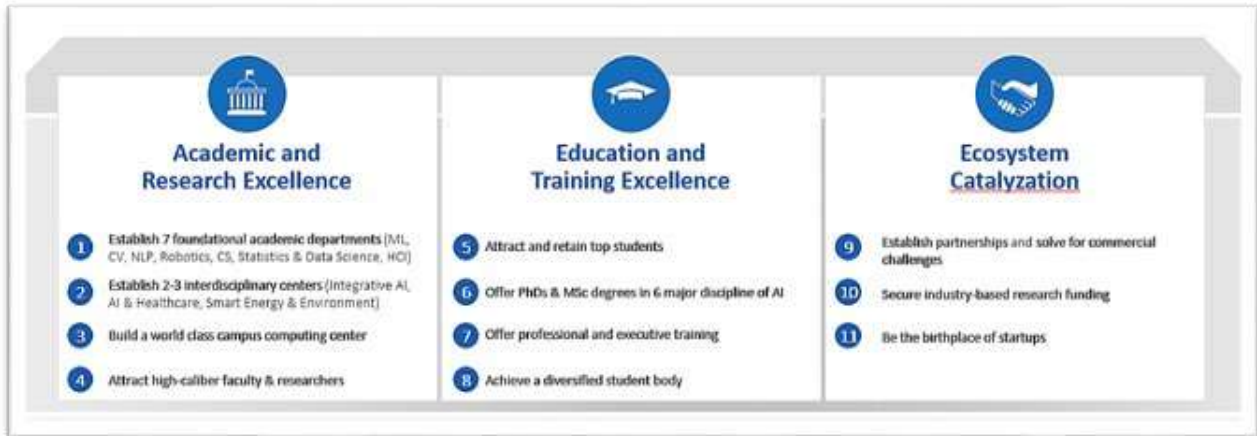


Figure 2: MBZUAI Strategy 2021-2025

2.5 MBZUAI KPIs

THIS IS HOW WE'LL MEASURE SUCCESS

PILLAR	KPI	Unit	Report	2021	2021 Actual	2022	2023	2024
ACADEMIC & RESEARCH EXCELLENCE	* CSRankings(Globally)*	Ranking	position	Being listed	Listed	-	120	-
	* GitHub Repositories/Patents/Copyright launched, Contributed, or Filed	#	Annual	5	3	15	20	25
	* Department established	#	Total	3	3	4	6	7
	* Publications in tier 1 conference and academic journals	#	Annual	25	50	75	100	130
	* Top AI conference hosted	#	Annual	0	0	1	1	2
	* Faculty recruited from top 100 AI institutions	#	Total	10	13	25	35	40
	* Ph.D. + level researches (postdocs, research scientists, engineers)	#	Annual	10	18	20	40	60
EDUCATION & TRAINING EXCELLENCE	* PhD and MSc degrees offered	#	Total	6	6	6	8	10
	* Students enrolled from best in-class undergraduate institutions**	%	Annual	9	9	20	25	30
	* Professional and executive training delivered	#	Annual	4	7	6	10	12
	* Enrolled UAE national students (excl. any special programs) offered to nationals	%	Annual	20	17	20	20	20
	* MBZUAI graduate employment or further study rate in 6 months***	%	Annual	-	-	-	80	85
	* Expat student retained in UAE 1 year after graduation	%	Annual	-	-	-	-	30
ECOSYSTEM CATALYZATION	* Major academic partnerships established	#	Total	2	2	2	3	4
	* Major industry agreements established	#	Annual	2	2	3	4	6
	* Major initiatives with governmental entities	#	Annual	4	4	6	7	8
	* Industry based funding for research within the year (additional new funding)	AED m m	Annual	0	12	15	25	35
	* Startups incubated by MBZUAI faculty and students	#	Annual	1	0	2	4	8
MARKETING AND COMMUNICATIONS	* Global top tier op-ed, features or interviews	#	Annual	3	3	8	14	22
	* Contribution to leads and student applications (website and social media)	%	Annual	20	40	40	45	50
	* Number of media mentions	#	Annual	2,500	4,600	4,500	4,725	5,000

* CSRankings is entirely metric-based and it weighs departments by their presence at the most prestigious publication venues. Review the ranking every two years to avoid temporary fluctuation. MBZUAI was officially listed in Jan, 2022.

**) Note this with new clearer index

***) MBZUAI will initiate programs to allow third graduates to work in the UAE (e.g., internship placement programs and startup opportunities). A dedicated student career office will be established.

1

Figure 3: MBZUAI KPIs 2021-2025 (for more information refer to the MBZUAI Strategic Planning Manual)

2.6 Mission, Vision, Strategy Periodic Review Process

The BoT approves the MBZUAI Mission, Vision, and Strategy. These are reviewed every five years with continuous improvement based on regular annual assessments and evaluations. However, due to the dynamic factors of external change and AI, a review may be required earlier. The core statements are reviewed annually and can be modified with the approval of the BoT based on recommendations from the President.

The annual strategic planning exercise is initiated by the Strategy and Future Team and requires input from all department leads and guidance from the Senior Management Team. The annual strategic plan follows the same strategic framework as the five-year development plan (hence they must align logically). It encourages the business owners to develop an objective for their respective departments as well as setting up a vision for the upcoming year. The annual strategic plans contribute to the annual budget plan and the strategic planning for the Department of Finance (DoF) and ADEO. Once the draft is finalized and approved by the President, it is submitted to the BoT for its approval.

Afterwards, the business owners provide a high-level implementation plan by listing out the strategic projects and priority initiatives with targets, broad timeline, high-level budget information, and owners.

Only the institutional KPI outcomes are presented to the Board of Trustees during the quarterly Board of Trustees meeting.

Item	Who initiates	When
5-year Plan	President	Every five (5) years
Institutional KPI	Senior Management Team	Based on business need
Institutional KPI targets	Senior Management Team	Based on business need before the reporting year
Strategic plan	Strategy Team with input from department heads	May/June every year
Annual Departmental KPI targets	Department heads and IEQA	Quarter four (4) of each year
Operational plan	Strategy and IEQA	Quarter four (4) of each year

Each June/July ADEO meets with the MBZUAI Strategy and IEQA team to initiate and prepare the annual strategic plan for the following year, including establishing the KPIs, and overview of the

projects (with milestones and budgets). The ADEO Annual Strategic plan is driven by MBZUAI's annual strategic plan. The ADEO Annual Strategic plan is approved by MBZUAI President and submitted to ADEO. This plan is uploaded by IEQA into the ADEO Abu Dhabi Performance Management (ADPM) system. The strategic planning module houses the objectives, KPIs and Projects for each Abu Dhabi entity. IEQA is responsible for collecting the quarterly outcome data from each department at the end of each quarter.

The data collected is reporting on the specific quarter and includes the following areas:

- Key Achievements.
- Key Challenges.
- The action with Action Status with justification/narrative.
- Evidence to support the action.

This data is audited by ADEO every quarter and any queries are to be acted upon by IEQA prior to the final outcomes being reported to the ADEO Board.

2.7 Department Operational Planning

The Strategy and IEQA team and the department leads reference the MBZUAI vision and strategy document and ascertain which of those pertain to the department. Using that as a basis they develop department objectives which are a sub-category of the institutional objectives. The business owners develop the desired outcomes for each objective for the upcoming year, using the Department Plan Template (Figure 4) to document the details.

MBZUAI Department Plan: Department



Department		Department Lead				
Strategic Objectives L1	Sub-Department	Suggested Departmental Objective L2	Intended Outcomes for 2023	Suggested Projects	Project Type (Strategic or Operational)	Timeline (start-end)

Figure 4: MBZUAI Department Plan Template

Based on the departmental objectives, the departments develop a list of intended outcomes they want to achieve. The intended outcomes are translated to KPIs to measure the achievement of objectives with clear milestones, budget allocation and timeline depending on the applicability. The Strategy and IEQA team ensure the departments are aligned with the university's vision and objective and then provides strategic guidelines for developing the annual plan. The purpose of the Department Planning exercise is to develop a comprehensive list of projects and activities that

departments plan to deliver in the upcoming year, aligned with their objectives and which will contribute to meeting their annual goals.

Department Operational Plan (Yearly) Process

1. Strategy & IEQA conduct awareness sessions to explain the process and the template – September to October.
2. The Department develops the departmental Plan with the Actions, KPIs, Action completion timeline, activities milestones., assigns responsibility and details budget or resources required - October to November.
3. Strategy & IEQA review the plan and meet with the department to discuss feedback - October to November.
4. Department finalizes the Department Operational plan - November.
5. The plan is verified and validated by Strategy & IEQA – December.
6. The Department plans are reviewed by the President and approved - December.

Once the annual operations plans have been approved the IEQA team monitors the process. Each quarter they collect the data from the departments on how they are progressing with relation to their annual plans. Part of the process is for the department to provide evidence and narrative of their achievement, and challenges, as well as any recommendations that may be required to support the success of the plans. The progress of operational projects is reported during the quarterly review. The required action will be taken if the data collected indicates a trend towards not achieving the agreed target. At the end of each calendar year, the IEQA Team collects the end-of-year results and rates each KPI according to three categories:

- “On Target”.
- “Needs Attention” (10% deviation from the target).
- “Off target” (more than 10% away from the target).

Department Quarterly Reporting Timeline

Quarter	Start Date	End Date	Department Reporting deadlines
Q1	01-01-2024	31-3-2024	Reminder: first working day after end of Quarter Deadline: first Friday after end of Quarter
Q2	01-04-2024	30-6-2024	Reminder: first working day after end of Quarter Deadline: first Friday after end of Quarter
Q3	01-07-2024	30-9-2024	Reminder: first working day after end of Quarter Deadline: first Friday after end of Quarter

Q4	01-10-2024	31-12-2014	Reminder: first working day after end of Quarter Deadline: first Friday after end of Quarter
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2.8 Department Self-Evaluation and Improvement action plans

MBZUAI has made a significant commitment to measuring and reporting system-wide performance by adopting a comprehensive institutional performance management framework comprising the Vision, Mission, Strategic Objectives, and related KPIs. This framework directly supports the four (4) pillars of Training and Research Excellence, Education and Training Excellence, Ecosystem Catalyzation, and Marketing and Communications.

Strategy and IEQA support departments in developing their strategic objectives, operational plans and KPIs. IEQA collects the reporting data and compliance results and works with the department leads in developing, implementing, and monitoring their actions towards achieving the targets.

Strategy & IEQA work with all departments to ensure they complete standardized documentation for their 2024 Department Annual plans, self-evaluation, and improvement action plans.

The following are the critical components of the assessment of MBZUAI non-academic support departments, according to the non-academic quality assurance framework outlined in Figure 5:

- Development of the department's strategic objectives, projects, and key performance indicators.
- Mapping the department's strategic objectives and key performance indicators to the MBZUAI Strategic Objectives.
- Self-evaluation and improvement action Plans.
- Selecting and designing instruments for performance measurement (direct and indirect).
- Setting the targets.
- Data analysis and compliance of assessment results.
- Distribution of the assessment results.
- Reviewing the assessment results, further developing improvement actions.
- Setting a plan for implementing improvement actions.
- Monitoring the implementation of the actions.

Figure 5 illustrates the non-academic quality framework process:

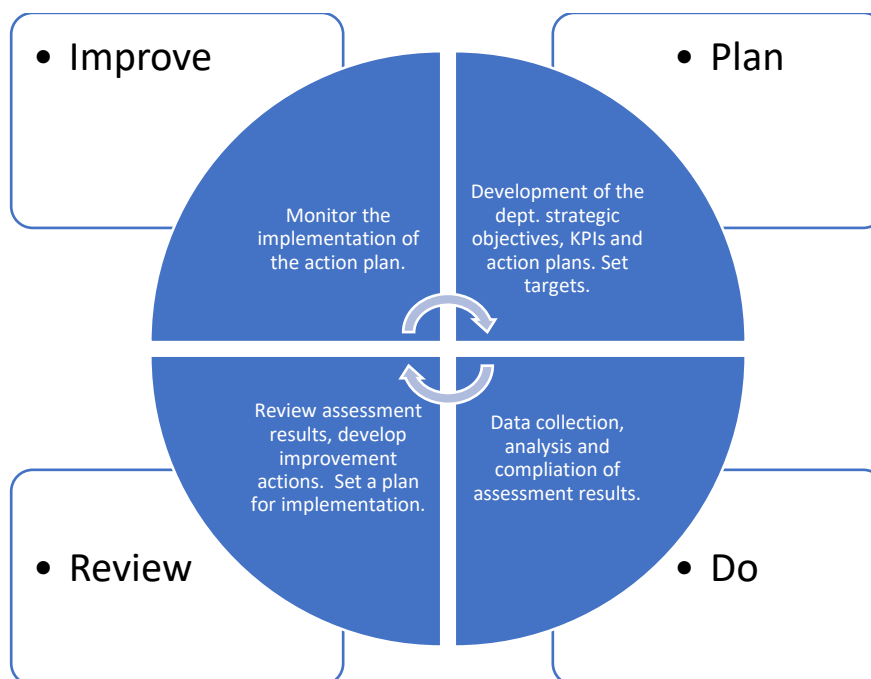


Figure 5: Non-Academic Quality Assurance Framework

Each objective may have several Key Performance Indicators (KPIs) or Performance Indicators (PIs). The KPIs are mapped to Department annual objectives. The baseline is based on the data available for the last year, and appropriate targets for KPIs are set for the following year.

In consultation with Strategy and IEQA, each department will determine appropriate assessment measures, as in:

- **Indirect measures:** Assesses the level of satisfaction from those they assist (instruments used are feedback surveys)
- **Direct measures:** Measures of performance indicators and achievement of Project and KPIs (specific evidence that indicates the attainment).

MBZUAI Self-Evaluation and Improvement action plan Process

1. IEQA conduct awareness sessions to explain the process and the template – September to October.
2. The Department completes the Self-Evaluation and Improvement Action plan template - October to November.

3. IEQA reviews the department's document and meets with the department to discuss feedback (if required) - October to November.
4. Department finalizes the Self-Evaluation and Improvement Action Plan - November.
5. The plans are verified and combined into one document that is submitted to the Strategy and Budget committee to review and ascertain any resource implications. – December.
6. The MBZUAI Self-Evaluation and Improvement action plans are reviewed by the President and approved - December.
7. All Improvement Action plans will be monitored by IEQA with the quarterly operational reporting, adjustments are made as required.

All MBZUAI departments complete their Self-Evaluation Report which defines their achievements, challenges, and issues and lists five areas requiring improvement within their department. Additionally, the following working groups are required to complete a Self-Evaluation Report with improvement action plans:

1. Employer Advisory Committee
2. Student Support Services
3. Academic Advising
4. Learning Resource Centre
5. Contractual Relationships
6. Social Responsibility & Engagement Activities
7. Learning Management System & IT Services

The cycle commences annually every October with the approval for the following year's plans to be completed by 15 December.

2.9 Annual Personal Performance Management

The goal of performance management is to promote and improve employee effectiveness. It is a continuous process where direct reports and managers work together to plan, monitor, and review an employee's work objectives or goals and their overall contribution to the MBZUAI. Because faculty and non-faculty staff roles differ, each employee category has developed separate evaluation systems. Individual objectives and action plans are informed by the department goals and KPIs. All non-academic employees agree on their objectives and actions with their line manager in January. A mid-year review is undertaken in June and a final review in December. Ad hoc meetings will be held throughout the year to review progress and adjust action plans as required.

An MBZUAI Annual Report is produced at the end of each fiscal year, (as the government reporting and financial reporting is based on a fiscal year). For the current cycle the report will be published at the end of 2024.

The MBZUAI BoT has ultimate responsibility for the university, its policies organization, finance, and governance. The BoT appoints the President and delegates all operating responsibilities for the university to the President. The BoT provides ongoing counsel to the President, sets strategic direction, and approves budgets and specific policies. The President, in collaboration with the BoT and members of the university community, appoints the senior administration, including the Provost who oversees the educational mission of the university and the academics.

For further detailed information please refer to the Delegation of Authority Policy, 2022, MBZUAI Strategic Planning Manual, Strategic Internal Planning Process, and the Institutional Effectiveness & Quality Assurance Policies.

2.10 IEQA Organizational Structure

The Director of Strategy and IEQA reports directly to the President and is responsible for ensuring that the strategy, institutional effectiveness, and quality assurance activities are planned, executed, and evaluated to enhance the quality of programs and services provided by the university. Figure 5 illustrates the location of IEQA within MBZUAI.

The Head of IEQA reports to the Director of Strategy and IEQA. The office of IEQA is supported by an Institutional Effectiveness Specialist, a Business Intelligence Specialist, and a Quality Assurance Specialist, all of whom have expertise in Institutional Effectiveness and Quality Assurance. Fiscal resources are provided in sufficient measure to support the organizational function of Institutional Effectiveness and Quality Assurance. The Head of Strategy and Special Projects also reports to the Director of Strategy and IEQA with a team of specialists. Figure 5 displays the senior management team organizational structure. Figure 6 displays the position and team of Institutional Effectiveness and Quality Assurance and Strategy in the organization.

MBZUAI Senior Management Team

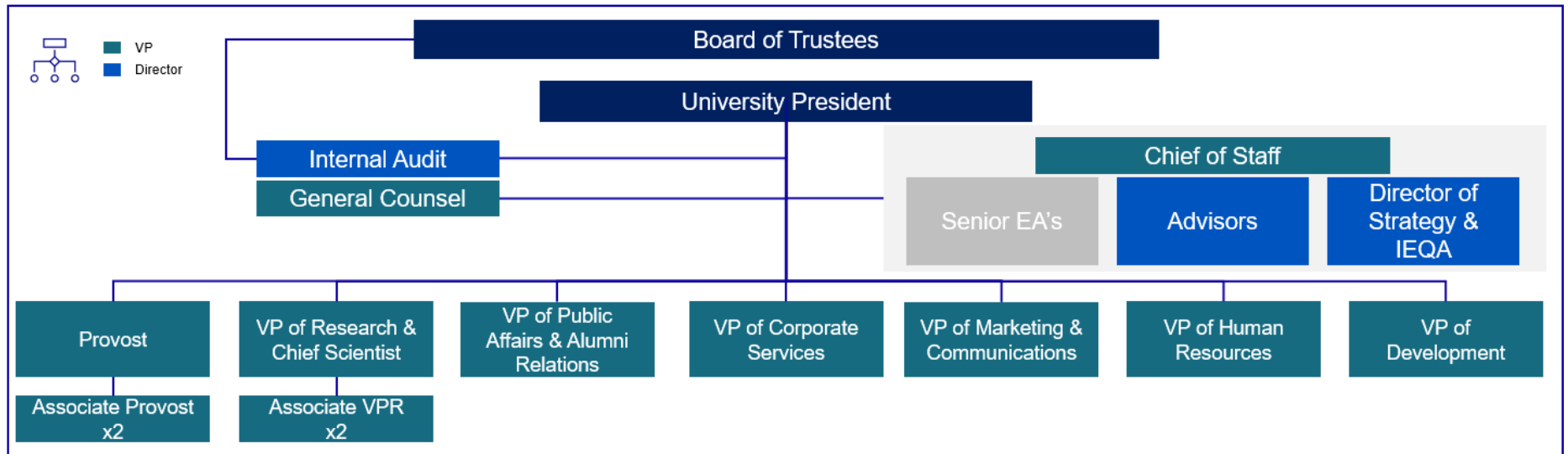


Figure 5: Organizational Structure MBZUAI Senior Management Team (currently in the approval process with relevant government entities)

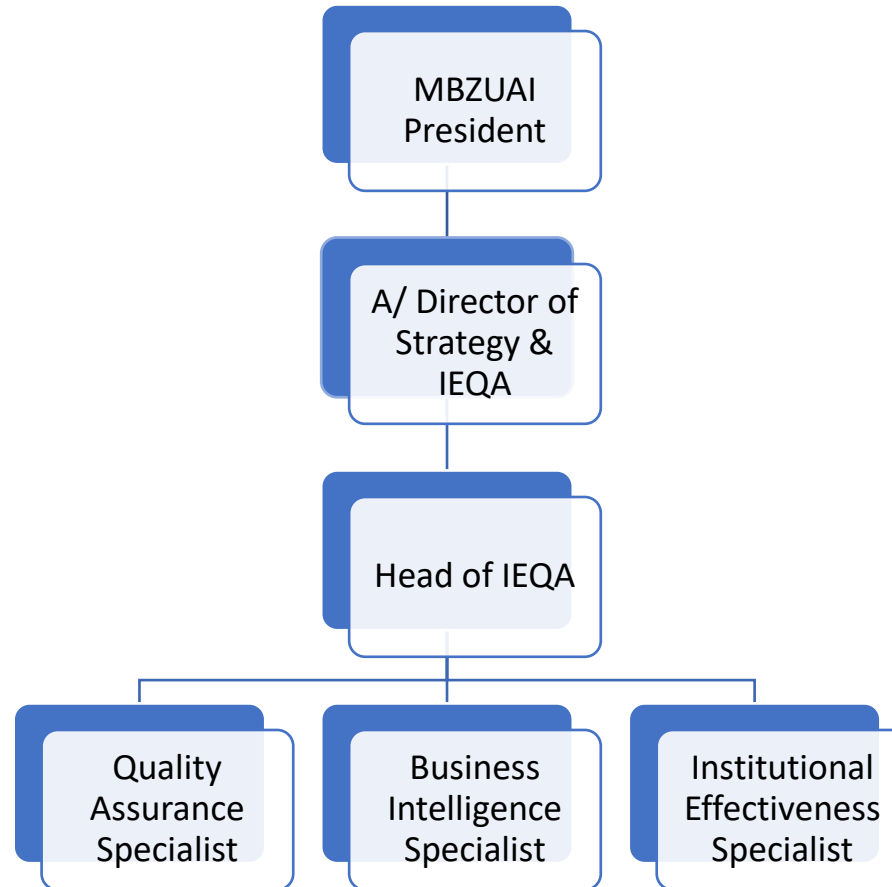


Figure 6: Organizational Structure – IEQA (currently in the approval process with relevant government entities)

3. IEQA Departmental Role

3.1 MBZUAI's Institutional Effectiveness Model

IEQA plays a vital role in providing relevant, pertinent information for the development and assessment of operational plans across all departments at the university. The Institutional Effectiveness Model displayed in Figure 7 guides the university evaluation and improvement actions toward continuous improvement.

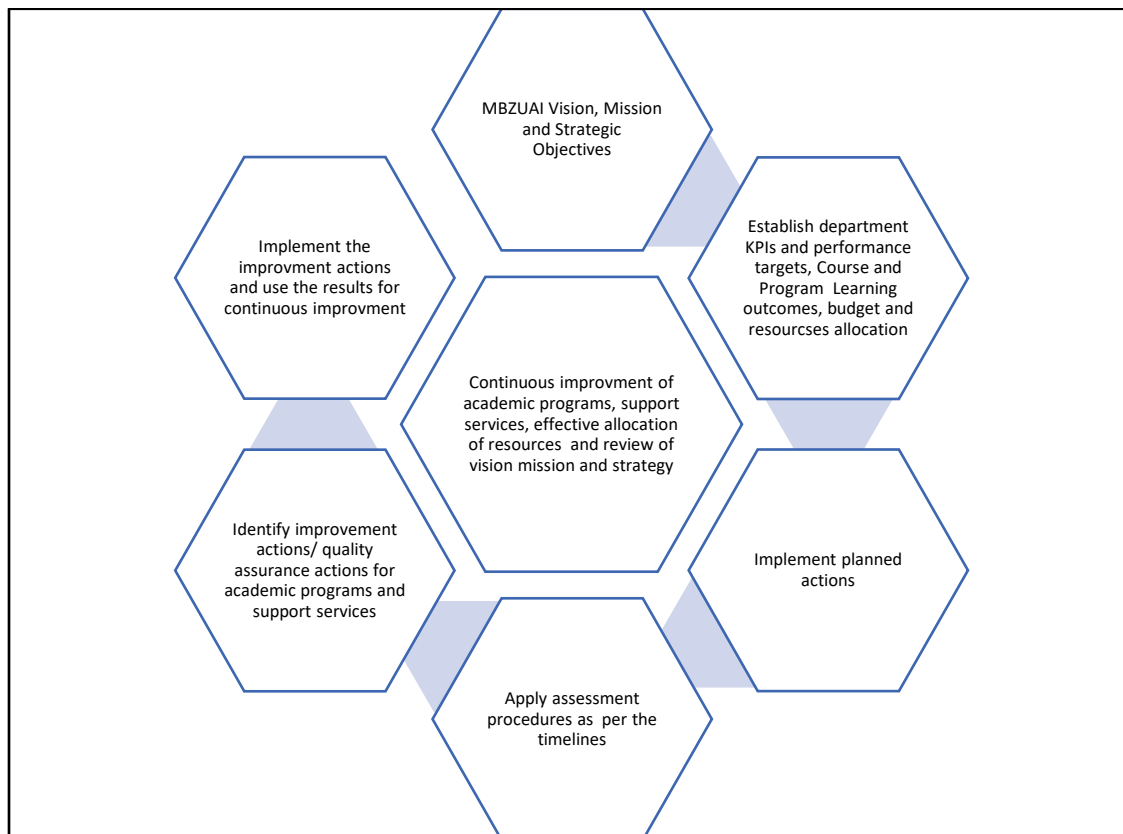


Figure 7: MBZUAI's Institutional Effectiveness Model

MBZUAI adapts a continuous *Plan-Do-Review-Improve* cycle, as below:



Figure 8: MBZUAI's Plan-do-Review-Improve Cycle

MBZUAI encourages a culture of critical reflection so that strengths and weaknesses may be identified and addressed. MBZUAI uses evidence-based practice and utilizes data to evaluate decision-making and strategy. Each quarter the department leaders report on their achievements and how they relate to their objectives and KPIs with details on their achievements, the challenges, any associated risks and make recommendations towards improvements. This data is reported to ADEO each quarter on the Abu Dhabi Performance Management (ADPM) system. MBZUAI is assessed by ADEO on its performance in relation to the annual strategic plan, KPI achievement and project achievement against the plans.

MBZUAI demonstrates its commitment to continuous improvement through its planning and performance cycle, which includes measuring its performance on a range of key indicators across all MBZUAI departments. This process is currently being improved upon by using standardized templates and the process discussed in the Strategic Planning Manual. Additionally, there is a clear cycle of periodic reviews for academic departments, policies, and courses monitoring, reviewing, and evaluating the effectiveness of all aspects of its operations and programs.

The Policy review process is discussed in Section 3.6.1 (MBZUAI Policy Approval and Review Process). The course and program monitoring and review cycle is detailed in Section 7 of this manual – (Table 1 – MBZUAI Schedule and Responsibility for Course and Program Review, reporting, and improvements).

Assessment tools are categorized into:

1. **Quantitative assessment tools:** Quantitative assessment involves looking at the results relating to the institutional department's accomplishments or the ability of the target audience to receive the desired outcome once provided with the department's services. These include recruiting results, graduation and retention rates, number of staff/faculty trained, count of program participants... etc.
2. **Qualitative assessment tools:** Qualitative assessment tools involve looking at target audience perceptions relative to the outcome achieved. These include surveys, exit interviews, focus groups, and any equivalent assessment, with the purpose of:
 - 2.1 undertaking a range of student and stakeholder surveys to improve the quality of teaching, learning, student experience, and staff wellbeing and satisfaction.
 - 2.2 undertaking a range of internal and external audits and reviews focused on productivity and student and staff satisfaction.

During the quarterly reporting process all departments are required to conduct a self-study using the MBZUAI templates on their unit and produce improvement action plans. Data is collected throughout the academic and fiscal operating years at the required reporting periods. Academic data is reported and finalized at the end of the academic year whereas Support Department data is reported and finalized at the end of the fiscal year.

The IEQA team assesses and evaluates the level of achievement against the targets and identifies any required gaps, corrective action, or potential continuous improvements. This information is reported to the President's and Provost's twice a year and on approval then disseminates the data to the department leads for implementation. The previous year's progress is evaluated, and further recommendations made if required.

The data is summarized in the Annual Continuous Quality Enhancement Report. The elements used in the analysis are aligned with the regulator's requirements (MoE, CAA, CHEDS, ADEK and ADEO):

- Analysis of program alignment to MBZUAI Mission, Vision, Strategic objectives, and The UAE AI Strategy.
- MBZUAI Annual Critical Self-Evaluation with analysis of the effectiveness of all departments.
- All departments quarterly reporting against MBZUAI KPIs and ADEO Reporting.
- Institutional Risk Evaluation – using CAA Form 1 2020.
- Analysis of all Program Reports.
- Analysis of Survey results and Institutional Research and improvements made based on the data.
- Review of the Academic integrity Framework and action.

Program Department Chairs complete an Annual Program Report covering the following elements:

- Previous academic year's program continuous improvement.
- General comments and recommendations relating to course review analysis for the current academic year.
- A summary of all course changes by program.
- PLO Assessment analysis.
- Analysis of the institutional research data (course pass rate, enrolment, progression, enrolment, satisfaction levels, KPI achievement).
- Analysis of the effectiveness of the resources for the program.
- Analysis of the physical and technical facilities.
- Analysis of the teaching and learning resources.
- Analysis of the external stakeholder feedback.
- The following academic year action plan.

Every December the MBZUAI Survey Administration Calendar is reviewed and updated in consultation with the stakeholders. The full calendar is available in Section 6 (*Survey Calendar*), with the currently approved Survey Templates in Appendix A of this manual. The surveys planned for this year are as follows:

- End of semester Course, Graduate Assistant, Teaching Assistant and Faculty Evaluation.
- Employee of the Month (each month).
- Student Motivation and Perceptions and Onboarding experience.
- Prospective Employers and Student surveys for the planned new programs.
- Student Progress Evaluation (360) each semester.
- Graduate Exit.
- Employer /Industry Satisfaction with Interns (administered by the Careers and Internships team).
- Graduate Employer/Employee Satisfaction (administered by the Careers and Internships team).
- Management Committee Evaluation
- Staff Engagement and Internal Communication
- Staff Satisfaction (administered by Abu Dhabi Department of Government Enablement in 2024).
- Faculty onboarding (administer by Faculty Affairs).
- Student and Staff onboarding.

IEQA develops a report for each of these surveys with detailed analysis and recommended action plans. Three months after this report has been distributed IEQA requests an update on actions taken which are then reported to the relevant stakeholders.

Please refer to Strategic Planning Manual, Strategic Internal Planning Process, Quarterly Review meeting Reports, Annual Program Report, IEQA Annual Report, MBZUAI 2023-24 Survey Administration Calendar.

3.2 IEQA Department Responsibilities

The office of the Institutional Effectiveness and Quality Assurance (IEQA) provides support to the Mohammed bin Zayed University of Artificial Intelligence (MBZUAI) community towards the achievement of the MBZUAI mission. The IEQA contributes significantly to the implementation of MBZUAI strategic objectives in different areas such as planning, teaching/learning, research, institutional and program accreditation, and services. The IEQA is responsible for setting and monitoring quality standards that lead to local and international accreditation as well as community satisfaction. It also seeks to provide accurate, timely, and reliable information to all offices of MBZUAI enabling them to design, develop, and implement strategies and techniques to improve the effectiveness of all departments.

IEQA main responsibilities are classified into six categories:

1. Academic Programs Accreditation & Compliance

The IEQA coordinates and manages the (national and international) accreditation processes of all academic programs.

2. Academic, Administration/Support Outcomes Assessment

The IEQA monitors and coordinates the university-wide Academic Programs and Administrative/Support department outcomes. It evaluates and assesses the MBZUAI adherence to the regulator's standards and requirements. Where gaps are found, IEQA works with the department to incorporate improvements to ensure adherence and continuous improvement.

3. Department Self-evaluation, Quality Assurance, and improvement of the Institutional Effectiveness

The IEQA assesses appropriate measurements are in place for the MBZUAI programs and departments by working with them to complete annual self-evaluation plans with improvement action plans which are aligned to their operational plans and their KPIs. IEQA monitors the actions on a quarterly basis and recommends improvements as required. IEQA incorporates the Plan-Do-Review-Improve cycle towards continuous improvement. Improvement to programs and support systems are routinely monitored and evaluated for effectiveness.

4. Institutional data and Surveys

IEQA submits all required data to the Centre for Higher Education Data and Statistics (CHEDS) to the Ministry of Education (MoE), Abu Dhabi Department of Education and Knowledge (ADEK), the UAE Commission for Academic Accreditation (CAA), the relevant accreditation agencies and all documents requested to the Abu Dhabi Executive Office (ADEO) including but not limited to the Strategic plan, operational plans, KPIs and project data. IEQA manages all internal surveys, provides summary reports with analysis and recommended action plans based on the data collected. IEQA records the action taken and reports to the stakeholders.

5. Reports and publications

The IEQA office prepares and manages the annual updates of the IEQA Manual, MBZUAI Fact book, The Continuous Quality Enhancement Report, the MBZUAI Institutional Self-Study and Improvement action plans, MBZUAI Surveys Calendar and reports associated to the surveys and other reports. IEQA is responsible for managing, developing, and revising the updates of the MBZUAI Policies and Procedures.

6. Records Management

IEQA records management (RM) encompasses the documentation created, received, and maintained as evidence and information by all administrative offices of MBZUAI (including contractors and external service providers), in pursuance of legal obligations or in the transaction of business. These can include such records as meeting agendas and minutes, departmental records, course accreditations and university publications e.g. The Fact book, records of student and alumni organizations etc. IEQA archives will absorb those records deemed valuable to the public and not containing personally identifiable information (PII). IEQA RM is responsible for:

- Fulfilling the mandate for the University records in line with the MBZUAI Vision and strategy
- Facilitating University administrative compliance with all applicable UAE laws and government requirements, including, but not limited to, MoE and ADEO documentation and retention periods.
- Building a body of documentation to create a researchable institution.

In MBZUAI, The IEQA department acts as the governing body and the custodian of quality improvement efforts within the university. IEQA aims to facilitate the planning, execution, and monitoring of all quality assurance efforts across the institution. As such, the department coordinates with all institutional departments to:

- promote quality assurance in all the services offered by MBZUAI.
- guide the quality improvement plans.
- lead, monitor, and report on quality Improvement across the institution.

3.3 IEQA Government Reporting

3.3.1 Abu Dhabi Executive Office (ADEO)

IEQA adheres to and reports all quarterly and annual objectives, projects and KPI performance data set requirements. IEQA reports the details for MBZUAI concerning the Annual Strategic Plan, KPI attainment, special project progression and the required analysis and evidence to the Abu Dhabi Performance Management (ADPM) System. Annually, in June IEQA inputs the MBZUAI Annual Plan into the ADPM system, for the following year. Afterwards, all quarterly reports are submitted with the required evidence.

3.3.2 Abu Dhabi Department of Education and Knowledge (ADEK)

ADEK has advised all Abu Dhabi based universities are required to report on Risk-based review requirements and data in their uScore program system. Annually at the end of February, MBZUAI must report on the performance indicators ADEK has requested. The Academic data is based on the previous academic year and the financial data is based on the previous fiscal year.

3.3.3 Central Higher Education Data Store (CHEDS)

As per the CHEDS Data Model, IEQA provides all data for the reports aligned with the MoE timeline and requirements. Datasets are categorized into semesterly submissions (typically November/December for the Fall semester and April/May for the Spring Semester), or annually (only during the Spring submission). The distinction is mandated by the Academic Planning department in the MoE, although students and employees-related data are required on a semester basis, while institutional-wide data are required annually.

3.4 Institutional Research

As an aid to strategic and operational decision-making processes, IEQA provides an institutional research function to meet the university's assessment cycle. The activities include providing analytical and technical support in planning and operational decision-making, producing the University Factbook, providing required data to the relevant government departments, creating the central database of student enrolment, academic performance, retention, attrition, and graduation rates, and contributing to the MBZUAI Annual Report. IEQA benchmarks its quality and performance against the best local and international practices. Additionally, it provides the institutional data required by accreditors, conducts stakeholder satisfaction surveys, and analyses the results to support planning and institutional effectiveness. IEQA ensures timely, accurate, and easily accessible information for MBZUAI.

IEQA conducts relevant surveys in regular time intervals as part of the continuous university improvement plan and cycle. Feedback is collected from both internal and external stakeholders and all data is maintained, duly analyzed, and reported accurately to facilitate planning, policy development, and relevant decision-making at MBZUAI. All stakeholders are involved in developing and reviewing the institution's surveys and updating the questionnaires if required.

Please refer to the MBZUAI survey calendar in section 6 of this manual and the survey templates in Appendix A for further information.

3.5 Institutional and Program Accreditation

IEQA serves as a bridge between academic and institutional quality assurance activities and works with all stakeholders in the institution to develop self-study reports for institutional licensure and quality review of all program accreditation applications.

As part of the MBZUAI quality assurance and continuous improvement process, IEQA evaluates, on an annual basis, each academic program and the support offices' service compliance with accreditation requirements. The criteria used are based on best practices and consultation with different stakeholders. Standardized accreditation requirements are identified and shared. Ongoing support is provided with examples of supporting documents as evidence. Annually, each program conducts a self-evaluation, and the outcomes are reported to the IEQA. In the Annual Program Report, actions for improvement are documented and IEQA monitors those improvement plans on a quarterly basis.

IEQA is responsible for advising ADEK or CAA of any substantive changes at Institutional Level. Requirements specified by ADEK regarding MBZUAI plans to make substantive changes are defined as follows:

- **Location** – ADEK approval is location specific and if MBZUAI plans to move their operations to another area, zone, or geographic location they require further approval from ADEK.
- **New Partnerships** – Any new institutional partner must undergo the procedure outlined in the ADEK guidelines and obtain a No Objection Certificate (NOC) before the institution, the partner, or their joint entity commences any activity in the Emirate of Abu Dhabi.
- **New Programs** – All new programs require a NOC from ADEK before delivery can commence. ADEK encourages the growth of institutional capacity if the growth is strategically aligned with the needs of the Emirate of Abu Dhabi.
- **Changing Nomenclature of Category** – ADEK approval is required if MBZUAI seeks to change the name, mission, or operate with a different purpose for which it was originally approved.

CAA specifies that MBZUAI must inform CAA of any planned or actual changes listed below:

- **Change the legal status** or form of control of the institution, including a change in ownership or a merger with another institution.
- Significantly **alters the mission or goals** of an institution.
- **Relocate** the primary campus or establish instruction at a new location such as a branch or additional campus.
- **Close** one of the institution's **locations**.
- **Close** one or more of the **institution's programs**.
- Make significant changes in the **organizational structure**, such as separating one unit or institution into two or joining two separate units.
- Establish a **contractual relationship** with **another organization** to provide teaching and learning services.
- Offer non-credit courses or other activities that affect the mission or alter faculty or professional staff **workload**.

Refer to 2019 CAA standards and 2016 ADEK guidelines and Annual program reports.

3.6 MoE Compliance Framework

IEQA is responsible for ensuring compliance with the MoE HEI Inspection framework which is based on the UAE Laws and degrees, International Best Practice, World Rankings Indicators and the CAA Standards for Institutional Licensure and Program Accreditation. The HE Compliance team has three types of compliance inspections:

	Full Compliance Inspection	Progress Review Inspection	Purpose-oriented Inspection
Standards	Standard 1 to 13	Related to Corrective Action Plan	Inquiry-driven/ Theme-related
Compliance Indicators (CI)	CI 1 to 20	Related to Corrective Action Plans	Inquiry-driven / Theme-related
Inspection Duration	4 to 5 Inspection days	2 to 3 Inspection days	1 to 2 Inspection days.

Full Compliance Inspection (FCI)

FCI covers 13 standards, which are discussed in the framework. The framework consists of standards and compliance indicators. FCI is based on gathering and analysis of HEIs institutional documents, previous inspection reports, publicly available data, staff, faculty, and student interviews, to measure the degree to which the HEI is compliant with the HEI inspection framework. The overall outcome of the FCI will result in a *compliant*, *partially compliant* or a *non-compliant* judgment for the HEI.

Progress Review Inspection (PRI)

PRI measures progress with the HEI's Corrective Action Plan (CAP). PRI focuses only on metrics judged partially complaint, and/or non-compliant at the previous inspection. However, further inquiries may arise during the inspection process.

Purpose-oriented Inspection (POI)

POI may arise from the need for classification by the MOE or lines of inquiry resulting from information received from other stakeholders. POI are unannounced and the lines of inquiry are confidential until after the inspection.

Change of HEI Circumstances

The MoE reserves the right to make an unscheduled inspection if there are changes to the HEI operations or circumstances highlighted by key stakeholders. Changes of circumstance may include, but are not limited to:

- Senior Leadership.
- Financial Status.

- Declining Student completion Rates.
- Student Numbers.
- Change in the Mode of Delivery.
- Whistle blowers.
- High levels of complaints.
- Concerns relating to quality and/or Assessment Standards.

To ensure compliance IEQA will audit four standards each year and will ascertain any partial or non-compliant areas and develop improvement action plans as required.

HEI Compliance Framework IEQA Audit Plan

Standards to be audited during 2024	Standards to be audited during 2025	Standards to be audited during 2026
Standard 4 - Curriculum Management	Standard 1 – Policies & Procedures	Standard 2 – Strategic Leadership
Standard 9 – Infrastructure Services	Standard 8 – Student Provision	Standard 3 – Continuous Quality Enhancement
Standard 6 – Human Resources	Standard 13 – Occupational Environment, Health, and Safety	Standard 7 - Admissions
Standard 11 – Regulatory Disclosure	Standard 5 – Research and Innovation	Standard 10 – Financial Management Standard 12- Social Responsibility and Engagement

3.7 Quality Assurance

The IEQA department has an annual cycle with a phased timetable for data gathering, assessment, evaluation and planned activities with assessment tools and methods of analysis. The manual that complies with all CAA requirements regarding the Quality Assurance components listed in Standards for Licensure and Accreditation (2019) – Standard 2.1, Stipulation 4 – Quality Assurance Manual Requirements, and Annex 8: Quality Assurance Manual. The manual specifies the role of IEQA in survey, operational planning and preparing annual reports, it discusses the role of working with the program and operational units in conducting self-studies and evaluating their performance with relation to the improvement actions plans, KPI attainment and operational plans.

To ensure compliance with CAA standards, stipulations and annex a three-year audit cycle is developed in specific areas to evaluate the need for process improvement or improvement action plans. This audit cycle is updated every three years.

CAA Compliance Audit Schedule

Stipulation/Annex to be audited during 2024	Stipulation/Annex to be audited during 2025	Stipulation/Annex to be audited during 2026
CAA Annex 16: Course Files (December) CAA Annex 22: Website (June-July) CAA Annex 4: Catalog (Jun-July) CAA Annex 7: Student Handbook (July) CAA Annex 3: Policies and Procedures Manual (March)	CAA Annex 16: Course Files (December) CAA Annex 22: Website (June - July) CAA Annex 4: Catalog (Jun-July) CAA Annex 7: Student Handbook (July) CAA Annex 3: Policies and Procedures Manual (March)	CAA Annex 16: Course Files (December) CAA Annex 22: Website (June - July) CAA Annex 4: Catalog (Jun-July) CAA Annex 7: Student Handbook (July) CAA Annex 3: Policies and Procedures Manual (March)
Stipulation 1: Governance and Management	Stipulation 4: Research and Scholarly Activities	Stipulation 6: Students
Stipulation 11: Community Engagement	Stipulation 8: Learning Resource Centre	Stipulation 10: Legal Compliance and Public Disclosure
Stipulation 2: Quality Assurance	Stipulation 5: Faculty and Professional Staff	Stipulation 3: Educational Programs

3.8 MBZUAI Policy and Procedure development and review

IEQA oversees institutional policies and procedure development and measures the effectiveness of these documents. All policies and procedures are reviewed every two years. Sometimes, the evaluation may be required earlier if there is a legislative or regulatory requirement for a specific change from external stakeholders.

All policies follow the [Policy and Procedure Guidelines and Framework and use the Policy or procedure templates developed by IEQA](#). These guidelines have been designed to contribute positively to the development process of policies and ensure full consultation across the institution. All current relevant approved policies and procedures are available on the MBZUAI Staff and Student intranets.

An annual policy compliance check is the responsibility of the policy owner. Compliance will be assessed against criteria including, but not limited to, alignment with any relevant legislation, currency, relevance, conformance with the policy framework, alignment with other university policy instruments, etc.

IEQA measures the effectiveness of policies and procedures by:

- Conducting quality reviews checks across offices, functions, and their respective activities, policies, procedures, and processes.
- Leading follow-up quality checks and overseeing proper implementation of corrective actions in a timely and efficient manner.
- Acting on Internal Audit findings and recommendations.
- Providing the necessary training as required based on the quality reviews or supporting policy and procedure development.

The Institutional Effectiveness Specialist conducts awareness sessions and has scheduled meetings with each department throughout the year to continue to review, develop and ascertain any documents that may be required to improve the productivity of the department and the institution.

Policy and Procedures Awareness Sessions and Department Meetings Schedule

	Policy and Procedure Awareness Session	Department Policy and Procedure review Meeting
Q1	Orientation for all new staff (Faculty and Professional Staff) - January	Legal, Public Affairs and Alumni Relations, Human Resources
Q2		Corporate Services, Admissions & Registrar, Educational Affairs
Q3	Orientation for all new staff (Faculty and Professional Staff) - August	Research, Academic Administration, Strategy & IEQA, Marketing & Communications
Q4		Academic Affairs & Program Departments, Executive Programs, Special Projects

All policies are reviewed every two years. Annually in January a plan is developed for the following thirteen months detailing which policies are due for review during that period. All policy owners are advised of this schedule of the policy review and are asked to submit any changes if required by the due review date. Additionally, the review date is on all policies. Although a policy can be reviewed and updated earlier if required.

IEQA produces a monthly report on the status of the policies, procedures, and guidelines to the Director of Strategy & IEQA. An email detailing new approved policies and procedures is sent each month to all staff with the hyperlink to the newly approved/updated document.

3.8.1 MBZUAI Policy Approval Process

IEQA coordinates the policy approval process and ensures version control and access to the relevant stakeholders. IEQA ensures the President is kept informed on the status of all policies and follows up on any queries, following the Delegation of Authority (DoA) for the policy approval workflow. The various stakeholders involved in the policy approval process are as follows:

1. **Policy Owner:** Is the subject matter expert concerning the policy document content and is responsible for developing, reviewing, interpreting, and implementing the policy document. They monitor the policy for effectiveness and compliance.

2. **Head of IEQA:** reviews policy and provides feedback if required.
3. **Legal team:** Provides formal advice on the legal aspects within the policy document and ensures compliance with the relevant legislative requirements and mandates.
4. **Management Committees:** Where required specific committees have responsibility for reviewing policies before submission to the President. The President may call an ad-hoc or standing committee if required.
5. **Provost:** Endorses the academic policies before final approval by the President.
6. **Director of Strategy & IEQA:** Reviews all policies before they are submitted to the President.
7. **President:** Is delegated the “Approver” responsibility by the BoT for all policies except Financial, Procurement, and HR policies.
8. **The Abu Dhabi Executive Office:** Is responsible for approving all Financial, Procurement, and HR policies.

Please refer to the Policy Framework and procedure guidelines for the process map and further details on the policy approval process. Please refer to the Delegation of Authority for the policy approver details. [Access to all MBZUAI Policy and Procedures is available on the MBZUAI Intranet.](#)

3.9 Benchmarking

When conducting institutional benchmarking, MBZUAI uses data whose dimensions center on:

- Courses and Students,
- Staff and Administration services,
- Funding and Finance,
- Curricula and Academic Services,
- Research and Publications,
- Promotion, and Marketing,
- Non-Academic Services, (Campus, Community life and engagement).

This benchmarking approach goes beyond metrics to focus on policy and practice. MBZUAI does cross-country comparison and peer learning to support the developmental areas of performance measurement and management to inform policy design, implementation, and evaluation.

MBZUAI uses the Computer Science (CS) ranking² as a reference point to ensure we are benchmarking with the global best AI universities. The institution benchmarks its quality and performance against the best local and international practices wherever possible. The benchmarking research is used to improve programs and services and is part of continuous quality improvement. Once implemented the improvements are monitored and evaluated.

When conducting program benchmarking, MBZUAI assesses the academic programs against equivalent HEIs (typically one national and two international peers per program), to measure our

² Homepage: <https://csrankings.org/>

programs' effectiveness, quality, strategies, and courses. MBZUAI uses publicly available data from the websites of the selected institutions. The main elements used are as follows:

- Program Structure.
- Program Goals.
- Program Learning Outcomes.
- Assessment.
- Admission.
- Work Placement.
- Graduation Project/Thesis.
- Support Services.
- Research.

The main findings are summarized and MBZUAI uses this data towards continuous improvement and self-study reports.

Please refer to the Feasibility studies report and the Annual Program Benchmarking Reports.

4. External Reviews

External reviews are a significant element of the MBZUAI quality assurance framework. MBZUAI undergoes several external reviews towards improving its quality at both the institutional and program level. A range of processes occurs at the institutional level, self-evaluating and complying with certification, statutory and regulatory bodies. MBZUAI has used the regulatory requirements and assessments to build our improvement strategies. MBZUAI periodically uses external consultancy companies to conduct a scrupulous, systematic review of IEQA and advise us on further improvements. This will become an ongoing process to aid the MBZUAI focus on continuous improvement and compliance.

At governmental level, cyclical reviews are conducted by the MoE Inspection Department, CAA, CHEDS, ADEK, and ADEO.

4.1 Ministry of Education

The Ministry of Education conducts compliance inspection audits on all Higher Education Institutions (HEI) in the UAE. The focus is on compliance with UAE Laws and decrees, international best practices, World ranking indicators and the Commissions for Academic Accreditation Standards for Institutional Licensure and Accreditation 2019. If action is required, all relevant offices are advised, and plans are made to address the requirements within the timeline requested.

4.2 Commission for Academic Accreditation – UAE (CAA)

MBZUAI received Initial Institutional Licensure (IIL) on April 7, 2020. MBZUAI must submit a Renewal Self-Study (RIL) nine months before the expiry of the institutional license. The RIL will evaluate the institution's performance in meeting the Standards for Initial Licensure (SIL) during its period of licensure and will require critically reflective, clear, detailed evidence and appropriate documentation that the institution is accomplishing its mission and offering and delivering educational programs of high quality, consistent with current international practice.

A new addition to the *Standards for Institutional Licensure and Program Accreditation 2019* (the *Standards*) has introduced the 'risk-based approach' to Institutional Licensure and Program Accreditation by the CAA. This context-sensitive assessment of institutional performance is determined against baseline regulatory requirements which originate from the *Standards*. The risk level of institutions is identified according to the threshold risk level, as determined by the CAA, through a two-part process. The risk levels form the basis for decisions related to the ongoing licensure and accreditation review arrangements for HEIs, on a schedule of 3-, 5-, or 7-year visit cycles. The CAA reserves the right to re-classify an institution's risk status as a sanction for violations of the *Standards*.

The determination of risk is undertaken by the External Review Team (ERT) at the conclusion of the Licensure Review, and is based on two equally weighted elements:

Part A of the Risk Evaluation considers the extent to which the MBZUAI (at the time of the Licensure review) has provided evidence of meeting the requirements of the *Standards*.

Part B of the Risk Evaluation evaluates the risk of strategic, operational, legal, and financial, academic, and international dimensions as applied to specific risk statements, which consider the risk analysis area. The ERT will utilize its professional judgment in following this structured approach to evaluating risk.

Refer to CAA Supplementary Guidance to the Standards 2019, IEQA Policies and Procedures for the documents required for the RIL and all templates.

MBZUAI received the Initial Program Accreditation on March 5, 2020, for the Master of Science programs and Doctor of Philosophy programs in Computer Vision, Machine Learning, and Natural Language Processing. After the program has graduated its first and second cohort of students, a further review, (Renewal of Program Accreditation RPA), is undertaken by the CAA. The review requires a critical self-study and an additional evaluation by an External Review Team (ERT) to ensure that the program's anticipated outcomes are being achieved, including the maintenance of academic standards in keeping with the international norms and the nature of the student experience.

- The first cohort of Master of Science Computer Vision (MSc CV) and Master of Science in Machine Learning (MSc ML) students graduated in January 2023.
- The second cohort in June 2023. The first cohort of the Master of Science in Natural Language Processing (MSc NLP) graduated in June 2023.

- The first cohort of Doctor of Philosophy in Computer Vision (PhD CV), Doctor of Philosophy in Machine Learning (PhD ML), and Doctor of Philosophy in Natural Language Processing (PhD NLP) will graduate in December 2024.
- The second cohort in June 2025. Please refer to Table 2 for the detailed timeline for the renewal of the programs. Program Renewal of these programs will be actioned by 15 June 2025.

Refer to CAA Standards 2019, IEQA Policies and Procedures for the documents required for the RPA and all templates.

Please refer to Table 2 – CAA Program Renewal Timeline.

The CAA may also use other sources to inform its monitoring of MBZUAI. Based on yearly monitoring data or other sources of information, the CAA may carry out additional risk assessments, require additional monitoring and efficiency studies of individual institutions or take such further action as may be necessary.

All new programs require CAA approval before being advertised or commenced at MBZUAI. The process of new program development is defined in the 2019 CAA Standards and the 2019 CAA PMIPA Procedure Manual. IEQA and the Academic team are to develop and complete the CAA Initial Program Accreditation (IPA) document with all supporting evidence following the CAA standards and procedures. CAA may take between six to eight months to approve a new program. CAA may impose requirements that will require swift action. CAA usually requires an External Review Team (ERT) visit before approving the new program. After receiving approval MBZUAI may commence the marketing of the program and student recruitment. Student Affairs will update the catalogue using the curriculum syllabi and program specifications developed by the Academic team. The catalogue will be displayed on the MBZUAI website.

Please refer to Table 3 – MBZUAI New Program Timeline.

Refer to [2019 CAA Standards and Procedures](#) and MBZUAI Academic Policies and Procedures.

4.3 Abu Dhabi Department of Education (ADEK)

Abu Dhabi Department of Education (ADEK) specifies that MBZUAI is required to obtain a “No Objection Letter (NOL)” from ADEK before applying for approval to offer any new programs in the Emirate of Abu Dhabi or make a substantive change to a current approved program. ADEK requires the Self-Study for the new program application to be submitted four (4) months before proposing it to the CAA. The ADEK criteria evaluates the quality of educational provision, access to higher education, alignment with the national development plans as well as an aspiration to establish a knowledge-based society through assessing the impact and the ‘value added’ that the new programs bring to the HE system and the Emirate of Abu Dhabi society at large.

ADEK requires MBZUAI to adhere to the risk-based review (RBR) requirements by reporting uScore details annually. Annual at the end of February each HEI is required to provide data on a range of metrics that are relevant to their performance, including student enrollment, staff

information, program information, research activities, and more. The information is uploaded to the ADEK platform enabling the computation of standardized metrics that are aligned with international standards. The objective of uScore is to centralize information in a consistent way, creating system-wide metrics that are constantly available to the MoE, ADEK, and each HEI in the system. This ensures that the MoE and ADEK have access to accurate and reliable information on the performance and compliance of HEIs.

The data inputs required by uScore are categorized into three main layouts: the HEI data layout, the program data layout, and the graduation data layout. IEQA collects the required data and reports the information to ADEK. The ADEK re-authorization is conducted through a two-stage RBR methodology:

Stage 1 - A mandatory annual data collection process for all types of HEIs in the Emirate. HEIs without identified risks will not need any further procedure for the given academic year and can receive an NOL to proceed with CAA's re-licensure. The NOL is provided upon the written request of the HEI and in line with the CAA's granted validity term for licensure (e.g., 3, 5 and 7 years). HEIs identified at risk will be required to undergo Stage 2.

Stage 2 – HEIs with identified risks will be required to submit a self-evaluation report and may be subject to an external review if applicable. The ADEK RBR is based on a comprehensive analysis of HEI performance in terms of three critical risk areas:

Risk to students: The ultimate success of the institution depends on the success of its students and the recognition of the HE's outcomes/awarded qualifications. The measurement metrics in this group, cumulatively, help to form an understanding of potential risks to students and ensure the HEI takes steps to safeguard students throughout their learning period and beyond.

Risk to financial performance: The financial health of the HEI is crucial for the sustainability of the institution and its long-term contribution. Hence, the measurement metrics in this group are identified to specifically measure financial performance in terms of viability and long-term sustainability.

Risk to Abu Dhabi higher education performance against the set strategic priorities: The measurement metrics in this group are linked with the Abu Dhabi Strategic priorities and cumulatively they will provide necessary knowledge on the HEI's performance quality and relevance.

The annual RBR is linked to the cyclical authorization of HEIs and when risk-free, HEIs are entitled to ADEK's NOL when required to undergo a CAA re-licensure. The re-authorization cycle depends on the HEI's annual risk confidence level rating/identified risks but must occur at least once every seven years. ADEK's decision on re-authorization of HEIs is carried out on a three-point confidence scale.

Confidence level is the degree of certainty that the likelihood or consequence score (assigned by the risk assessor) reflects reality. Based on the data collected by the HEIs and other available official sources through RBR Stage 1, ADEK annually generates an in-depth analysis of all registered HEIs in Abu Dhabi, with an emphasis on the identification of risks and assigning

levels of confidants to HEIs. Depending on the confidence level, a decision is made whether the HEI is to undergo Stage 2 of the RBR or not.

Confidence Level	Descriptor and Implications
High	<ul style="list-style-type: none"> No Risks or no issues in operation. There is clear evidence of the sustainable operations in the foreseeable future.
	<ul style="list-style-type: none"> This classification is exempt for the external review Stage 2 of the RBR. Re-authorization of this classification level is required at least once every seven years. This classification level is still subject to the annual RBR to maintain their status. One, two three risks or issues for operation.
Medium	<ul style="list-style-type: none"> If there is clear evidence that the risks and issues could be mitigated in a very short time, then the external review in Stage 2 will only target identified risk areas. This classification level is still subject to the annual RBR to maintain their status.
Low	<ul style="list-style-type: none"> More than three or multiple risks or issues for operation. There is clear evidence that risks and issues cannot be mitigated in a reasonable timeframe.
	<ul style="list-style-type: none"> This classification is subject to an external review Stage 2 encompassing all three evaluation standards and dimensions (refer to the RBR Evaluation Framework). This classification level is subject to the annual RBR.
None	<ul style="list-style-type: none"> Risks or issues for operation across all three evaluation areas and dimensions. There is clear evidence of continued and repeated problems.
	<ul style="list-style-type: none"> This classification is subject to a de-registration notification and a full review, with all further decisions being aligned with respective federal and/or Abu Dhabi entities. This classification level is subject to the annual RBR until official de-registration, if any.

ADEK Risk-based review (RPR) Procedure³, as outlined in Figure 9 (next page)

- Step 1.** Data Submission: HEI submits performance data through ADEK data collection system – January to February annually.
- Step 2.** Technical Review: ADEK conducts the technical review, generates an annual report, identifies risks – March to April annually.

³ Refer to 2023 ADEK ReAuthorization of Higher Education Institutions in Abu Dhabi, 2023 ADEK Authorization of Substantive Changes at Higher Education Institutions, 2023 Authorization of New Higher Education Program in Abu Dhabi , 2023 ADEK uScore User Manual for HEI, 2023 ADEK Inputs and Outputs Data Glossary.

- Step 3.** Consultation Meeting: ADEK conducts consultation meetings with HEIs identified as being at risk and discusses recommendations linked to the level of confidence – May to June annually.
- Step 4.** SER & Risk Mitigation Plan Development: ADEK requests the submission of a full Self-Evaluation Report (SER) form HEWIs with medium, low or no confidence. The SER and risk mitigation plan should be analytical in and adhere to applicable ADEK re-authorization standards and guidelines. The SER should be submitted through the ADEK Higher Education Authorization Portal. – July to August annually.
- Step 5.** SER Pre-screening: ADEK conducts pre-screening of SER, risk mitigation plan and submitted evidence for technical compliance and decides if a further external review is required – September.
- Step 6.** Selection and Appointment of External Reviewers (ERP): The ADEK Procedure Coordinator identifies potential external reviewers and submits the list for approval to the Chairperson of ADEK HEAC, External reviewers are contracted, and sign required documents – October.
- Step 7.** Submission of Application for External Desk Review: The Full application package is submitted to the external reviews for desk review – within one week of the ERP appointment.
- Step 8.** External Desk Review: External reviewers conduct the desk review. – 4 weeks upon receipt of the application package.
- Step 9.** Site Visit (Optional & based on ERP Request) – Led by ADEK, ERP undertakes a site visit – up to 5 working days between October and November.
- Step 10.** Joint Report Preparation – ERP prepares a joint report, the final joint report approves or rejects the applicant.
- Step 11.** Applicant Notification – Applicant is advised the decision – meets, partially meet, does not meet the standard. – December
- Step 12.** CAA Notification – Once the decision is taken, ADEK informs the CAA of the results for their consideration – within 10 working days upon decision making.

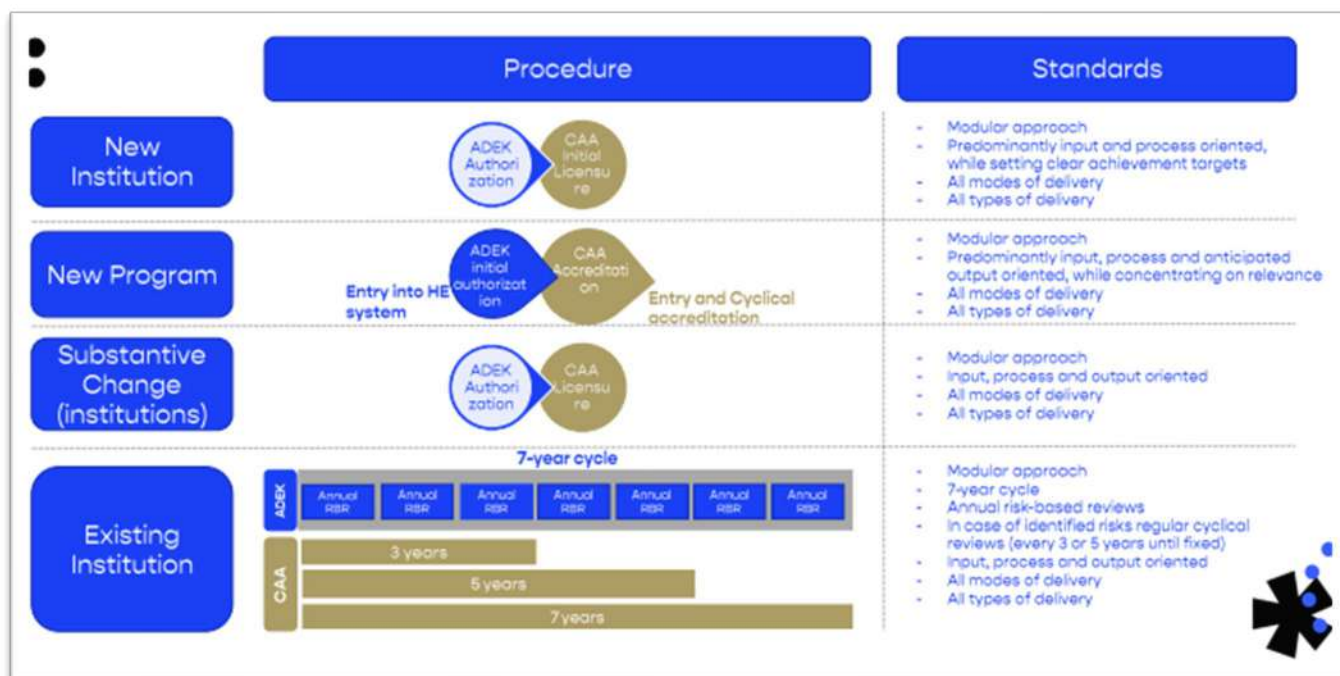


Figure 9: ADEK and CAA Procedure and Standards
 Ref: ADEK Authorization Revised Approach Final 21 Dec 2021

4.4 Central Higher Education Data Store (CHEDS)

Continued registration as a licensed HEI is conditional on regular submission of data to the Centre for Higher Education Data and Statistics (CHEDS) for monitoring, and completing periodic institutional reviews, and program reviews for accreditation or recognition.

CHEDS is the MoE's infrastructure for collecting and managing data relating to higher education. The role of CHEDS is to provide reliable higher education data efficiently and in a timely fashion. Information supplied by CHEDS is used principally by:

- the MoE's Department of Assessment and Quality of Higher Education Institutions, so that decisions about institutional classification are well informed, and information about HEIs in the National Register is accurate and current.
- the CAA, so that institution's performance can be monitored systematically, and potential issues identified and addressed effectively and in good time.
- HEIs, so they can more effectively review and benchmark their data and performance.

Data must be submitted by an HEI to CHEDS online each semester in the following five tables:

- Applicants
- Enrolments
- Graduates
- Faculty load

- Operations

Data must be submitted by an HEI to CHEDS online annually in the following three tables:

- Institution overview
- Faculty publications
- Financial data

As per the CHEDS Data Model, IEQA will report the CHEDS timeline and requirements.

5. Academic Program Quality Review and Evaluation

5.1 Program Review

Academic Affairs ensures all programs must adhere to the 2019 CAA Standards for Licensure and Accreditation requirements, ensuring they keep the required evidence as per the standards including, but not limited to:

- Program specifications – CAA Annex 10
- Course Syllabi – CAA Annex 13
- Course Files – CAA Annex 16
- Guidelines for Good Practicum Internships and Practicums of the Standards – CAA Annex 12
- Any Substantive Changes to the program require CAA approval as per – CAA Annex 17 and the ADEK 2023 Substantive Changes approval.

Academic Affairs manages the course and program development and adheres to the Academic Programs Policy and Program Development Policy, these policies aim to:

- Provide a framework to guide decisions regarding MBZUAI's academic program development, delivery, assessment, and improvement.
- Provide a framework to guide decisions regarding academic performance and progression.
- Set clear responsibility and accountability for management of academic programs and courses.
- Provide a framework to ensure that appropriate and high-quality advice is available to students to assist with the planning, execution, and successful completion of their studies.
- Provide a guide to academic program development and sets clear roles and responsibility for the development of academic programs and courses.

Currently the course change process is actioned using change forms with a set approval workflow which involves Faculty, the Program Chairs, and the Provost. Afterwards the change requests are submitted to the Curriculum Committee for review, feedback, and approval.

MBZUAI is implementing a curriculum management software system during quarter four of 2023 to automate this process.

IEQA assesses the compliance to the relevant CAA specifications and standards by auditing a sample of courses and programs each academic year. The results are published in the annual Continuous Quality Enhancement Report with improvement plans if required.

Refer to Academic Programs Policy, and Annual Program Report Template. Program Specifications Template, Course change form, Course Change Summary Report, and IEQA Policies.

All MBZUAI Master's and Doctorate programs have goals for the program and standardised KPIs. Table 4 details the generic KPIs for each Master's Program and Table 5 details the generic doctorate KPIs in Section 8 Tables. These are reviewed each year.

The attainment of the academic KPIs is analysed in the Annual Program Report with timed action plans developed for the following academic year. The Annual Program Report is completed each academic year by the Program Department Chair which summarizes and analyses:

- Previous Program Continuous Improvement.
- Course changes.
- PLO Assessment using Direct and Indirect Methods.
- Institutional Research and Assessment Data.
- KPI achievement and analysis.
- Effectiveness of Resources.
- Analysis of the Physical and Technical Facilities.
- External Stakeholder Feedback.
- And develops a continuous improvement action plan.

Refer to Academic program policies and Annual Program Report Template

5.1.1 Program Learning Outcome Assessment

The assessment of Program Learning Outcomes (PLO) is an ongoing process of evaluating the overall level of student learning in the HEI's academic programs. It measures the extent to which students have attained program-wide learning outcomes, and the results of the study are used for the continuous review and improvement of the specific program.

At MBZUAI all PLOs are assessed annually. PLO assessment utilizes both direct and indirect assessments, and the results feed into the program quality review reports (Annual Program Reports and CAA Self-studies).

PLO Measurement

Direct	Indirect
<ul style="list-style-type: none">Assessments (Formative and summative) using grade book capabilities in Moodle and Power BI Dashboard analysis.Average GPAs.Graduate outcomes.Attrition Rate.Time to Completion of the program.	<p>Students' perception:</p> <ul style="list-style-type: none">Student course evaluation and feedback.Graduate Exit Survey (which includes PLO attainment perception).Employer Internship evaluation.Alumni survey.Employer survey (six months after first graduation).

As per CAA standards 2019, an institution is required to demonstrate how the program learning outcomes are aligned with the appropriate Level Descriptors of the QFEmirates (QFE). This is displayed in the curriculum mapping of each program. During the mapping process program goals and KPIs are reassessed annually to confirm they are relevant and aligned with MBZUAI's strategic objectives.

Once the mapping and assessment definition is completed by the content experts and the students have completed all assessments for the academic year, the IEQA team provides a detailed analysis that summarizes:

- PLO Attainment for the Program using the CLO to PLO mapping. This identifies any gaps that may require curriculum updates to ensure all PLOs are adequately covered by the core courses and research.
- Student PLO Attainment by the program using the results from the anchor assessments for each course and the CLO-PLO mapping.

This data is summarized and analyzed in section 3 of the Annual Program Report with a continuous improvement recommendation if required. Additionally, survey data will be correlated and compared with the outcomes of the direct assessment.

Please refer to the Program Learning outcome Assessment Guidelines, The Program Curriculum Mapping, and the Program Annual Report.

5.1.2 Student 360 Evaluation

The Student 360 Progress Evaluation is a process MBZUAI undertakes every semester to collect feedback from the student specifically on their perception of their ongoing academic and extracurricular progress. The process allows the Faculty and Chairs to assess the student progression across all their courses, research, thesis progress, publications, department service, internship progress and provide feedback to the students on their learning journey.

At the end of each semester, students are asked to meet with their supervisor(s) to discuss the evaluation questions before submitting them. The evaluation questions are self-reflective and

summarize the learning journey throughout the semester according to the following elements (categorized as sections in the evaluation):

They are in sections as follows:

- Section 1. Courses:** The system displays their completed courses and grades and the courses they are registered into for this semester. Then the student is asked to check if the data is correct and then comment on their semester goals and how they have progressed on these goals.
- Section 2. Research:** The student is asked if the registered research topic has changed and to briefly describe their current research project and any valuable contributions, they have had towards their research this semester. They are asked what their research plans are for next semester and about their research activities and conferences attended or presented.
- Section 3. Publications:** The student is asked to upload any new papers that have been accepted or submitted this semester or papers in progress.
- Section 4. Community & Department Service:** Students are asked to comment on how they feel they progressed whilst being a Graduate Assistant or any other community and department services they have undertaken this semester.
- Section 5. Internship:** Students discuss their internship, evaluation and any upcoming or proposed internships.
- Section 6. Overall Evaluation:** Students are asked to rate their stress level and comment on why they gave that rating. They are asked to advise if there is anything else they feel faculty should be aware of when evaluating their progress.

This information is then submitted to the Primary Supervisor to provide their review, then similarly the Secondary Supervisor and the Department Chair for comments (as an optional step, as they could admit unfamiliarity with the student or specify not sufficient contact was conducted to reliably provide an evaluation).

During the last week of the semesters, (typically, mid-December and Mid-May respectively)- an all-faculty meeting is presided by the Provost for all faculty members to discuss each evaluation and reviewing future actions or improvements are required based on the information provided and additional feedback upon discussion. When the Provost, Chairs, and Faculty are satisfied that all information is complete, the Student 360 evaluation is released back to the students for them to ascertain their overall evaluation and for further reflection for the following semester.

The data is provided as a summary and by entering the specific area more detailed information is provided. The Student and the relevant faculty have access to previous semester's submissions to review comments and outcomes throughout the individual student learning journey.

5.1.3 Schedule and Responsibilities Course and Program Assessment, Reporting, and Improvements

Every semester a timeline on when course and program reviews and assessments take place. This schedule along with roles and responsibilities is detailed in Section 7, Table 1.

Please refer to Table 1 – MBZUAI Schedule and Responsibility for Course and program Review, reporting, and improvements.

5.1.4 Substantive Changes to a Program

For all substantive changes to a program, MBZUAI is required to seek approval from CAA. A substantive change is defined as a change that modifies a program's characteristics such as its goals, learning outcomes, basic structure, or mode of delivery. MBZUAI will inform CAA of changes falling into the following categories:

- Significantly change the aims of the learning outcomes of a program.
- Establish instruction in a significantly different format (such as an intensive term) or method of delivery (such as e-learning).
- Introduce or close one or more concentrations within a program.
- Increase or decrease the number of actual or notional learning hours awarded for successful completion of a program or the length of the program.

MBZUAI will submit the substantive change report to CAA at least six months before the date on which the change is to be implemented. The report will include the following:

- A description of the proposed changes.
- The rationale for the proposed changes.
- Evidence of authorization by the governing body and other relevant parties, and a projection of any developments anticipated because of the change.

5.1.5 New Program Timetable

All new programs require approval from CAA and ADEK before they may commence. ADEK specifies the process in the Criteria Guidelines and Procedures for ADEK Authorization of a new Program. Figure 11 illustrates the Institutional and Program Approval process for the emirate of Abu Dhabi. Please refer to Section 7, Table 7 for the detailed timeline.

MBZUAI plans to develop two new programs in 2024, and 2025; therefore, is in the process of following the below timeline.

CAA advises an institution applying for Initial Program Accreditation (IPA) must follow the timetable for review as outlined below:

- The Commission typically reviews completed and accepted Applications submitted by November 1 during the following spring semester.

- The Commission typically reviews completed and accepted Applications submitted by May 1 during the following fall semester.
- Given that there are often required responses in the IPA process, the total amount of time from Application to the completion of the process may take longer depending on how the institution responds to any queries from the initial ERT review.

CAA has documented all the initial program accreditation requirements in the Procedural Manual for Initial Program Accreditation 2019. Documentary evidence and a self-study displaying adherence to the standards are required to seek approval to commence a new program.

MBZUAI has a Program Development Policy that provides a guide regarding MBZUAI's academic program development and sets clear responsibility and accountabilities for the management of academic programs and courses.

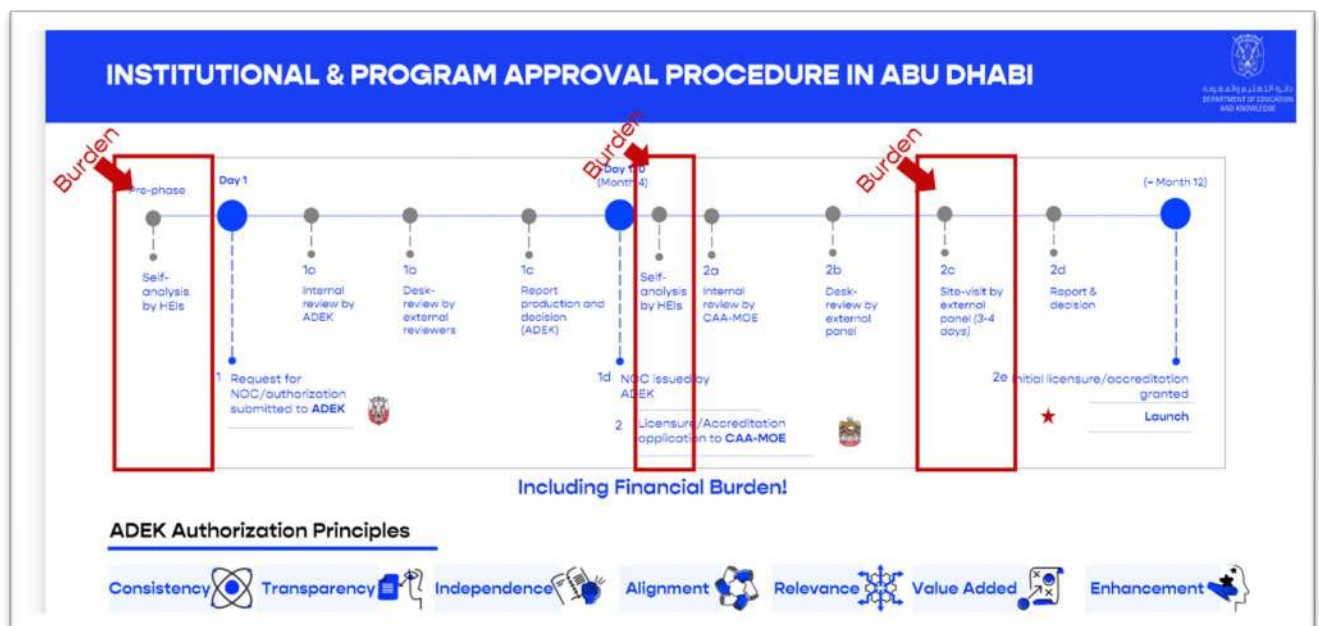


Figure 11: ADEK and CAA New Program Procedure and Timeline
Ref: ADEK Authorization Revised Approach Final 21 Dec 2021

6. MBZUAI 2023-2024 Survey Administration Calendar and 2024-2025 Survey Administration Calendar

MBZUAI 2023-24 Survey Administration Calendar

#	Survey	Target Population	Proposed Dates		Survey Duration	Survey Owners	IEQA Analysis & Dashboards
1.	The employee of the Month	All Support Staff	Monthly	1-14 of each month	Two weeks	HR	Report 15 of each month
2.	Student Faculty Evaluation Survey, Graduate Assistant Evaluation Survey & Course Evaluation	Current Students Attending Classes	Fall End of Semester Week 16-18, 1 – 15 Dec 22	Spring End of Semester Week 16-18, 22 Apr – 13May	Three weeks	Academic	Reports during: End of Semester
3.	Student Motivation and Perceptions Survey	All students	Annually – during orientation	September	Three weeks	MARCOM	Report Mon and Thurs each week and final report
4.	Prospective Employers survey (new programs)	All Employers	Annually	1 – 21 Sept	Three weeks	Careers & CAA	Final Report

5.	Prospective Student survey (new programs)	All Employers	Annually	1 – 21 Sept	Three weeks	MARCOM	Final Report
6.	MoE Student Satisfaction Survey	All Students	Annually	March	One week	MoE	Not administered MBZUAI
7.	Staff and Faculty Satisfaction (CHEDS)	Staff and Faculty	Annually	17 April – 30 April	IEQA	IEQA Report required for CHEDS	
8.	Student Progress Evaluation (360)	Current Students	Fall Completed by 15 December Students – 25/10 Faculty – 10/12 Chair – 14/12	Spring Completed by 22 May Students – 1/5 Faculty – 22/5 Chair – 21/5	One month in total	Academic	Full Report Required
9.	Graduate Exit Survey	Graduates	Annually	Spring Week 17-19	Two weeks	Academic & All MBZUAI	Full Report Required
10.	Employer / Industry Satisfaction Survey (future) 3 years after graduation	Employers of Graduation Cohort	Annually	June <u>Commencing in 2025</u>	Two weeks	IEQA	Full report required
11.	Employer /Industry Satisfaction with Interns	All Students who attend Internships	End of each internship	August / Sept (360 employer & peers survey)	One month	Academic & Student Affairs	Full report required

12.	Alumni Survey (future)	Registered Alumni	Annually	September <u>Commencing in 2024</u>	Two weeks	Public Affairs & Alumni Relations	Full report required
13.	Management Committee Evaluation	All Management committees	Annually from June		Two Weeks	Legal and Committee Chairs	Full report required
14.	Staff Engagement & Internal Communication Survey	All MBZUAI Staff	Annually	September	Two weeks	HR & MARCOM	Full report required
15.	Student Satisfaction with Services Survey, including IT User Survey	All Students	Annually	November	One week	IEQA	Full report required
16.	The Department/Team of the Year	All Support Staff	Annually	1-7 of December	One week	HR	Report 10 of December
17.	Graduate Destination Survey - to be provided and administered by MoE	Graduation Cohort Dec 2022	Annually	TBA	Six weeks	MoE	MoE Not administered MBZUAI
18.	Longitudinal Graduate Destination Survey - to be provided and administered by MoE	Graduation Cohort in 3 years - 2025	Annually	TBA	Five weeks	MoE	MoE Not administered MBZUAI

All surveys in **dark blue** are administered by external parties not MBZUAI. All approved survey templates are in Appendix A of this document. Some surveys are still in the development process and are not included in this version of the IEQA Manual.

MBZUAI 2024-25 Survey Administration Calendar

#	Survey	Target Population	Proposed Dates		Survey Duration	Survey Owners	Analysis & Results
1.	Faculty Evaluation Survey, Graduate Assistant Evaluation Survey & Course Evaluation	Current Students Attending Classes	Fall Mid Semester 2 Open ended Qs <u>Week 8-9</u> End Semester <u>Week 16-17</u>	Spring Mid Semester 2 Open ended Qs <u>Week 8-9</u> End Semester <u>Week 16-17</u>	Two weeks	Faculty & Academic Development	Mid Semester Week 11 End of Semester Week 17
2.	Student Motivation Perceptions & Onboarding Survey	All students	Annually (orientation)	August (12 August - 12 Sept 24)	One month	MARCOM & Registrar	Report each week and two final reports (MARCOM & Registrar)
3.	Prospective Student Interest with New Program Survey	External/potential students	Annually – to gauge new interest	Jan – 17 Feb 25	Three weeks	MARCOM & CAA	As required
4.	MoE Student Satisfaction Survey	All Students	Annually	March-June	One month	MoE	Not administered by MBZUAI

5.	Student Progress Evaluation (360)	Current Students	Fall Week 14-18 Completed by 13 December Students – 30/11 Faculty – 11/12 Chair – 12/12	Spring Week 17-21 Completed by 9 May Students – 30/04 Faculty – 6/05 Chair – 8/05	One month in total	Faculty & Educational Affairs	Dashboard
6.	Graduate Exit Survey	Graduates	Annually (post final exams)	Week 21-23 15-31 May	Two weeks	Faculty & Academic Development & Educational Affairs	Full Report
7.	Industry (Strategic) Partners Satisfaction Survey	MBZUAI Industry Partners	Annually	June	Two weeks	PAAR	Administered by the PAAR Department
8.	Employer / Industry Satisfaction Survey (3 years after graduation)	Employers of Graduation Cohort	Annually	June <u>Commencing in 2025</u>	Two weeks	IEQA	Full report
9.	Employer Satisfaction with Interns Survey	All Students who attend Internships	Annually every summer (End of each internship)	September 24 (360 employer & peers-to-peer survey)	One month	Academic & Educational Affairs	Administered by the Careers Team
10.	Graduate Employer / Employee Survey (360)	Graduates and Employers	3-months after graduation (Sept 2024 all cohorts)		One month	Careers & MBZUAI	Full report

#	Survey	Target Population	Proposed Dates		Survey Duration	Survey Owners	Analysis & Results
11.	Alumni Satisfaction Survey	Registered Alumni	Annually	September 2024	Two weeks	PAAR	Administered by the PAAR Department
12.	Management Committee Evaluation Surveys	All Management committees	Annually November 2024		Two Weeks	Legal & Committee Chairs	Full report
13.	Staff Internal Communication Survey	All Staff	Annually	September	Two weeks	HR & MARCOM	Full report
14.	New Joiners' Satisfaction Survey	All new Staff	Quarterly	January, April, July, October	Two weeks	HR	Full report
15.	Staff & Faculty Satisfaction with Services	All Staff	Annually (Incorporating CHEDS requirements)	November	One month	IEQA	Full report
16.	Student Satisfaction with Services Survey	All Students	Annually	1 – 14 November	Two weeks	IEQA	Full report
17.	Supplier Satisfaction with MBZUI Procurement Survey	Suppliers	Annually	November	One month	Procurement	Administered by the

							Procurement Team
18.	Event & Exhibitions Surveys	All involved in the Event	After each event	After each event	Two weeks	PAAR	Full Report after event
19.	Annual Operational Planning Survey	All involved in the process	Annually	January	Two weeks	Strategy	Cleaned data and Full report
20.	MOE Graduate Destination Survey	Graduation Cohorts (9 months post-graduation)	Annually	TBA	Six weeks	MoE	Not administered by MBZUAI
21.	MOE Longitudinal Graduate Destination Survey	Graduation Cohort in 3 years - 2025	Annually	TBA	Five weeks	MoE	Not administered by MBZUAI

All surveys in **green** are administered by other MBZUAI departments, not IEQA.

All surveys in **dark blue** are administered by external parties, not MBZUAI.

7. Tables

Table 1 – MBZUAI Schedule and Responsibility for Course and Program Review, reporting, and Improvements

Assessment Type	Frequency	Assessment Instrument(s)	Responsibility
Course Learning Outcomes	Each Semester	Written Examination; Lab examination, Computer simulations, projects, Oral presentations, Research Reports, Case studies, Assignments, etc.	Academic Faculty
Course Review – Minor, Major changes	Each Semester	Course change form.	Academic Faculty
Program Learning Outcomes (PLOs)	Each Academic year	Annual Program Report. Program Learning Outcome Assessment Guidelines.	Program Chair/ Department Chair
New Course Proposal	As required based on feedback from stakeholders	New course form, including proposed syllabus.	Academic Faculty
Student Course Evaluation	Each semester	Student Course Survey.	Academics and IEQA
Faculty Course Review	Each Semester	Faculty Course Review.	Academics & IEQA
360 Evaluation	Every semester	360 Evaluation form.	Academics and IEQA
Exit Survey	Each Academic year	Exit Survey Form.	Academics and IEQA

Exit Interviews	Each Academic Year	Face-to-Face meeting.	Program Chair
Alumni Survey	Every three years	Alumni survey Form/ Telephone Interview.	Academics and IEQA
Employer Survey	Every three years	Employer survey Form /Telephone Interview.	Academics and IEQA
Annual Program Report completed for all active programs	End of each academic year	Annual Program Report.	Program Department Chair
Continuous Quality Enhancement Report	End of each academic year	IEQA Annual Report.	IEQA
Self-Study Audit of Program	Every two years in Spring MSc (Jan/Feb) – Academic Dept Self Audit. (commencing in 2024) Every four years for a PhD (commencing in 2025)	Academic Dept. Check compliance with all CAA Standards.	CAA RPA Self- Study check template (Appendix D) Check compliance and develop an improvement plan for any gaps
Recommendations reviewed by the Curriculum Committee	As required. Annually	Curriculum Committee Charter and minutes of meetings. Evaluation Survey of Committee.	Curriculum Committee
Substantive changes will require CAA and ADEK submission and approval. Substantive changes to its educational programs significantly modify its key characteristics, goals, intended learning outcomes, basic structure, and mode or place of delivery.	The deadline is 1 April and changes will not be made until approval is received – CAA requires six months before the date on which the change is to be implemented	Substantive Change to CAA.	Academic and IEQA

Regular monitoring of the implementation of improvement plans	Ongoing	Continuous improvement. Continuous Improvement Annual Report and MBZUAI Annual Report.	KPI reporting and Academic reports Academics and IEQA
External Review of Academic Programs	Periodically (depending on External Accreditation Schedule)	National Accreditation.	CAA Renewal of Program Accreditation Self-Study

Table 2 – CAA Program Renewal Timeline

What	When	Who	Document
<u>Master of Science (MSc) Program Renewal</u> All-Academic Programs complete the self-assessment using the IEQA CAA Renewal of Program self-study template (RPR). Develop Improvement plans if required.	3 months	Academic Dept – Academic Development Department and Program Department	IEQA CAA RPR Self-study template and checklist
IEQA conduct a self-study gap analysis for the Renewal of Program Accreditation (RPA) and commence the RPA task force process for all Master programs	1 month	IEQA and Master programs taskforce	CAA RPA Self Study
Writes the ADEK Program Renewal Authorization Report	3 months	IEQA and Master programs taskforce	ADEK Program Renewal “no objection”
Writes the CAA Renewal of Program Self-Study (RPA)			

Collect all evidence, review, and approvals by the management team			CAA RPA Self Study
Submit Renewal of Master Program Review Self-Studies (clustered with PhD)	Fall 2024	IEQA and program taskforces	CAA RPR Self-Study
Expect MSc CAA External Review Team (ERT) Visit (clustered with PhD)	Spring 2025	CAA ERT	
<u>MBZUAI Institutional Renewal</u> IEQA conduct a self-study gap analysis for the Renewal of Institutional Licensure Self-study (RIL) and commence the RIL task force process	1 month	IEQA	CAA RIL
Update and finalize RIL based on feedback from the management team	3 months	IEQA and Taskforce	CAA RIL
Finalize and seek approval for the RIL document for CAA	1 month	IEQA and Taskforce	CAA RIL
Submit Renewal of Institutional Licensure (RIL) Self-Study	May 2024	IEQA and taskforce	CAA RIL Self-study
<u>PhD Program Renewal</u> IEQA conduct a self-study gap analysis for the Renewal of Program Accreditation (RPA) and commence the RPA task force process for all Ph.D. programs	1 month	IEQA and Master programs taskforce	CAA RPA Self Study
Write RPA, Collect all evidence, review, and approvals by the management team	2 months	IEQA and Master programs taskforce	CAA RPA Self Study

Submit Renewal of Ph.D. Program Review Self-Studies (clustered with MSc)	Fall 2024	IEQA and Program taskforces	CAA RPA Self-Study
Expect PhD CAA ERT Visit (clustered with MSc)	Spring 2025	CAA ERT	

Table 3 – MBZUAI New Program Timeline

What	Document	Purpose	Responsibility	Timeline
Assess the need for the new program	Complete Feasibility study ensuring all details required by CAA Stipulation 3 and CAA Annex 9 is in the Study	To verify data confirms the need for the program and sustainably of the program	Academic	2 months
New Program Formal Approval by MBZUAI	Email or sign off to proceed	Formal approval is required internally before continuing. DoA states approval is required by Provost, Academic Committee, President, and BoT	Provost, Curriculum Committee, President, and BoT	1 month
Recruit Specialized Faculty	Recruitment Plan	Recruit the required faculty	Academic Administration	6 months
Develop Program Curriculum	Document to include Program Learning outcomes, program description, program semester plan, program core courses, and elective courses	Used as a guide for the following documents. The program curriculum is done in conjunction with the development of the Program specifications and course curriculum	Academic–program specialist /s	1 month

Develop Program Specifications	Using MBZUAI template that incorporates CAA Annex 10 Includes PLOs and QF <i>Emirates</i> Mapping, program completion requirements, structure and typical schedule, Teaching and Learning Strategies, Assessment Strategy, Admission requirements	Explains the Program specifications	Academic–program specialist/s	1 week using the Program curriculum as the guide
Develop new core courses and elective syllabi and curriculum	Course syllabi	Develop a topic guide and assessment strategy guide. Ensure the CLOs are mapped to the PLOs	Academic–program specialist/s	2 months
New programs required ADEK “No Objection Certificate (NOC)”	Develop ADEK New Program Authorization Application with all related evidence for each program. Follow the ADEK guidelines for a new program	Submit to ADEK seeking a NOC.	Academics and IEQA	1 month One year before commencing the program. In Aug/Sept the following year
Complete the CAA Initial Program Accreditation document	Use 2019 CAA standards and follow the CAA 2019 Procedural Manual for Initial Accreditation (PMIPA)	Adhere to all CAA 2019 standards	Academics and IEQA	2-3 months
Seek approval from CAA	Submit IPA to CAA for approval to commence the program	Seek approval.	Academic and IEQA	3-6 months

		1. Prepare for and host in-person or virtual ERT site visits.		
After approval, commence marketing program and recruitment	Update catalogue and recruit students, schedule classes	The catalogue must include the newly approved program and be aligned with information on the website.	Academics, Admissions and Marketing	2-6 months
Commence the new programs	Commence semester 1 of the program		Academics	August/Sept

Table 4: Master's Program Generic KPIs

#	MSc XXX Program KPI Description
1.	It is intended that at least one peer-refereed article will be published by Master's students before completing their program.
2.	It is intended that students will participate in at least one conference before completing their program.
3.	It is intended that 80% of master's researchers surveyed will be satisfied with the timeliness and quality of constructive feedback received from supervisors, following assessments and submission of draft work.
4.	It is intended that 80% of master's researchers surveyed are engaged in the research environment and culture at MBZUAI.
5.	It is intended that 80% of master's researchers surveyed will be satisfied with the timeliness, level and quality of support provided by the supervisory team.
6.	It is intended that 80% of master's researchers surveyed will be satisfied with the level of contact and number of meetings held with their supervisors.
7.	95% of students successfully pass their Program Name Master's Thesis.
8.	10% of Masters students' progress to PhD at MBZUAI.
9.	70% of students complete the program on time.

10.	80% of Program Learning Outcome (PLO) achievement.
11.	90% first-year retention rate.
12.	90% of conditionally accepted students' progress to semester two.
13.	Number of plagiarism cases reported per program per year.
14.	7:1 Faculty-student ratio per academic program.

Table 5: PhD Program Generic KPIs

#	PhD XXX Program KPI Description
1.	It is intended that at least two peer-refereed articles will be published by PhD students before completing their program.
2.	It is intended that students will participate in at least two conferences before completing their program.
3.	It is intended that 80% of PhD researchers surveyed will be satisfied with the timeliness and quality of constructive feedback received from supervisors, following assessments and submission of draft work.
4.	It is intended that 80% of PhD researchers surveyed are engaged in the research environment and culture at MBZUAI.
5.	It is intended that 80% of PhD researchers surveyed will be satisfied with the timeliness, level and quality of support provided by the supervisory team.
6.	It is intended that 80% of PhD researchers surveyed will be satisfied with the level of contact and number of meetings held with their supervisors.
7.	95% of students successfully pass their Program Name PhD Thesis.
8.	70% of students complete the program on time.
9.	80% of Program Learning Outcome (PLO) achievement.
10.	90% first-year retention rate.
11.	90% of conditionally accepted students' progress to semester two.
12.	Number of plagiarism cases reported per program per year.

13.	7:1 Faculty-student ratio per academic program.
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Table 6: PLO Measurement

Direct	Indirect
<ul style="list-style-type: none"> Assessments (Formative and summative) using grade book capabilities in Moodle and Power BI Dashboard analysis. Average GPAs Graduate outcomes Attrition Rate Time to Completion of the program 	<p>Students' perception –</p> <ul style="list-style-type: none"> Student course evaluation and feedback Graduate Exit Survey (which includes PLO attainment perception) Employer Internship evaluation Alumni survey Employer survey (six months after first graduation)

Table 7 – CAA and ADEK New Program Timeline

What	Document	Purpose	Responsibility	Timeline
New programs required	<p>Develop a new program authorization application with all related evidence for each program.</p> <p>Follow the ADEK guidelines for new programs.</p>	Submit to ADEK seeking a no-objection letter (note ADEK is currently changing its procedures – further changes could follow).	Academics and IEQA	One year before commencing the program.
Seek approval from CAA	Submit Initial Program Application (IPA) self-study to CAA for approval to commence the program	Seek approval, answer any queries asked, prepare for an External Review Visit, or it may be done virtually	Academics and IEQA	Four (4) months after the ADEK application approved

Host External Review Team (ERT) at MBZUAI	CAA ERT Report	Evaluation of the new program and assess MBZUAI eligibility to commence the program	CAA	1 Week
Respond to ERT Report	CAA ERT Response Report	Provide evidence of implementation of CAA requirements	IEQA & Academics	Two – four months
Receive approval from CAA to commence a new program	Receive approval letter from CAA	MBZUAI cannot commence recruitment or advertisement of the program until approved by the CAA	CAA	Six-to nine months after the application submitted
Commence the new programs	Update catalogue, website, schedule, and arrange an intake	Summary of feedback from all stakeholders – Academic department to develop an action plan based on feedback.	Academic	One year after the initial ADEK application

Appendix A – All approved Survey Templates for 2023-2024

Management Committee Self-Evaluation

2023-24

Role of the Committee *

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The purpose and responsibilities of the Committee are well understood by its members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Committee adequately covers its purpose and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Committee members have the appropriate skills, background, and competencies for the role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Committee meetings *

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Committee meetings are well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings are sufficiently frequent to manage the committee's business effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient time is provided for the consideration of agenda items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee agenda, papers and minutes are made available in enough time to allow adequate review.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The agenda and papers contain appropriate information in an accessible and understandable format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Minutes reflect the views and recommendations of the Committee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Oversite of Committee Policy, Issues, Risks, and Reporting *

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Committee considers and reviews Policy, Issues, Risks, and reporting as related to its purpose and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support for Committee Members *

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
New committee Members are provided with relevant briefing/orientation material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

✓ Responses saved.

What is your overall assessment of the performance of the Committee? *

Enter text here...

Please provide additional comments on any aspect of the Committee.

Enter text here...

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Employee of the Month Nomination

2023-24

Please select the department your nominee works in. *

☐ President's Office

☐ Provost's Office

☐ Academic Development

☐ Corporate Services

☐ Faculty Affairs

☐ Finance

☐ Human Resources

☐ Internal Audit

☐ Information Technology

☐ Legal Affairs

☐ Marketing & Communication

☒ Procurement and General Services

☐ Public Affairs and Alumni Relations

☐ Research

☐ Special Projects

☐ Strategy & IEQA

☐ Student Affairs

Please nominate your colleague for MBZUAI employee of the month. *

Select...

Kindly choose which of the competencies your nominee has demonstrated during the month: *

☐ Can-do Attitude

☐ Inspiring Innovator

☐ Active Problem Solver

☐ Collaborative Leader

Please provide us with detailed justification on why you have nominated this STAR employee for MBZUAI employee of the month. *

Enter text here...

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End of Course Evaluation

2023-24

Course

Please rate your level of satisfaction with the following statements. *

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The course learning outcomes were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning resources (textbooks, presentations, course notes, homework assignments etc.) supported me achieving the course learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessments used in the course were relevant to the course learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning activities provided by the lecturer were of a high quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course workload was manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course was valuable to my program of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how would you rate the course? *

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

What were the best aspects of the course?

Enter text here...

What were the worst aspects of the course?

Enter text here...

What improvements would you make to the course?

Enter text here...

Instructor

Questions *

[C\$FN] [C\$LN]

	Very Poor	Poor	Fair	Good	Very Good
Effectiveness in teaching the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization and preparation for every class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity in explaining the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating the course goals and activities, as well as the due dates for assignments and reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouragement (motivation and engagement) given to students to participate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of the lecturer's voice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with you outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how would you rate the lecturer? *

[C\$FN] [C\$LN]

☐ Very poor

☐ Poor

☐ Fair

☐ Good

☐ Very Good

☐ Not applicable

What did you like best about this lecturer's teaching?

[C\$FN] [C\$LN]

Enter text here...

✓ Responses saved.

What did you like least about this lecturer’s teaching?

[C\$FN] [C\$LN]

Enter text here...

Would you have liked the lecturer to have done anything differently?

[C\$FN] [C\$LN]

Enter text here...

Lab Supervisor

Questions *

[C\$FN] [C\$LN]

	Very Poor	Poor	Fair	Good	Very Good
Organization and preparation for every lab.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity in explaining the lab material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouragement (motivation and engagement) given to students to participate in lab activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance, when needed, with lab activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of the lab supervisor's voice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating the course goals and activities, as well as the due dates for lab assignments and reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing directions for improving my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with you outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how would you rate the lab supervisor in terms of lab activities? *

[\[C\\$FN\]](#) [\[C\\$LN\]](#)

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ Not applicable

✓ Responses saved.

What did you like best about this lab supervisor's teaching?

[\[C\\$FN\]](#) [\[C\\$LN\]](#)

Enter text here...

What did you like least about this lab supervisor's teaching?

[\[C\\$FN\]](#) [\[C\\$LN\]](#)

Enter text here...

Would you have liked the lab supervisor to have done anything differently?

[\[C\\$FN\]](#) [\[C\\$LN\]](#)

Enter text here...

Graduate Assistant

How would you rate your interaction with this Graduate Assistant (GA)?

[\[C\\$FN\]](#) [\[C\\$LN\]](#)

☐ Strongly disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly agree

☐ Not applicable

Questions About the Graduate Assistant *

[\[C\\$FN\]](#) [\[C\\$LN\]](#)

✓ Responses saved.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The GA was generally well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The GA was very knowledgeable in the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In presenting new material, the GA was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The GA was able to help pick out the more important material dealt with in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The GA was able to answer most questions relating to the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The GA spoke clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The GA showed genuine interest in the academic progress of his/her students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The GA was generally available for help outside class hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how would you rate the GA? *

[C\$FN][C\$LN]

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

Any comments?

[C\$FN][C\$LN]

Enter text here...

Please indicate the extent to which you achieved the course learning outcomes.

Placeholder #1 *

✓ Responses saved.

☐ Not at all

☐ A Little

☐ Somewhat

☐ A Lot

☐ Completely

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MBZUAI Events Evaluation

2023-24

What is your overall rating of the MBZUAI experience at this event? *

Please rate your satisfaction from 0 to 10.

Which category would you place yourself into? *☐ Invited Guest☐ MBZUAI Invited Staff☐ MBZUAI Staff working at the event at any stage☐ Supplier & 3rd party supplier**In which department are you currently employed?**

If Other, please state the full official name of the department, not an acronym – e.g., Marketing and Communication

☐ Marketing and Communication☐ Public Affairs and Alumni Relations☐ Procurement☐ General Services☐ IT☐ Educational Affairs☐ Other

If 'Other' is selected, please add a comment.

In which sub-category would you place yourself?☐ MBZUAI Staff☐ Family & Friends of Staff☐ MBZUAI Alumni☐ MBZUAI MEP Alumni

✓ Responses saved.

☐ Family & Friends of Alumni

☐ Family & Friends of Students

☐ Invited Guest from MBZUAI Staff

☐ Other

If 'Other' is selected, please add a comment.

How would you rate the following aspects of the event?

To build on our efforts, please provide us with more comments on how we could improve your experience in the future.

						Comments
	Very satisfied 😊	Satisfied 😊	Neither 😐	Dissatisfied 😞	Very dissatisfied 😞	
Frequency and type of information received ahead of the event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>
Event description and agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>
Ease of access to the venue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>
MBZUAI welcome and guide inside the venue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>
Ease of locating MBZUAI's booth at the exhibition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>
Quality and impact of MBZUAI's stand/booth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>

How would you rate your satisfaction with the following aspects while working for the event?

To build on our efforts, please provide us with more comments on how we could improve your experience.

						Comments
	Very satisfied 😊	Satisfied 😊	Neither 😐	Dissatisfied 😞	Very dissatisfied 😞	
Your role at the event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>
Your tasks and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>
The brief you received prior to the start of the event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>

How would you rate your satisfaction with the following while working with MBZUAI for the event?
To build on our efforts, please provide us with more comments on how we could improve your experience.

Responses saved.

						Comments
	Very satisfied 😊	Satisfied 😊	Neither 😐	Dissatisfied 😞	Very dissatisfied 😞	
Tender time and process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>
MBZUAI Procurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>
MBZUAI Event team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div>Enter text here...</div>

How long have you and your team worked at the event?

☐ Event day(s) only

☐ 3-10 days

☐ 14-28 days

☐ 1 month

☐ 2 months

☐ 3+ months

Please select the option below that best fit your role in your team.
If you were responsible for other members of staff at the event, please specify how many in the comments when prompted.
If none of the options suits your role, please specify your role when working at the event.

☐ Team leader

☐ Team member

☐ Individual

☐ Other

Comments

Enter text here...

What do you think was the key message MBZUAI wished to send to our customers and attendees?

Enter text here...

What suggestions or recommendations do you have to help us improve the MBZUAI's presence to the event for next year?

Enter text here...

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Module training

2023-24

Please rate your level of satisfaction with the program training. *

	Excellent 😊	Good 😊	Poor 😞
Overall, how did you find this module for the Executive Leadership program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How did you find the training content in helping you acquire new knowledge/skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Will you recommend this training for other leaders at MBZUAI? *

Please provide any details you think relevant in support of your answer.

☐ Yes

☐ No

Comments

Enter text here...

Module trainer

Please rate your level of satisfaction with the program trainer. *

	Excellent 😊	Good 😊	Poor 😞
How would you rate the trainer's knowledge and expertise on the training topic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well did the trainer engage and interact with the participants?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How responsive was the trainer to questions and concerns raised by the participants?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Module location & facilities

Please rate your level of satisfaction with the program location and facilities. *

	Excellent 😊	Good 😊	Poor 😞
--	-------------	--------	--------

How would you rate the overall suitability of the training location/venue for the program?



How would you rate the services at the training location (e.g., restrooms, refreshments, restaurant) satisfactory?



✓ Responses saved.

Did the training location provide a conducive environment for learning and concentration? *

Please provide any details you think relevant in support of your answer.

☐ Yes

☐ No

Comments

Enter text here...

Suggestions & recommendations

Do you have any suggestions or recommendations to enhance future module?

Enter text here...

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MBZUAI Exhibitions Evaluation

2023-24

What is your overall rating of the MBZUAI experience at this event? *

Please rate your satisfaction from 0 to 10.

Which category would you place yourself into? *☐ MBZUAI Invited Staff☐ MBZUAI Staff working at the event at any stage**In which department are you currently employed?**

If Other, please state the full official name of the department, not an acronym – e.g., Marketing and Communication

☐ Marketing and Communication☐ Public Affairs and Alumni Relations☐ Procurement☐ General Services☐ IT☐ Educational Affairs☐ Other

If 'Other' is selected, please add a comment.

How would you rate the following aspects of the event? *

We take great interest in meeting your expectations, so please do provide us with reasons why (and suggestions, if you would like), if your score is Fair or Poor.

				Comments
	Good	Fair	Poor	
Ease of access to the exhibition venue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
Frequency and type of information received ahead of the event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>

✓ Responses saved.

Ease of locating MBZUAI's booth at the exhibition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
Quality and impact of MBZUAI's stand/booth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>

Please answer the following questions in relation to your role and task(s) at the events. *

Although not compulsory, you are welcome to provide additional comments to the following question, if you prefer.

			Comments
	Yes	No	
Did you have a pre-determined/specific role at the exhibition?	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
Did you receive a clear brief on your tasks?	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
In case you had difficulties addressing a query or concern, was there someone from MBZUAI who could assist you and/or direct the person to the correct information?	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>

What were your roles and responsibilities?

You are welcome to provide as much information as you prefer in this section.

Please select the option below that best fit your role in your team. *

☐ Team leader

☐ Team member

☐ Individual

☐ Other

If 'Other' is selected, please add a comment.

What was your working-day pattern at the event? *

☐ Full-day

☐ Half-day

☐ All-exhibition duration

How long have you and your team worked at the event? *

☐ Event day(s) only

☐ 3-10 days

☐ 14-28 days

☐ 1 month

☐ 2 months

☐ 3+ months

What do you think was the key message MBZUAI wished to send to our customers and attendees?

Enter text here...

✓ Responses saved.

What suggestions or recommendations do you have to help us improve the MBZUAI's presence to the event for next year?

Enter text here...

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Graduate information

Name: [R\$FN][R\$LN] Program: [R\$PROGRAM] Department: [R\$DEPT]

2023-24

Your experience at MBZUAI

Your overall experience

Please rate your overall experience with MBZUAI in the following areas *

	Poor	Fair	Good	Very good	Excellent
Overall academic experience at MBZUAI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of the graduate degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the faculty teaching the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction of departmental support related to research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of the program content to my research goals and interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of my research degree program, I feel better prepared for my future career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there any experience or thought you would like to share which could help us improve the program in the future?

You will have the opportunity to provide feedback to specific feedback in later sections, but you are welcome to express yourself as in-depth as you would like

Enter text here...

Your experience at MBZUAI

Program Learning Outcomes

Please rate your level of confidence in your ability in each of the program learning outcomes. *

	Not at all	A little	Somewhat	A lot	Completely

✓ Responses saved.

Explain the modern machine learning pipeline: data, models, algorithmic principles, and empirics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ data-preprocessing and various exploration and visualization tools.					
Identify and differentiate the capabilities and limitations of the different forms of learning algorithms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analyze, evaluate, and continuously improve the performance of the learning algorithms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze computational and statistical properties of advanced learning algorithms and their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply and deploy ML-relevant programming tools for a variety of complex ML problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-solve through independently applying machine learning methods to multiple, often ambiguous, complex problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply sophisticated skills in initiating, managing, completing, and communicating multiple project reports, highly complex ideas, and critiques on variety of machine learning methods using innovative and sustainable approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of confidence in your ability in each of the program learning outcomes. *

	Not at all	A little	Somewhat	A lot	Completely
Demonstrate highly specialized knowledge of computer vision in line with the underlying mathematical and computational principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform critical literature survey and develop new ideas by integrating multidisciplinary knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply advanced problem-solving skills to analyze, design and execute solutions for the existing and new problems in computer vision faced by both industry and academia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiate, manage and complete multifaceted computer vision projects and clearly communicate concepts, complex ideas, and conclusions both orally and in the form of technical reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Function independently and in a team to address computer vision problems under complex and unpredictable real-world settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to cutting-edge computer vision research to produce new knowledge or take responsibility to lead innovative and impactful computer vision projects in industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manifest the right learning attitude during coursework and research that clearly shows ownership, personal and technical growth, and responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulate legal, ethical, environmental, and socio-cultural ramifications of computer vision technologies, and take a lead in making informed and fair decisions on complex issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of confidence in your ability in each of the program learning outcomes. *

	Not at all	A little	Somewhat	A lot	Completely
Analyze and model textual and speech data with applications to real-world scenarios.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and explain the syntactic and semantic structures in speech and textual data (e.g., the predicate-argument structure).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement cutting-edge NLP algorithms and benchmark the achieved results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulate own research questions, analyze the existing body of knowledge, propose, and develop solutions to new problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use and deploy NLP related programming tools for a variety of NLP problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work independently as well as part of a team, in a collegial manner, on NLP related projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively communicate experimental results and research findings orally and in writing, and critique existing body of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of confidence in your ability in each of the program learning outcomes. *

	Not at all	A little	Somewhat	A lot	Completely
Express comprehensive and deep understanding of the pipelines at the frontier of machine learning: data, models, algorithmic principles, and empirics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply a range of skills and techniques in data-preprocessing, exploration, and visualization of data-statistics as well as complex algorithmic outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the capabilities and limitations of the different forms of learning algorithms and critically analyze, evaluate, and improve the performance of the learning algorithms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop problem-solving skills through independently applying the principles and methods learned in the program to various complex real-world problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare and contrast statistical properties and performance guarantees including convergence rates (in theory and practice) for different learning algorithms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ and deploy ML-relevant programming tools for a variety of ML problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the limitations of existing machine learning algorithms and conceptualize, design, and implement an innovative, sustainable, and entrepreneurial solution for a variety of highly complex problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiate, manage, and complete research manuscripts that demonstrate expert self-evaluation and advanced skills in communicating highly complex ideas related to machine learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Initiate, manage, and complete multiple complex project reports, and critiques.

✓ Responses saved.

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Responses saved.

Please rate your level of confidence in your ability in each of the program learning outcomes.

	Not at all	A little	Somewhat	A lot	Completely
Develop expertise in several specialized areas of research in computer vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare and contrast existing literature, apply reasoning, and master necessary skills and techniques to develop novel ideas that are recognized by the experts of the computer vision discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply advanced problem-solving skills to analyze, design and execute innovative solutions for the existing and/or new problems faced in both industry and academia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiate, manage and complete technically challenging computer vision projects and clearly communicate concepts, highly complex ideas, and key findings in the form of technical reports, scientific publications, and oral presentations at relevant technical venues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select and use programming tools, libraries, and other relevant resources to solve real-world computer vision problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop advanced ability to work independently with substantial authority or in team collaboration with professional integrity to complete highly challenging computer vision projects in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop new knowledge in computer vision that makes students suitable for a role in academia or industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice research ethics and commit to professional responsibilities while conducting cutting edge advancements in computer vision discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulate legal, ethical, environmental, and socio-cultural ramifications of computer vision technologies, and take a lead in making informed and fair decisions on complex issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of confidence in your ability in each of the program learning outcomes.

	Not at all	A little	Somewhat	A lot	Completely
Devise cutting-edge NLP algorithms with applications to real-life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement, evaluate, and benchmark existing state-of-the-art NLP scholarly publications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify open research problems, and the gaps in the existing body of knowledge, to formulate high impact research questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independently develop innovative solutions, through extensive research and scholarship, to resolve research problems in high-impact real-life applications of NLP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Invent innovative, sustainable, and entrepreneurial state of the art solutions to existing open research problems.

Pursue an NLP project either independently, or as part of a team in a collegial manner, with minimal supervision.

Initiate, manage, and complete research manuscripts that demonstrate expert self-evaluation and advanced skills in scientifically communicating highly complex ideas.

Initiate, manage and complete multiple project reports and critiques, on a variety of NLP problems.

✓ Responses saved.

Your experience at MBZUAI

Program environment

To what extent do you agree or disagree with the following statements? *

	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
The program provided a stimulating intellectual climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt encouraged and supported in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was adequate interaction with the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided opportunities to improve my teaching skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My skills in critically analyzing & evaluating findings and results have developed during my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research facilities were appropriate to my needs and expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My internship supported my research and learning at MBZUAI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Research Supervisory Satisfaction

To what extent do you agree or disagree with the following statements? *

	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
Overall, I am satisfied with the support and guidance provided by my supervisor for my thesis project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My supervisor was available when I needed guidance or had questions or concerns about my project. The frequency of meetings with my supervisor was adequate for the progress of my thesis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

✓ Responses saved.

Suggestion for improvement?

Refers to "There was adequate interaction with the faculty" question.

Enter text here...

What additional facilities would you suggest?

Refers to "Research facilities were appropriate to my needs and expectations" question.

Enter text here...

Your experience at MBZUAI

Highlights and improvements

Looking back on your experience at MBZUAI, are there any particularly positive aspects you would like to highlight?

Enter text here...

Looking back on your experience at MBZUAI, are there any particularly negative aspects you would like to highlight?

Enter text here...

What suggestions do you have for improving graduate education at MBZUAI?

Enter text here...

Your status on graduation

Destination information

✓ Responses saved.

What will be your career/educational status upon graduation? *

☐

I will be employed

☐

I will be self-employed

☐

I will be looking for career opportunities

☐

I will be engaged in further study

☐

I will be looking for further studies opportunities

☐

Returning to current employer (due to study leave conditions)

Your status on graduation

Career destination: if you will be employed, self-employed or looking for either

Employer name *

If self-employed, please state "self".

If still looking, leave blank.

Enter text here...

Where will you be based (or are looking to be based)? *

You can type: Uncertain/I am still looking

Enter text here...

What will be your job title? *

Enter text here...

Will your responsibilities be AI-aligned? *

If yes, give examples of tasks relevant or related to your degree and program of study

☐

No

☐

Yes

If 'Yes' is selected, please add a comment.

To what extent will your job be related to the academic field you have studied *

- ☐ Closely related, I feel confident my skills and experience match the requirements of the job
- ☐ Somewhat related, but additional training may be required in-house or through external courses
- ☐ Related, but I am having to learn new technologies, techniques and programs
- ☐ Not related, there is a definite gap between the skills I acquired at MBZUAI and the opportunity I will be undertaking
- ☐ I am still looking

In which employment sector will you be working (or are you looking to be employed): *

If "Academia", "Research" or "Other" chosen, please specify

Select... ▼

Comments

Enter text here...

What kind of employment contract has you been offered? *

- ☐ Full-time
- ☐ Part-time
- ☐ Contract/project based
- ☐ Paid internship
- ☐ Other

If 'Other' is selected, please add a comment.

What are your agreed working hours? *

✓ Responses saved.

☐ Less than 8 hours/day

☐ More than 8 hours/day

☐ More than 10 hours/day

☐ Flexible, based on project outcomes

✓ Responses saved.

What is the value of your annual overall package? *

(value only, AED equivalent)

Enter text here...

Why did you choose this job? *

Please do not choose more than 3 options

☐ Location

☐ Financial package offered

☐ Aligned with career interests

☐ Due to internship experience with this company

☐ Due to the reputation of this company

☐ Recommended by my network

☐ Headhunted by the company

☐ Only opportunity available at this time

☐ I am still looking

What was the primary method of finding or researching the job? *

Please do not choose more than 3 options

☐ MBZUAI Opportunities Fair

☐ MBZUAI Student Careers Portal

☐ MBZUAI Student Opportunities LinkedIn page

☐ Internship

☐ LinkedIn

☐ External recruitment

☐ Company Website

☐ Headhunted by the company

☐ Via your network (referral)

☐ Other

If 'Other' is selected, please add a comment.

Your status on graduation

Further study: If you are engaged in or looking for study opportunities

Title of program or course *

Please state the level and name clearly: e.g., Ph.D. in Machine Learning

Enter text here...

Location of the institution *

Enter text here...

The name of the institution *

Enter text here...

Reason for choosing or thinking about this program *

Please do not choose more than 3 options

✓ Responses saved.

☐ Related to my career aspirations

☐ Related to my MSc or previous studies

☐ Recommended by my network

✓ Responses saved.

Your status on graduation

Alumni Involvement

In the future, would you be interested in talking to current MBZUAI students about the recruitment process you experienced, your job role and your company? *

If "Yes", enter your Email / Phone Number

Select... ▼

If "Yes" is selected, please add a comment.

Would you be interested in being an MBZUAI Alumni Mentor (supporting current MBZUAI students)? *

Select... ▼

Following on from your graduation with MBZUAI, would you be willing for the MBZUAI Marketing and Communications team to interview you to highlight your industry, research or study transition? *

Select... ▼

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Internal Communications

2023-24

How would you agree with the following statements? *

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am familiar with MBZUAI's objectives, mission, vision and values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to find information about people who work at MBZUAI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to find information about policies and processes relating to my department at MBZUAI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of changes at MBZUAI, such as changes in leadership, people, objectives or strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The communication I receive is relevant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The communication I receive is accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The communication I receive is timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The frequency of communication I receive is enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Management communication

How would you agree with the following statements? *

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My line manager keeps me informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My leadership team keeps me informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust the information I receive .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MBZUAI senior leadership is transparent and open.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Channels management

Which channels do you rely on for news and information about MBZUAI? *

Please select all that apply.

☐ Website

☐ LinkedIn

☐ Twitter

☐ Facebook/Instagram

☐ Internal email

☐ Let's Get Social weekly newsletter

☐ The Node quarterly newsletter

☐ Intranet

☐ Line manager

☐ Word of mouth

☐ Local news media

☐ Other

If 'Other' is selected, please add a comment.

Staff Intranet

How often do you visit the Staff Intranet? *

☐ Never

☐ Monthly

☐ Weekly

☐ Twice weekly

☐ Daily

How user-friendly do you find it? *

☐ Not at all

☐ A little

☐ Fairly

☐ Very

☐ Extremely

What is the main reason for your visit? *

Select all that apply.

☐ Staff policies and procedures

✓ Responses saved.

✓ Responses saved.

☐ MBZUAI news and events

☐ eServices

☐ Departmental service request

☐ Staff discounts and offers

☐ Other

If 'Other' is selected, please add a comment.

Internal newsletter

How often do you read the *

	Never	Rarely	Occasionally	Frequently	Always
weekly Let's Get Social newsletter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
quarterly The Node newsletter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How relevant/interesting do you find the topics covered in the *

	Not at all	A little	Fairly	Very	Extremely
weekly Let's Get Social newsletter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
quarterly The Node newsletter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the frequency of circulation of the *

	Not often enough	Just right	Too often
weekly Let's Get Social newsletter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
quarterly The Node newsletter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Senior leadership updates

How often would you like to hear from senior leadership about the progress of the organization and projects? *

☐ Yearly

☐ Quarterly

☐ Monthly

☐ Fortnightly

☐ Weekly

In what format would you like to receive senior leadership updates? *

Select all that apply.



☐ Written message / Email

☐ All-Hands event / All-staff town hall

☐ Hybrid majlis / Q&A forum

☐ Video messages

☐ In-person department meeting

How well was the information delivered at last year's All Hands end-of-year address? How useful was it to understand the progress of the organization? *

☐ Not at all

☐ A little

☐ Fairly

☐ Very

☐ Extremely

☐ I did not attend

Change management

How would you agree with the following statements? *

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I receive timely information on changes in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel informed about staff comings, goings and promotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How do you receive timely information on changes in the organization? *

☐ Official email

☐ Director / Line manager

☐ Colleague / Word of mouth

☐ Other

If 'Other' is selected, please add a comment.

Responses saved.

Suggestions & Recommendations

How do you want to feel as part of the MBZUAI community?

Enter text here...

✓ Responses saved.

Do you have any other comments or suggestions to improve internal communications at MBZUAI?

Enter text here...

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Recruitment process

2023-24

Please rate your level of satisfaction with the following support fields. *

	Very satisfied 😊	Satisfied 😊	Neither 😐	Dissatisfied 😞	Very dissatisfied 😞
Clarity of the interviewing process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of information that was shared with you during the time of the recruitment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of the recruitment team to answer your hiring-related queries and clarifications in a timely and quality manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how satisfied were you with the recruitment process? *

☐ Very satisfied 😊

☐ Satisfied 😊

☐ Neither 😐

☐ Dissatisfied 😞

☐ Very dissatisfied 😞

Onboarding process

Please rate your level of satisfaction with the following support fields. *

	Very satisfied 😊	Satisfied 😊	Neither 😐	Dissatisfied 😞	Very dissatisfied 😞
Clarity of the onboarding process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of information that was shared with you during the time of the onboarding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of the HR team to answer your employment-related queries and clarifications in a timely and quality manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how satisfied were you with the onboarding process? *

☐ Very satisfied 😊

☐ Satisfied 😊

☐ Neither 😐

☐ Dissatisfied 😞

☐ Very dissatisfied 😞

Do you have any comments you would like to share with us regarding your recruitment and/or onboarding experience?

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✓ Responses saved.

Faculty

Please select your level of agreement with the following statements. *

You are welcome to provide additional comments or recommendations, if you prefer.

	Highly disagree	Disagree	Neither	Agree	Highly agree
I am satisfied with the academic policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The research facilities are satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The promotion policy is satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching load is satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The working environment is satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library is well-equipped.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Staff

Please select your level of agreement with the following statements. *

You are welcome to provide additional comments or recommendations, if you prefer.

	Highly disagree	Disagree	Neither	Agree	Highly agree
I am satisfied with the staff development policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the staff promotion policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior management appreciates my efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my line manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my working environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any additional comments you would like to provide?

Enter text here...

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✔ Responses saved.

Onboarding & Engagement (section 1/5)

2023-24

How would you rate the support offered by MBZUAI in the following aspects of your onboarding experience? *

You are welcome to provide comments for the individual services, experience and facilities offered at MBZUAI here, or in general terms in the next question.

	Very satisfied 😊	Satisfied 😊	Neither 😐	Dissatisfied 😞	Very dissatisfied 😞	Not applicable	Comments
Flight arrangement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
Student ID	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
Medical check-ups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
Emirates ID	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
Living arrangements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
Room cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
Laundry facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
Online engagement plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>
Orientation structure and content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Enter text here..."/>

Is there anything else you would like to share about your level of satisfaction with your onboarding experience?

General motivation (section 2/5)

How did each of the following motivate you to attend graduate school? *

Please select all that apply.

✓ Responses saved.

	High motivation	Moderate motivation	Low motivation	None
Contribute to knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become an expert in a research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual stimulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transferrable skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unsuccessful job search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursuit of more education is always better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passion about a subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased opportunities for promotion add/or career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earning following potential graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continued professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please select up to five (5) statements below which most influenced your decision to attend MBZUAI. *

☐ Financial award package

☐ Current or prospective students

☐ Faculty

☐ University Research group

☐ AI-focused program(s)

☐ Reputation

☐ Employment consideration

☐ International experience/environment

☐ Class size

☐ Campus setting

Admissions (section 3/5)

How many other universities did you apply to for admission? *

Excluding MBZUAI.

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5+

Tell us more about the University (or universities) to which you applied for admission, excluding MBZUAI. *

List the official full name of the universities, followed by the respective country. Do not use acronyms for either field, or specific colleges/schools internal to the university. Follow this format: Mohamed bin Zayed University of Artificial Intelligence - United Arab Emirates.

Enter text here...

Responses saved.

How many admission offers have you received? *

Excluding MBZUAI.

0

Influence to attend MBZUAI (section 4/5)

How did each of the following factors related to EQUIPMENT and FACILITIES influence your decision to attend MBZUAI? *

	High motivation	Moderate motivation	Low motivation	None
Research facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did each of the following factors related to FACULTY influence your decision to attend MBZUAI? *

	High motivation	Moderate motivation	Low motivation	None
Faculty research interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-recognized faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to work directly with faculty on research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to publish with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know people who studied/published/worked with faculty member(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

✓ Responses saved.

Viewed presentations/lectures by faculty member(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read/used textbook(s) by faculty member(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read research papers by faculty member(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching quality of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International diversity of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did each of the following factors related to PROGRAMS influence your decision to attend MBZUAI? *

	High motivation	Moderate motivation	Low motivation	None
Program offering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students-faculty ratio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial award package	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did each of the following factors related to REPUTATION influence your decision to attend MBZUAI? *

	High motivation	Moderate motivation	Low motivation	None
Ranking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships with industry players				

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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✓ Responses saved.

How did each of the following factors related to CAREER PROSPECTS influence your decision to attend MBZUAI? *

	High motivation	Moderate motivation	Low motivation	None
Career services offered to Alumni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career services offered as a student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MBZUAI's connection to government entities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did each of the following factors related to LOCATION and CAMPUS LIFE influence your decision to attend MBZUAI? *

	High motivation	Moderate motivation	Low motivation	None
Weather	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proximity to family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment opportunities for significant other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education opportunities for significant other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural alignment with home region/country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthcare provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainable approach of Masdar City	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tourism/evens in Abu Dhabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cosmopolitan lifestyle of Abu Dhabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any other aspects which influenced your decision to attend MBZUAI (which may not have been mentioned in the previous questions)?

Enter text here...

✓ Responses saved.

Were there any concerns or barriers that you had before deciding to come to MBZUAI? Please select up to three (3). *

- ☐ Being away from home/different city
- ☐ Worried about a new institution without history
- ☐ Outside of CSRankings, MBZUAI is not featured in University World Rankings
- ☐ Expenses and living standards
- ☐ Quality of education/research
- ☐ Other

If 'Other' is selected, please add a comment.

Sources of information (section 5/5)

How did you initially find out about MBZUI? Please select all that apply. *

<input type="checkbox"/> Faculty	<input type="checkbox"/> Friends	<input type="checkbox"/> My own research	<input type="checkbox"/> Academic advisor
<input type="checkbox"/> Recruitment/career fair	<input type="checkbox"/> Conference	<input type="checkbox"/> Ranking/research publication page	<input type="checkbox"/> Social media
<input type="checkbox"/> MBZUAI website	<input type="checkbox"/> Graduate school	<input type="checkbox"/> Third-party platform	

How often do you use the following social media platforms? *

	Daily	Several times a week	Once a week	Several times a month	Once a month	Less than once a month	Never
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook							

Snapchat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TikTok	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forums (e.g., Reddit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weibo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you expect to be the primary source of financial support for your graduate studies? *

☐ Government
 ☐ Fellowships/scholarships
 ☐ Personal earnings
 ☐ Employer
 ☐ Family support
 ☐ Loans

Are you open to being contacted by someone from the MBZUAI MarCom's Team so that you may provide more details (and/or comments) about any questions asked (or not asked) in this survey? *

If you answer yes, we will ask for your email so we can contact you, if not, the survey will end.

☐ Yes
 ☐ No

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Student Satisfaction

2023-24

Overall, how satisfied are you with your overall experience at MBZUAI? *

☐ Very dissatisfied 😞

☐ Dissatisfied 😞

☐ Neutral 😐

☐ Satisfied 😊

☐ Very satisfied 😊

Is there anything you would like to share in support of your score, which could help us support your experience at MBZUAI to the best of our ability?

You will have the opportunity to share feedback on specific services, experiences and facilities offered at MBZUAI in the next sections, but you are welcome to discuss your concerns as in-depth as you wish.

Enter text here...

Educational experience

How would you rate the following aspects of your educational experience? *

	Poor 😞	Fair 😐	Good 😊	Very good 😊	Excellent 😊
Quality of teaching from faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to teaching faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fellow students' academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic reputation of MBZUAI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you'd like to share about your level of satisfaction with your educational experience?

Enter text here...

Registrar's Office

How would you rate the following aspects of your experience with the Registrar's office? *

✓ Responses saved.

	Poor 😞	Fair 😐	Good 😊	Very good 😄	Excellent 🌟	Not applicable
Ease of access to their services, both in person and through online channels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpfulness in solving difficulties with registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you manage to register for all of your courses by the end of the add/drop week? *

If you could not, please provide us more details so we could liaise with the Registrar's office to improve your experience.

☐ Yes

☐ No

Comments

Enter text here...

What additional services or support would you like to see from the Registrar's Office to better meet your needs?

Enter text here...

University services and facilities

How would you rate the following services/facilities at the university? *

	Poor 😞	Fair 😐	Good 😊	Very good 😄	Excellent 🌟
Campus location and facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class and laboratory facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career services and internships support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food services and outlets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports and fitness facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you'd like to share about your level of satisfaction with our support services and facilities?

Enter text here...

✓ Responses saved.

Student life

How would you rate the following aspects of student life at the university? *

	Poor 😞	Fair 😐	Good 😊	Very good 😄	Excellent 🥳
Sport and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clubs and students' organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus and student safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you'd like to share about your level of satisfaction with your campus life?

Enter text here...

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