



THE AMERICAN UNIVERSITY IN CAIRO

Self-Study Report

Prepared for
The National Authority for Quality
Assurance and Accreditation of Education
(NAQAAE)

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INTRODUCTION

The American University in Cairo was founded in 1919 with a commitment to excellence in education alongside an American Liberal arts framework. While never wavering in its founding values in educational excellence, AUC has adapted to changing needs of its stakeholders, in addition to changes in Egypt and the globe by constantly endeavoring for progress and by evolving its clear mission statement. Upon assessment, and recommendations by our NAQAAE accreditation in 2012 as well as the Middle States Commission of Higher Education (MSCHE) accreditation process in 2008 and 2018, AUC revised its mission statement in 2009 and developed its university strategic plans to fulfill that mission, which is very clear in its current strategic plan 2019-2022. AUC's current strategic plan was developed, by different constituents within the University, to better reflect the purpose and goals of the institution. With recommendations made by our accreditation processes, and with substantive and thorough communication from our community, AUC has endeavored to adapt and develop to continue to foster the highest quality in higher education. Currently, AUC is a mid-sized University

AUC is an autonomous institution, but has integrated with the community through comprehensive outreach and comprehensively abides by Egyptian law and all educational regulations. While accredited in the United States through MSCHE, AUC is committed to be a valuable member of Egypt's higher education system and therefore, was one of the first institutions to be accredited by NAQAAE in 2010. In accordance to recommendations made by the committee, and as a testament to the university's ongoing efforts to promote educational excellence in Egypt, AUC has made various substantial changes since 2010.

PROGRESS ON PREVIOUS RECOMMENDATIONS

Since our last NAQAAE accreditation, there has been a clear effort and substantial progress made in improving the overall culture of planning and assessment. A new Integrated Strategic Planning process integrates assessment, planning and budgeting in both administrative and academic sectors. AUC has installed a new Business Intelligence (BI) interface to more effectively track data and disseminate it to all stakeholders through analytics and visual dashboards. Furthermore, AUC has greatly improved the adherence to staff policy and procedures found in the handbook, and has also instituted a continuous review and update process to HR policies, including a well-monitored manpower planning program which aligns with the University mission and strategic plan.

AUC established the first university career center providing comprehensive career services in the Middle East. Several years ago, Egypt's Ministry of Higher Education recognized AUC's career counseling and placement services for students as a best practice, and permitted AUC, with USAID funding, to establish three Employability and Career Development Centers (ECDC) in two Egyptian public universities between 2012 and 2017. Recently, USAID awarded AUC a \$20 million cooperative agreement to establish 20 sustainable University Centers for Career Development (UCCD) in 12 Egyptian public universities in Upper Egypt, Delta and Greater Cairo over a four-year duration. In 2017, The Egyptian Minister of Higher Education and Scientific Research joined in AUC's launch of expansion of the UCCD model and 7 UCCDs have been opened to date in different universities across Egypt.

AUC has valued NAQAAE input, and sought to use its accreditation, plus the meaningful recommendations made by its committee, to further improve the institution.

EXECUTIVE SUMMARY

AUC begins its institutional commitment to education with its mission. The mission of AUC serves to outline the key functions of the University as well as inform the institutional strategy while the University challenges itself to progress even further in the future. Ten years ago, AUC decided to update its mission statement, and in 2009, the President approved the new mission statement. The process of crafting the AUC mission was highly participatory, and the result reflects AUC's commitment to liberal education, meaningful research and high impact practices. AUC deliberately started a communication campaign to raise awareness of the new mission, and saw departments and units incorporate the new mission, and its values, into their own missions. This mission statement is the vanguard of an institutional effort to develop university strategic plans. Units and departments have incorporated university values to craft guiding strategic plans. Additionally, through clear methodology within individual units, as well as assessments methods for implementation and progress, AUC creates multiple avenues for a bottom up approach to unit process improvement. All units have maintained levels of informal and formal assessment. Furthermore, the University has set the priorities of the budget in relation to the strategic plan and this budget was developed through multiple levels of rigorous assessment cascading from units all the way to cabinet recommendation and Board of Trustees' approval.

While the mission and strategic plans informs the ethics, core values, institutional priorities and action plans of the University, The Board of Trustees (BoT), the administration, the faculty, the university support staff and the student body form the principal constituents of the AUC community. Additionally, the administration has noted the Parents Association and Alumni as critically important stakeholders in the success of AUC. AUC is currently incorporated in the state of Delaware in the United States. Documents established and registered in the state of Delaware, as well as the University Bylaws, have established the BoT to be the ultimate authority in the affairs of the University and the power to govern affairs, including presiding over the property and funds of the University. AUC's leadership is composed of a knowledgeable, diverse group of individuals who are determined to create and maintain an environment that promotes excellence in teaching, research, creative expression and service. Furthermore, The University Senate plays a major role in spearheading the shared governance between faculty, staff, and students within the University. AUC also maintains sound and clear policies related to academic integrity, conflict of interest, and others. Importantly, concrete policies exist for grievance matters, and the University seeks to further implement these with all AUC constituencies, particularly staff.

AUC faculty members are an essential contributor to AUC's mission and goals. A considerable portion of the universities budget is allocated towards recruiting, hiring, developing and retaining faculty of the highest caliber. Faculty recruiting processes are overseen by the Provost's office in consultation with relevant school deans, departmental search committees, department chairs, program and center directors, and individual faculty members. In order to support the faculty in a way that continues the diversity and inclusivity that serves as a foundation for AUC, the University provides a variety of resources and learning opportunities to faculty. The Center for Learning and Teaching further supports faculty through development opportunities, which includes resources, services and personalized support. AUC supports and maintains the Annual Faculty Report, which catalogues annual reports from full-time faculty. The reports serve as a mechanism for personal tracking and reporting for faculty, as well as demonstrate the rigor and effectiveness in teaching, assessment of student learning, scholarly inquiry, and service, in addition to showing their growth and change over time.

Of course, the students are at the center of AUC's priorities, and AUC maintains clear policies to recruit the highest caliber students. AUC possesses clearly stated ethical policies and processes to admit, retain and facilitate the success of students whose holistic application are compatible with the University's mission and are reasonably expected to succeed. AUC has rigorously pursued international students for recruitment and has a dedicated office under the Associate Provost for Strategic Enrollment

Management. The University has made multiple recruiting trips to campuses and has hired a U.S. based consultant to promote study abroad at AUC. AUC has also increased its financial aid by 20% over the past year in order to attract high quality students, especially international students. These efforts have contributed to a growing number of international students over the last two years. AUC maintains equal opportunity for financial support for both undergraduate and graduate students. For admitted students, AUC holds a variety of programs to support students and to ease their transition into AUC. Orientation, numerous sessions and workshops, and pre-requisite classes (for students who require additional mathematical and English language courses) are held to promote resilience and well-being, as well as help students adjust to the American style education system. AUC has maintained multiple offices to support student academic growth and has recognized the need to further integrate its activities around the student's progression.

Regarding sustaining its operation, AUC draws around 70% of its annual budget from tuition and fees, 13% of funds from endowment fund annual income, and another 11% from gifts and grants; a further 6% is made up of other services' income. Annual and long-range University budgets are developed by the Office of Financial Planning, while they administer and oversee the budget throughout the year, all budgets are sent to the Board of Trustees for approval. Additionally, AUC formulates revenue models that integrate expenditure priorities, which are expressed in the University strategic plan. This annual budget reflects intensive planning, which incorporates the choices, priorities and tactics from the plan into the budget. The cabinet advises all university budgets in regard to revenue and expenditure assumptions, budget parameters, as well as institutional policies that relate to finances. The budget planning process itself is subject to a rigorous assessment process that is measured against benchmarks for performance to identify challenges and areas for improvement. A rigorous assessment process is conducted throughout the year and captured on the University Compliance Planning and Assessment software.

In terms of its academic environment, AUC has mobilized its infrastructure, facilities and institution for research and creative endeavors. AUC has continued its efforts to secure external funding, and, combined with internal funds, have created a sizable research facility across multiple departments and schools. Students are exposed to research in both undergraduate and graduate courses and have research-based courses built into every curriculum. With the addition of internal support systems, AUC enjoys high exposure to the international research community by way of conferences and overall collaboration.

While a focus on research was an element in aspects of the University strategic plan, a large focus has been placed on the development and implementation of clearly articulated strategies and initiatives directed at identifying and supporting the actual needs of the local Egyptian society. The national priorities of Egypt and this focus within AUC's strategic plan are aligned. There is now a clear delineation of responsibilities and specific initiatives for the various committees, units and centers tasked for community outreach and sustainability. Real data from the community informs AUC's strategic plan and impacts the direction of AUC. Various stakeholders have input on this process. The University also financially supports various units and centers that use research to develop the local community and/or the environment. Additionally, they support several scholarships for deserving students from across the community. The institutions' education and research policies allow for resources and support to be given towards encouraging faculty, staff, and student community engagement.

The Office of Strategy Management and Institutional Effectiveness (SMIE) handles AUC's quality assurance unit. SMIE supports AUC's commitment to continuous excellence and improvement. Through SMIE, all units, departments, schools, offices, academic programs and student support services undergo continuous and rigorous assessment and improvement. SMIE is also responsible for leading the University strategic planning efforts and tracking the progress of the strategic plan. In addition to

institutional effectiveness and strategic planning processes, AUC has added a new Business Intelligence interface. All of this is codified through a quality assurance policy, which standardizes the planning and assessment processes, and the use of data at all levels of the institution. Due to the regularity of the assessment methods, tracking is constant throughout the assessment process through a system, which integrates with our strategic plan. Meaningful dissemination processes are constantly being revised to meet changing needs.

AUC AT A GLANCE

AUC has 5,586 degree seeking undergraduate students and 970 degree seeking Graduate students, for a total of 6,556 degree seeking students. Enrollment figures in the following table are given by school; individuals with double majors are counted twice in their respective majors.

Degree-Seeking Students		
	UG	GR
Graduate School of Education	N/A	79
Graduate Studies	N/A	28
School of Business	984	103
School of Global Affairs and Public Policy	487	296
School of Humanities and Social Sciences	708	206
School of Sciences and Engineering	2,037	284
Undeclared / Undergraduate	1,731	n/a

Regarding admission, 2,933 students applied for admission to class beginning in the fall of 2018. 1,564 of those students were admitted, and 1,142 of those committed to AUC. Therefore, AUC has a 53% admittance rate, and an impressive 73% yield rate.

Our faculty population is also impressive for our size, with 455 full-time faculty for a faculty-to-student ratio of 1:10. According to the American system for hiring faculty, all full time faculty appointed at the rank of assistant professor and higher are tenure-track, and they can become tenured if the requirements stated in the Faculty Handbook are met. Of the faculty population, 157, or 35% are tenured. An addition 58, or 13% are tenure-track professors. Of these, 254, or 56% are Egyptian by nationality. An additional 95, or 21% are American, and 106, or 23% are another nationality. AUC is a diverse, and academically excellent mid-sized University committed to the local community, to Egyptian standards of education, and to an American Liberal Arts style Education. AUC is committed to continuous development to continue evolving for a changing community.

A key component in our ability to develop is our new campus. As a culmination of planning, and assessment by the University, AUC moved its academic programs to a new 260-acre new campus in 2008, which was designed for growth and an embodiment of the liberal arts tradition. This action was a culmination of more than 10 years of construction, planning, and a very successful comprehensive capital campaign in 2003. The downtown campus was then refurbished to serve as a cultural and public service center for AUC and the community, as well as to support the growth of the continuing and professional education programs. Safety and security are well maintained across all open areas and buildings.

OVERVIEW OF ACCREDITATION

Accreditation asserts the utmost quality of education within a program or institution. It is critically important to universities, especially in a global context where prospective students, faculty members, and employers use accreditation to assess the quality of an institution.

Accreditation of University	
Global	Local
Middle States Commission on Higher Education (MSCHE)	National Authority for Quality Assurance and Accreditation in Education (NAQAAE) (Egypt)

Accreditation of Schools and Programs	
Unit	Accrediting Organization
Academy of Liberal Arts	
Intensive Academic English Program (IEP)	Commission on English Language Program Accreditation (CEA)
Academic English for the Liberal Arts	
Academic English for Graduates Program	
School of Business (<i>Triple Crown reaffirmed</i>)	EFMD Quality Improvement System (EQUIS)
Department of Management	National Authority for Quality Assurance and Accreditation in Education (NAQAAE) (Egypt)
Accounting, BAC	
Business Administration, BBA	Association for the Advancement of Collegiate Schools of Business (AACSB)
Business Administration, MBA	
Economics, BA	
Executive Masters of Business Administration, EMBA	
Management of Information and Communication Technology, BBA	
Master of Science in Finance, MSF	
Business Administration, MBA	
Executive Masters of Business Administration, EMBA	Association of MBAs (AMBA)
Executive Education	
School of Continuing Education	Accrediting Council for Continuing Education and Training (ACCET)
	International Association for Continuing Education and Training (IACET)
School of Science and Engineering	
Architectural Engineering, BS	UNESCO-UIA Validation Council for Architectural Education
Chemistry, BS	Canadian Society for Chemistry (CSC)
Computer Science, BS	Computing Accreditation Commission of ABET
Computer Engineering, BS	Engineering Accreditation Commission of ABET
Construction Engineering, BS	
Electronics Engineering, BS	
Mechanical Engineering, BS	

School of Global Affairs and Public Policy <i>(Triple Crown)</i>	
Master of Public Administration (MPA)	Network of Schools of Public Policy, Affairs and Administration (NASPAA) , Supreme Council of Egyptian Universities, The International Commission on Accreditation of Public Administration Education and Training (ICAPA) and European Association for Public Administration Accreditation (EAPAA)
Master of Public Policy (MPP)	

INSTITUTION OVERVIEW

The American University in Cairo is an independent, not-for-profit, equal-opportunity institution offering English language, American-style liberal arts and professional undergraduate and graduate education to students from Egypt, the region and the world. In Egypt, AUC operates within the framework of a 1975 protocol with the government of Egypt; this protocol is based on a 1962 cultural relations agreement between the Egyptian and the U.S. governments. In the United States, AUC is licensed to grant degrees and is incorporated within the State of Delaware.

MISSION

AUC is a premier English-language institution of higher learning. The University is committed to teaching and research of the highest caliber, and offers exceptional liberal arts and professional education in a cross-cultural environment. AUC builds a culture of leadership, lifelong learning, continuing education and service among its graduates, and is dedicated to making significant contributions to Egypt and the international community in diverse fields. AUC upholds the principles of academic freedom and is dedicated to excellence.

VISION

Our vision is to be a world-class University internationally recognized for its leadership and excellence in teaching, research, creative expression and service. We build on our existing strengths to become the leading university in the Middle East and the destination of choice for students and faculty members from around the world seeking in-depth cultural exposure, combined with outstanding academic programs, cutting-edge research, as well as an ethically engaged, diverse community of scholars.

VALUES

Excellence
Diversity
Social Responsibility
Integrity
Lifelong Learning

AUC was founded in 1919 as a preparatory school and university by a group of Americans devoted to education and service in the Middle East. Its founding president, Dr. Charles Watson, wanted to create an English-language university based on high standards of conduct and scholarship and to contribute to the intellectual growth, discipline and character of the future leaders of Egypt and the region. At first AUC was only for men, but AUC enrolled its first female student in 1928, the year that marked the first graduating class. In 1950, AUC added its first graduate programs. In 1951, it phased out the preparatory school program. By the mid-1970s, the university offered a broad range of liberal arts and science programs. Afterwards, AUC added Bachelors, Masters, and diploma programs in engineering, management, computer science, journalism and mass communications, and natural and applied sciences. It also established several research centers, including business, social sciences, philanthropy and civic engagement, and science and technology. Currently, AUC offers 36 Bachelor's degrees, 44 Master's degrees, two doctoral degrees in applied sciences and engineering, and graduate diplomas in two schools: Global Affairs and Public Policy and Humanities and Social Sciences. AUC's School of Continuing Education offers non-credit courses and contracted training programs. Other professional education programs are offered by the Engineering and Science Services Unit, the Global Affairs and Public Policy Executive Education Program, the Goldman Sachs 10,000 Women Entrepreneurship and Leadership Program, the Professional Development Program in the Kamal Adham Center for Television and Digital Journalism, and the School of Business Executive Education Program.

Academic program enrollments have grown to over 5,474 undergraduates and 979 graduate students (fall 2017). Adult education expanded and now serves more than 24,000 students each year in non-credit courses and contracted training programs through the School of Continuing Education. Ninety-five percent of students are Egyptian; the remaining 5% comprised of 49 nationalities from around the world.

Long considered a leader in higher education in the region, the University has sought national, regional and international accreditation as a means of fostering excellence in governance and academics. In

addition to its accreditation by the MSCHE, AUC was the first university in Egypt to receive accreditation from Egypt's National Authority for Quality Assurance and Accreditation in Education (NAQAAE) with additional school and department level accreditation the School of Sciences and Engineering and the department of Management.

AUC was located on a nine-acre campus in the heart of downtown Cairo, a city of more than 18 million people and the largest urban area in the Middle East and North Africa. In 1997, the University decided to relocate the campus to the planned community of New Cairo and use the opportunity to build an entirely new campus to create a "City of Learning", designed to embody the University's liberal arts tradition and provide room for growth. AUC raised more than \$100 million in a comprehensive capital campaign in 2003 to raise construction funds, as well as additional monies for scholarships, professorships and other strategic areas (.01). In 2008, the University moved its academic programs to its 260-acre new campus. The downtown campus was refurbished to secure the growing continuing and professional education programs, as well as to increase the promotion of cultural and public service programs. Since its move to the new campus, the University has explored ways to make best use of the beautiful, state of the art facilities for academic and co-curricular programs, students, faculty, staff and the community.

Political, economic and social upheaval in Egypt following the 2011 uprising significantly affected the entire AUC community, but also reinforced the importance of AUC's mission and the role it plays. As members of the AUC community came together after the revolution to help their country and their community build a new future, AUC launched several initiatives on campus to help incorporate the revolution into various aspects of the academic and social life of AUC, such as holding panel discussions, public lectures and integrating information about the revolution into different courses. In addition, course curricula were adapted in order to reflect the new political and economic changes resulting from the 2011 revolution. This provided several different opportunities for community and civic engagement, which helped to raise awareness and provided opportunities for the AUC community to give back.

NATURE AND SCOPE OF THE SELF-STUDY

As AUC approaches its centennial, conducting a comprehensive self-study was an opportunity for reflection on its long history, extensive contributions to Egypt and the region, as well as a conducive media for continuous improvement and advancement. To do this, AUC evaluated every aspect of its programs and services, governing and supporting structures, resources, and educational outcomes in relation to the institution's mission and goals. This model engaged the community and emphasized how institutional goals are aligned with its mission. It also provided opportunities for institutional improvement based on the assessment involved in the self-study process.

The self- assessment process to produce the NAQAAE self-study report was based on a collaborative effort of stakeholders including faculty, staff and administration and led by three distinguished faculty members. The group was divided into six working groups, each of which had a chair leading the effort of the group. Each of the working groups reviewed all the criteria detailed in the ten standards of NAQAAE, which guided their analysis, research, study, data collection and reports. Working groups were required to provide evidence that the University is meeting each criterion through documentation or their equivalents. The workgroups worked autonomously yet collaboratively to compile information and then each standard underwent rigorous review as they were cycled through the NAQAAE self study team, as well as the Senior Administration.

NAQAAE ACCREDITATION ORGANIZATIONAL STRUCTURE

CO-CHAIRS:

Name	Title	Department
Dr. Ezzat Fahmy	Professor	Construction Engineering, School of Sciences and Engineering
Dr. Atta Gebril	Associate Professor & Director of TESOL Program	Applied Linguistics, School of Humanities and Social Science
Dr. Basil Kamel	Professor	Architecture, School of Sciences and Engineering

WORKING GROUPS:

STANDARD 1: STRATEGIC PLANNING

STANDARD 4: FINANCIAL AND MATERIAL RESOURCES AND TECHNOLOGICAL STRUCTURE

Name	Title	Department
Dr. Sherif Kamel*	Dean	Dean, School of Business
Dr. Gordon Handke	Vice President for Finance & Chief Financial Officer	Vice President for Finance & CFO
Alia Mitkees	Director, Strategy Management	Office of Strategy Management and Institutional Effectiveness

STANDARD 2: LEADERSHIP, GOVERNANCE AND ACADEMIC SELF-ADMINISTRATION

STANDARD 9: SOCIAL RESPONSIBILITY AND SUSTAINABLE DEVELOPMENT

Name	Title	Department
Michelle Henry*	Senior Instructor & Department Chair	Department of Rhetoric and Composition
Dr. Alia Shoeib	Interim Dean	Dean, School of Continuing Education
Sohair Saad	Executive Director	Office of Student Financial Affairs and Scholarships
Rasha Radwan	Director of Institutional Research	Office of Strategy Management and Institutional Effectiveness

*STANDARD 3: ADMINISTRATIVE BODY**STANDARD 5: FACULTY MEMBERS AND SUPPORT STAFF*

Name	Title	Department
Dr. Adham Ramadan*	Dean of Graduate Studies	Dean of Graduate Studies
Mona Ismail	Director, Talent Management	Office of Human Resources
Dr. Iman Megahed	Chief Strategy and Institutional Effectiveness Officer	Office of Strategy Management and Institutional Effectiveness

*STANDARD 6: STUDENTS AND ALUMNI**STANDARD 7: EDUCATION*

Name	Title	Department
Dr. George Marquis*	Dean of Students	Office of the Dean of Students
Dr. Hoda Mostafa	Associate Professor of Practice & Director	Center for Learning and Teaching
Dr. James Sunday	Visiting Research Assistant Professor	Department of Political Science
Kim Jackson	Associate Vice President, Advancement	Office of Advancement and Communications
Lamiaa Hassan	Research Analyst, AA	Office of Strategy Management and Institutional Effectiveness

STANDARD 8: SCIENTIFIC RESEARCH AND ACADEMIC ACTIVITIES

Name	Title	Department
Dr. Alaa Edris*	Assoc. Provost for Research, Innovation & Creativity	Office of the Provost
Dr. Dina Nouredin	Associate Dean of Graduate Studies & Research	Department of Economics
Dr. Reem Bassiony	Professor & AL Chair	Applied Linguistics

STANDARD 10: QUALITY MANAGEMENT AND DEVELOPMENT

Name	Title	Department
Dr. Zeinab Amin*	Associate Dean of Undergraduate Studies	SSE, Associate Dean for Undergraduate studies
Dr. Ghada Shimy	Interim Dean and Core Curriculum Director	Office of the Dean of Undergraduate Studies
Elizabeth Arrigoni	Senior Instructor	English Language Instruction, Department
Heba Fathelbab	Director of Assessment and Accreditation	Office of Strategy Management and Institutional Effectiveness

* Work group chair

STANDARD 1: STRATEGIC PLANNING

A. STANDARD & CHARGE

“The university has well-defined and stated mission and vision, developed by stakeholders. The mission and vision indicate its educational, research and social roles. The university has a strategic plan consistent with the sustainable development goals, indicating specific and measurable goals.; and detailed executive plans that the university monitors according to definite performance indicators. The university seeks to constantly improve its competitive position”

B. SUMMARY

The mission of AUC outlines the key functions of the university and drives all aspects of the university including setting the institutional strategy driving the University towards a more challenging future. The work group assessed AUC’s mission statement, goals, and strategic plans through available documentation, assessment tools, surveys, focus groups and other forms of community input. In their analysis of the mission statement, the work group members divided the mission statement into individual components and assessed the University’s compliance to the standard.

In 2008, AUC decided to update its mission statement. The process of formulating the new mission came in a highly participatory approach and, as of today, the new mission is perceived as a reflection of AUC practices and aspirations. It has also come to foster the concepts of liberal education, meaningful research, community service and high impact practices. After the President approved the new mission statement in 2009, the University implemented an initiative to communicate the new mission statement to all members of the University through posters that were posted around campus. One significant way that the mission has been integrated into daily life at AUC is how some departments and schools have incorporated it into their own mission statements such as GAPP and HUSS schools and the Rare Books and Special Collections Library.

The mission statement leads institutional efforts to develop University strategic plans. Furthermore, units within the University are well equipped with clear methodology of identifying their strategic goals and objectives, and assessment methods regarding implementation and progress. The results of the assessment are used to inform decision-making and help units improve their operations. Further development is needed to cross-reference and disseminate the work of these units. All departments have processes of assessment, however, periodic monitoring still needs to be better enforced. Setting the priorities of the budget in relation to the strategic plan and the demands of the units was developed through several levels of assessment and decision-making. A bottom-up approach starts with the assessment within the departments, the school and area level, the Senate budget committee and administration level, and then the cabinet recommendation and the Board of Trustees (BoT) approval.

C. ANALYSIS

The mission of AUC outlines the key functions of the university and drives all aspects of the university including setting the institutional strategy towards a more challenging future. It serves as the umbrella for all schools, programs and service units. The current approved mission statement as published on the AUC website, (1.1.1) reads as follows:

“AUC is a premier English-language institution of higher learning. The University is committed to teaching and research of the highest caliber and offers exceptional liberal arts and professional education in a cross-cultural environment. AUC builds a culture of leadership, lifelong learning, continuing education and service among its graduates, and is dedicated to making significant contributions to Egypt and the international community in diverse fields. Chartered and accredited in the United States and Egypt, The American University in Cairo is an independent, not-for-profit,

equal-opportunity institution. AUC upholds the principles of academic freedom and is dedicated to excellence”

AUC has an articulated vision and set of values which are published on the AUC website (1.1.1,1.1.2) and reads as follows:

“Our vision is to be a world-class University internationally recognized for its leadership and excellence in teaching, research, creative expression and service. We build on our existing strengths to become the leading University in the Middle East and the destination of choice for students and faculty members from around the world seeking in-depth cultural exposure, combined with outstanding academic programs, cutting-edge research, as well as an ethically engaged, diverse community of scholars”

Values

Excellence: *We continually strive to be among the best in all we do: in teaching, research, creative expression, service to our communities and service to each other in our daily interactions.*

Diversity: *We seek to treat all individuals with dignity and fairness, and to promote understanding and respect for diversity of perspectives, traditions and experiences.*

Social Responsibility: *We are committed to exploring the challenges that confront Egypt, the region and the world, and to using our intellectual and creative capabilities to address these challenges, serve our communities, and have a positive and sustainable impact on development, business, the environment and society.*

Integrity: *We believe that individuals are accountable for their actions, and, as members of a community, our individual actions have an impact on others. We are stronger as a community when we reflect on the consequences of our decisions and actions. The University upholds the principles of academic integrity, including fairness, accountability and honesty.*

Lifelong Learning: *We believe that the pursuit of knowledge, understanding, and personal and professional development should continue throughout one’s lifetime.*

Using AUC’s mission statement as a guide, the strategic plan 2011-2013 (1.1.3) identified the following set of key institutional learning outcomes for all students and are published online on the AUC website (1.1.1):

“Through their courses of study, AUC graduates should attain proficiency in:

•Professional Skills

AUC graduates will synthesize discipline-based knowledge with a broad-based liberal arts education. They will be proficient in the tools of their discipline as well as the tools of research and learning; make decisions that reflect the highest standards of ethical conduct and professional behavior; and understand the importance of life-long learning.

•Advanced Communication Skills

AUC graduates will be fluent in English and will be able to write and speak effectively in a variety of settings. AUC graduates will be able to communicate in Arabic, establish rapport in groups, be adaptable to new circumstances, work both independently and in collaboration with others, and function effectively as leaders.

•Critical Thinking

AUC graduates will be independent learners, adept at using current technologies to access

information and applying strong quantitative, analytical, and critical thinking skills to analyze and synthesize complex information to solve problems.

● **Cultural Competence**

AUC graduates will have an understanding and appreciation of Egyptian and Arab culture and heritage, as well as an understanding of international interdependence, cultural diversity, and consideration for values and traditions that may differ from their own. In addition, AUC graduates will have an aesthetic awareness of the various modes of human artistic expression and will be able to collaborate effectively in a multicultural context.

● **Effective Citizenship**

AUC graduates value service to their local community and to broader causes at the national and international level”

These outcomes, which derive from institutional documents were approved through the University’s formal governance structure, are achieved through an array of programs, courses, and other learning experiences.

Following its 2011-2013 strategic plan, AUC developed its 2014 – 2019 strategic plan, which was published in April 2015 (1.1.4). This strategic plan was designed to capitalize on its strengths as AUC approaches its centennial in 2019, and to ensure that it sustains and enhances its quality and distinction in the fast-changing world of the twenty-first century. The developed strategic plan reaffirmed the University mission, vision, values and learning outcomes.

Recently, AUC has developed its strategic plan for 2019-2022 in which the University mission, vision, and the five strategic pillars were reaffirmed (1.1.5). The University strategic planning process for 2019-2022 was a collaborative process including the review and feedback from key stakeholders.

1. The University’s mission and vision are approved and proclaimed, with a regular review mechanism through the participation of the stakeholders.

The AUC mission has gone through several cycles of revision since the founding of the University in 1919. In 2009, AUC revised its former mission statement in a highly collaborative process led by a task force composed of a cross-section of faculty from diverse disciplines with input from a wide variety of staff. Consultation was broad and inclusive, and it resulted in a revised mission statement that was approved by the University Senate in April 2009 and by President in May 2009. The approved mission was the basis in developing the University strategic plan 2011-2013 (1.1.3).

The University mission was reaffirmed in 2015 through the development of the strategic plan 2014-2019 (1.1.4) and through the newly revised strategic plan 2019-2022 (1.1.5).

The AUC mission, vision and articulated values were communicated to the AUC community through posters, which were posted at strategic locations on campus and also are available online at the AUC website (1.1.2)

After looking at the AUC schools, departments, and offices mission statements, it is evident that they have integrated elements of the AUC mission statement into their own. For example, the mission statement of the Rare Books and Special Collections Library includes: “...to support excellence in research and learning by assembling, conserving, and facilitating scholarly access to comprehensive collections of information material about Egypt and the region”. The School of Humanities and Social Sciences mission states: “...to help...connect us with our local, regional, and global communities...” and “...to produce groundbreaking research and provide the finest liberal arts education...”. Also, the School of Science and Engineering’s mission statement includes: “...realizing a global impact through innovation, discovery, the pursuit of excellence...to meet current and future needs in service to...our regional and global communities”. Finally, Department of Public Policy and Administration’s mission

statement includes: “...builds a culture of leadership and service among its graduates and is dedicated to making significant contributions to Egypt and the international community (1.1.1).

The development of the new mission statement, and subsequent efforts to serve it, in addition to the University’s sustained institutional self-reflection process, resulted in the development of: (1) collaboration, shared-governance and inclusivity in all aspects of decision making; (2) data and evidence-based assessment in all areas of operation, academic and otherwise. These commitments are manifested in the process whereby the mission statement was revised, as well as all subsequent efforts to serve that mission.

2. The University’s mission reflects its educational and research role and social responsibility in alignment with the community and national expectations.

The University’s mission reflects its continuous commitment to facilitating learning through all aspects of the University’s operations, including students through degree programs, faculty through research, and its local and global community through local civic engagement and global outreach.

The foci of AUC’s mission statement are: (1) a sustained commitment to the development and delivery of an English-language American liberal arts education; (2) the continued cultivation of professional programs, technology development, entrepreneurial innovation, and policy analysis for Egypt and the region; (3) the pursuit of excellence in local, regional, and global recognition of its high caliber research; and (4) the cultivation of a culture of service, leadership, and lifelong learning in the context of a rapidly evolving ‘city of learning’.

2.1. A sustained commitment to the development and delivery of an English-language American liberal arts education.

English-language proficiency is a requirement for all students, which is why AUC provides foundational English-language skills and supporting academic resources. This is most conspicuous in the Academy of Liberal Arts (ALA): “*The academy’s more than 100 dedicated faculty members provide foundational language, writing, critical thinking and cross-disciplinary courses for AUC undergraduate students, including cornerstone classes in the new Freshman Program of the Core Curriculum, as well as providing intensive Arabic and English-language instruction for a wider community, including graduate and international students*” (1.2.1, 1.2.2). ALA influences students through the Freshman Program, which provides all AUC freshmen the academic skills and English-language proficiency they need, in addition to coordinating capstone courses within and outside of students’ majors. More generally, the Core Curriculum requirements ensure that all students are exposed to courses from a diverse range of disciplines which reinforce foundations in critical thinking, ethical, and reasoning skills. These courses also ensure that all students take courses that instill cross-cultural competencies and develop awareness of a diverse range of local, regional, and international contexts. Furthermore, all the Core Curriculum learning outcomes relate to AUC’s mission and goals (1.2.3).

All AUC majors and minors strive to incorporate these mission-based values into their courses. Regardless of a student’s area of academic focus, an emphasis is placed on ensuring that he or she graduates capable of studying, working, and participating in civic and social life both locally in Egypt and the Arab region, and internationally. For example, syllabi incorporate departments’ mission statement, such as: “...build[ing] a culture of leadership and service among its graduates and... dedicated to making significant contributions to Egypt and the international community...” (1.2.4). Syllabi also contain expected learning outcomes which give additional evidence of incorporating the University’s mission, for example ECON 2051’s syllabus includes: “enable students to assimilate, evaluate and synthesize knowledge,” and “studying and understanding this culturally diverse and strategically important region”

(1.2.5). Also from the Academy of Liberal Arts' Rhetoric and Composition Department's Mission Statement, incorporated into its course RHET 4260: *"equipped with values of community building...human service,"* which aligns with the University's Mission Statement excerpt related to service and community (1.2.6).

AUC's curriculum reflects the University's commitment to diversity, global engagement, community-based learning, and experiential learning in a number of ways. For decades AUC has been home to a broad range of student mobility programs that bring international students to AUC and send AUC students to academic institutions around the world. This work is the responsibility of the Office of International Programs (1.2.7). Since 2012, every year over 100 AUC students have participated in exchange or study abroad programs in over 24 countries.

AUC offers several courses that include Community Based Learning (CBL), which is a teaching methodology that advances course learning goals through service to a partner community. It combines community service with explicit academic learning objectives in preparation for community work and deliberate reflection. CBL courses and related initiatives are coordinated by AUC's CBL Program, which is hosted by the Academic Community Engagement Office (1.2.8, 1.2.9)

AUC ensures that its program curricula fulfill its mission and goals by incorporating input from across the academic community at all stages of development. To achieve this objective, the University requires that all catalog changes, regardless of size or scope, are approved by the faculty with the input of students, administrators, and staff. The annual curriculum approval process is multi-staged, with departments submitting proposed changes through an online system that is accessible to approved reviewers at all levels. These proposals are then processed by school level committees, the University Senate and the Provost. Not only does this process guarantee that all curricular changes are thoroughly reviewed, but it is also a mechanism through which AUC's academic mission is shared with all relevant constituencies.

AUC's faculty are the most significant contributors to this criterion. It is for this reason that the University invests in recruiting and retaining exceptional local and international faculty. All faculty-recruiting processes are coordinated by the Provost's Office in consultation with school deans, departmental search committees, department chairs, program and center directors, and individual faculty members. This is a broad and inclusive process that establishes the foundation on which AUC's academic identity and reputation is grounded (1.2.10).

2.2. The cultivation of professional programs, technology development, research, entrepreneurial innovation, and policy analysis for Egypt and the region

This is served through a variety of programs situated in different institutional contexts across University schools. In addition to undergraduate and graduate degree programs, all schools offer a variety of professional programs, which promote technology development, research and entrepreneurial innovation. Following are some examples

- The School of Business Executive Education offers globally-recognized executive education in three areas: open-enrollment programs, customized programs, and collaborative programs. These programs enable today's business leaders to develop the strategic thought processes and skills necessary to successfully grow their businesses in today's dynamic global marketplace. In addition to Egypt, AUC provides executive education training programs in Kuwait, Saudi Arabia and the United Arab Emirates. (1.2.11).
- The School of Global Affairs and Public Policy executive education mission is to provide capacity building that serves to reinforce and reinvigorate leadership capacities within Egypt and the region. The school also hosts a number of research centers that

provide degree certificates, professional programs, entrepreneurial innovation and community service such as The Center for Migration and Refugee Studies and The Institute for Gender and Women's Studies (1.2.12, 1.2.13, 1.2.14).

- The School of Humanities and Social Sciences hosts a large number of departments whose faculty members are both scholars striving to produce groundbreaking research, and teachers striving to provide the finest liberal arts education in the region (1.2.15).
- The School of Sciences and Engineering hosts The Engineering and Science Services that has been dedicated to serving and developing engineering and science related industrial communities for more than 30 years (1.2.16).
- The School of Continuing Education offers certificate programs, noncredit term-length courses and variable-length, and customized courses to fulfill the continuing education needs of individuals and organizations in Egypt and the Middle East. Also, through its Community Lecture Series, the School offers the community an opportunity to discuss a variety of issues (1.2.17, 1.2.18 1.2.19).
- The Center for Sustainable Development's mission is to guide sustainable development efforts locally in Egypt, the region, and internationally by providing holistic academic programs, applied interdisciplinary research, and community service to improve lives and livelihoods while safeguarding natural resources for the future generations to come. This is achieved through a number of projects facilitated by a wide network of national and international partners (1.2.20)

In all of these areas, three themes that emphasize the mission and goals stand out: (1) outreach with impact, (2) a focus on the local, regional, and the international and the relations among them, and (3) the development and support of programs that produce groundbreaking research and innovation in policy development and technology innovation.

2.3. The pursuit of excellence and local, regional and global recognition of its high caliber research.

Research is a foundation of AUC's mission. Much of AUC's reputation and consequent brand recognition is the result of generations of research produced by faculty and students. The publication record in all disciplines and areas of expertise is remarkable (1.2.21, 1.2.22).

To serve this component of the mission and goals, AUC recruits, develops, and retains faculty of the highest caliber. AUC invests a considerable portion of its budget and resources to this end.

AUC serves faculty and their research agendas through internal and external funding mechanisms. Internally, the Office of the Provost oversees an internal grant system that invests over \$1 million of university funds per year in faculty research. Faculty can access funds to attend conferences, coordinate conferences, and conduct research projects. Additionally, this grant system supports faculty efforts to enhance pedagogy and develop new course content and programs. Faculty are engaged at all levels of review (departmental, school, and university) in the process of evaluating grant proposals. This process is coordinated through an online system that ensures collective participation and transparency. To assist faculty in securing external funding to support their research, AUC's Office of Sponsored Programs provides assistance in seeking funding sources to match proposed projects, drafting and submitting grant proposals, and follow up support for grants that are funded. This office has been extremely successful in helping AUC faculty and programs secure needed funding (1.2.23, 1.2.24) In addition to individual faculty research support, AUC provides support and funding to larger, institutional research producing entities, which broadly fall into the categories of research initiatives, centers, and institutes. These entities are referred to as Organized Research Units (ORUs) and are administered by AUC's Research Administration. In addition to supporting ORUs, the

Research Administration also assists faculty in securing research approvals (e.g. CAPMAS), and oversees the University's Institutional Review Board (IRB) and Intellectual Property Policy (1.2.25, 1.2.26 1.2.27)

2.4. The cultivation of a culture of service, leadership, and lifelong learning in the context of a rapidly evolving 'City of Learning'.

The School of Continuing Education's mission is to improve the employability of and provide lifelong learning for participants by extending the resources of the University both locally, regionally and internationally. It offers a wide range of professional certificates in many fields including HR, translation, language enhancement and IT programs (1.2.28).

Additionally, AUC offers and supports academic and non-academic student clubs and programs, which are coordinated by the Office of the Dean of Students under the auspices of the Office of the Student Life (1.2.29). They range from academic clubs, cultural associations, student government committees and community service organizations that work closely with the elderly, orphans, the underprivileged and individuals suffering from different diseases (1.2.30). AUC supports numerous and varied formal and informal sports programs coordinated by the Athletics Office and the Office of Student Engagement (1.2.31).

To ensure that AUC outreach efforts are brought back and integrated into the curriculum, the Community Based Learning (CBL) unit was created. Launched from the classroom and lectures, readings, and discussions, students apply academic theories and innovative thinking in co-developmental, hands-on service with local and international communities. This allows learning to extend beyond the University campus for a more rounded student learning experience (1.2.8, 1.2.9).

The *Open Classroom Initiatives* aspire to create an ethically engaged, diverse community of scholars who embrace and adopt new pedagogies that emphasize learning by doing, thereby preparing students with the skills and confidence that not only build upon but also transcend their particular major or discipline. The VP for Management and Transformation in coordination with the Provost also introduced the *Bring Your Own Device (BYOD)* initiative, which encourages students to bring personal devices and assesses faculty needs with regards to software and technology to enable students to use them efficiently. Furthermore, to continue to foster learning innovatively, as education is no longer bound in time by class hours and semesters nor restricted in space to desks, classrooms, and a campus, AUC has begun a Blended Learning initiative to explore expanding learning beyond the classroom. AUC defines Blended Learning as a combination of face-to-face and online instruction, which entails replacing a percentage of class time (20- 50%) with online instruction. (1.2.32, 1.2.33) The Center for Learning and Teaching (CLT) offers workshops about the Blended Learning model (hybrid or mixed-mode instruction) and encourages faculty to incorporate it in their courses.

In addition, the AUC community recognizes extra-classroom experiences like service learning, internships, research or study abroad experiences in designing graduation requirements, and continues to work on better monitor, recognize and reward of extracurricular involvement. Four specific initiatives recommend themselves as catalysts for such improvement: (1) a *co-curricular transcript* that reflects student involvement in co-curricular activities; (2) the *Cairo in the Curriculum* program, in which each major certifies that it offers at least one course every semester that takes students into the local community for study, research, or service; (3) expansion of the *Sustainable AUC* theme across campus, encouraging visible, innovative projects involving students in learning beyond the classroom by using the campus as the classroom and demonstrating the University's commitment to sustainability, such as roof gardens, solar energy, carpooling, etc. and; (4) an enhancement of the capstone requirements

of the Core Curriculum for undergraduates, and the final project and thesis requirements of graduate programs to ensure that students have appropriate workplace English proficiency and presentation skills.

The Community Outreach program, with its message as “*No university is an island,*” introduced the *Neighborhood Initiative* in 2015 in the form of an AUC–AUB symposium intended to spark discussion on universities’ responsibilities toward engagement with local communities. Since then, the initiative has unfolded into a research project aimed at ultimately establishing an official entity dedicated to inspiring engagement on AUC’s campuses and in its local community. Currently, the research team is working on mapping the surrounding communities of both AUC New Cairo and AUC Tahrir Square. The *Neighborhood Initiative* serves as a hub for connections between AUC and its neighbors, involving support and outreach it can offer to neighbors and vice versa (1.2.34).

3. *The University has objective indicators to measure the realization of its mission.*

The institutional mission and goals directly impact planning, resources, and institutional development. Priorities are identified as they relate to the institutional goals and objectives and how it supports the university achieve its mission. The structure of governance and organization of the administration also plays a crucial role in defining, assessing and evaluating the planning system.

As AUC has encountered multiple major issues since 2011, it has undergone several thoughtful and rational processes of self-examination and planning to maintain, support, and improve its programs and services. Creative approaches, efficient planning and prioritization were key in order to fulfill its goals and expectations within its available resources. Furthermore, AUC considered internal and external forces affecting the institution, including trends and projections for enrollment, resources and funding, employer expectations, market inflation and political pressures, competition for faculty and students, and other factors.

AUC has undergone several developments and phases in building its strategic plan. The desire for academic excellence as indicated by the Provost in 2011 outlined five strategic domains: academic excellence, research impact, global experience, community service and institutional quality as per AUC’s strategic plan: *Transforming AUC: A Strategic Plan for Excellence 2011- 2013* (1.1.3). The objectives of this plan were key in shaping the roadmap of the planning process through 2013. In 2013, the five strategic goals were enhanced to four institutional priorities. The newly set institutional priorities were: education for citizenship and service, research reflecting innovation and impact, outreach enhancing engagement and access, and management with sustainability and integrity (1.1.4).

In 2014, AUC developed its strategic plan *Our Community of Learning: A Strategic Plan for AUC at its Centennial 2014 – 2019* (1.1.4). During the five years that preceded this plan, AUC confronted exceptional challenges—from the aftermath of the move of the entire University to the newly-built New Cairo campus in 2008 to the upheavals in the political landscape of Egypt and the region that began in 2011—and the University community met them with integrity, resourcefulness and intelligence. This plan outlined several objectives as follows:

Objective I: Make Our Place in the World: Egypt’s Global University

Objective II: Unleash Learning: Opening the AUC Classroom

Objective III: Location, Location, Location: AUC as an Anchor and a Magnet

Objective IV: Instilling Integrity, Accountability Sustainability: Managing Continuous Change

While working towards these strategic objectives, the efforts exerted in the planning process and institutional improvement revealed the necessity of sustainable development and information

technology as catalysts for change and means to facilitate the efficiency of operations within the University.

During these phases of development, the budget and planning process faced several challenges, the most critical of which was the delay period between the input and the decision-making as well as the fact that most inputs were not based on realistic strategic planning of each unit. In response to this, in 2015, a bottom-up approach was introduced by the Provost to solicit visions, goals, resource requirements and mechanisms of assessment for academic and administrative units within the University. In 2016, the Provost requested that all units - academic or non-academic - submit their 2016-2019 strategic plans in alignment with the University mission and outlined strategic plan. Furthermore, in spring 2016, AUC revamped the planning and assessment processes for departments and merged them into one integrated strategic planning process.

In fall of 2016-2017, the new AUC President requested the Provost and Cabinet to develop and expedite a mid-term review of AUC's institutional strategic plan, dating from 2014 and published in early 2015. They established a process under the outgoing VP for Information Management, charged to strengthen consensual governance and the AUC community as a whole by bringing its several distinct constituencies together in the planning process; and to produce an updated and practical strategic plan based on meaningful key performance indicators to enable rigorous performance assessment of the plan through the coming five years and beyond. AUC community participated in setting the directions of the university; students, faculty, staff and alumni responded to an institutional survey that took place in March 2017 and played a critical role in identifying the future priorities of the University.

In 2017, the institutional priorities were reviewed again and five strategic pillars were identified. Those pillars were also the output of a comprehensive community survey, in which all stakeholders had the chance to participate in setting the strategic directions of the university.

Concluding this process and as a result of this survey, *AUC Centennial Strategic Plan 2019-2022* (1.1.5) was developed with clear focus on five strategic pillars and goals. The five strategic pillars are Quality of Education, Internationalization, AUC Experience, Institutional Effectiveness, and Innovation. (1.1.5) A set of objectives, initiatives, clear measurable key performance indicators and targets are identified under each of these five pillars to ensure that the University's strategic goals and objectives are being monitored and achieved.

4. The University's strategic plan is approved. Different stakeholders were involved in development of the plan in line with the SDGs.

In fall 2013, the University President and the Chair of the Board of Trustees (BoT) launched a comprehensive process to develop a new strategic plan to build on the University's strengths, chart its course through its one hundredth year, and lay the foundation for the next century. Led by a steering committee of faculty, administrators, students and trustees, AUC's strategic planning process was developed to embody AUC's core values, enable meaningful community involvement and consultation, engage stakeholders in AUC's future, and build accountability at all levels. The steering committee established six task forces, with membership drawn from across the AUC community, and examined issues of strategic importance to the University. These groups sponsored numerous community events, focus groups and other engagement activities during spring 2014 to provide opportunities for all stakeholders to share their ideas. The Board of Trustees (BoT) reviewed an interim report on the task force deliberations at their meeting in June 2014. A draft document was prepared over the summer, circulated and discussed on campus during fall 2014, and reviewed again by the BoT at their October 2014 and March 2015 meetings. The result of this process is the strategic plan document *Our Community of Learning: A Strategic Plan for AUC at its Centennial 2014 – 2019* (1.1.4).

In developing the strategic plan 2019-2022, the AUC community participated in setting the directions of the University. Students, faculty, staff and alumni responded to an institutional survey that took place in March 2017 and played a critical role in identifying the future priorities of the University. The results of this survey were used to conduct a clear assessment of the current culture at the University and develop a plan to move forward towards a more ideal culture and vision of institutional effectiveness.

5. *Comprehensive and objective environmental analysis with multiple and appropriate tools for analysis.*

AUC launched a culture and institutional effectiveness survey, *Define AUC*, in fall 2017 (1.5.1) surveying all university constituents (students, faculty, staff, senior administration) as part of a vast project to assess the culture and institutional effectiveness of AUC. The purpose of the *Define AUC* Survey is to assess the internal culture and institutional effectiveness at AUC by identifying the key influencing factors and outcomes. The results show that AUC has a low-intensity (weak) culture, which means there is low agreement with regards to expected behavior. AUC's primary culture style is self-actualizing (Constructive), while its secondary culture style is Humanistic-encouraging (Constructive).

Results also show that students believe AUC promotes diversity, and that they learn a variety of different skills throughout their educational experience. They feel physically comfortable, in addition to a sense of collaboration at AUC. Staff believe their jobs impact others greatly, and that their jobs require a variety of different skills. They feel proud of the quality of their work, and believe that the services they provide are of the highest quality possible. Finally, faculty view their managers as supportive, and believe their jobs require a variety of different skills in order to perform well. They have a strong sense of pride in their work, and its great significance and impact on others. All constituents mention that AUC needs to continue to improve communication channels and ensure that it adapts to external change effectively. The results of this survey were used to help develop a plan to move forward towards a more ideal culture and vision of institutional effectiveness.

6. *Proclaimed, well-formulated, and measurable strategic objectives, based on environmental analysis. These objectives are further verifiable within the timeframe of the set plan.*

Based on the comprehensive environmental scan and analysis of the institutional effectiveness survey, *AUC Centennial Strategic Plan 2019-2022* was developed with clear focus on five strategic goals. Strategic objectives and initiatives were formulated to lead the university towards its Centennial and towards continuous improvements. A set of well-defined institutional KPIs and targets were set to enable the University to track its progress. The five revised strategic pillars and goals with their associated key performance indicators are (1.1.5 (AUC Centennial Strategic Plan):

1. **Quality of Education:** Foster academic excellence in a liberal arts culture, through innovative teaching, and quality research to prepare students for future local and international careers and lifelong learning
Key Performance Indicators (KPIs): Percent of Student satisfaction, Employability Rate, Employer reputation score in Qs Ranking, and Satisfaction of Alumni.
2. **Internationalization:** Enhance the internationalization of AUC among all stakeholders
Key Performance Indicators (KPIs): Percent of international students, Percent of American students within international students, and Percent of American faculty within the faculty body
3. **AUC Experience:** Foster a culture of service, trust and collaboration across academic and administrative university departments to enhance the AUC experience

Key Performance Indicators (KPIs): Percent of senior student satisfaction, and Percent of faculty and staff satisfaction

4. **Institutional Effectiveness:** Enable a conducive environment that is led by exceptional human capital, optimized through digitized processes and propelled by timely and efficient data-driven decision making models

Key Performance Indicators (KPIs): Percent of institutional effectiveness index, Percent of first and second choice candidates hired for faculty and staff, and Percent of cost cutting on ink and paper

5. **Innovation:** Establish innovation and creativity, along with liberal education to achieve a unique value proposition. This goal includes the purposing of resources towards creative and versatile academic endeavors that capitalize on state-of-the-art technological and best practices

Key Performance Indicators (KPIs): Percent of interdisciplinary offerings, Percent of faculty that apply innovative teaching techniques, Percent of extended education offerings in Online/Blended Modes, and Percent of innovation as perceived by AUC Community

7. **The executive plans include activities that realize the strategic objectives, outlining the implementation responsibility, timetable, financial cost, performance indicators, activity implementation priorities, and their logical sequence.**

AUC developed a process to link unit budget to unit goals, where all units are required to identify the needed resources to achieve their goals annually, an initiative that was approved and communicated to AUC's community in October 2016. This process ensures the effective utilization of resources on the unit level and the efficient utilization of institutional resources required to support the University mission and goals. The Planning and Budgeting software (Planning Matrix) was customized to incorporate the data required by the units to include the required links between budget and goals. In fall 2018, AUC took the resource allocation to a deeper level, where unit budgets and resources are now linked at the objective level instead of the goal level. This will allow units to allocate resources more efficiently.

In fall 2017, more linkage was introduced between unit strategic goals and the performance evaluation of staff members. The Office of Human Resources launched the new performance evaluation software including three categories of evaluation: unit strategic goals, personal objectives and personal competencies. Each category is rated by respective managers to conclude the evaluation of each staff member.

The strategic plans of units are key to the coordination of all units within the University, as they help them identify all requirements including faculty, staff, space, operational budgets, labs, equipment, etc. that affect their budget. KPIs are also set to measure and assess accomplishment of the goals and specific objectives of each unit. This process allows for a transparent and accurate assessment of progress in relation to the University mission and objectives, as well as the creation of links between the different units. The Office of Strategy Management and Institutional Effectiveness (previously known as the Office of Data Analytics and Institutional Research - DAIR) is the hub for gathering and reporting on all strategic plans for all units. The office also provides trainings, workshops, one-on-one support and other planning events to build capacity for strategic planning and ensure that the university strategic plan is well communicated, disseminated and cascaded to school and department levels. *Integrated Planning and Assessment Guidelines* is available on the website and includes all relevant details about the process and requirements (1.7.1).

Furthermore, operational mechanisms for implementation of planning strategies were restructured to redefine responsibilities and create a better work flow. All strategic planning and assessment processes of academic, administrative, and operational units are gathered under the Vice President for Management and Transformation. The Strategy Management function is assigned to the newly

appointed Chief of Strategy Management and Institutional Effectiveness Officer. The Vice President for Management and Transformation also oversees administration, facilities management, operations, as well as sustainability measures for AUC operations. The Vice President for Finance is responsible for finance, controlling crucial domains related to budgeting and university finance (including collecting data for internal and external audits). The Vice President for Advancement and Communication is responsible for outreach and alignment of development with University strategic planning. The Provost has added an Associate Provost for Assessment and Evaluation to ensure (among his responsibilities) the alignment of the strategic and assessment plans of the academic units (Schools, Departments, and Centers) with the University's strategic plan.

In addition, AUC has been working on improving the documentation of processes. Recently a task force for *Business Processes* was initiated, which aims to map all business processes, prioritize the ones that need improvement, work on reengineering the processes, and ultimately automate them with software. The work of the task force is ongoing. These processes are categorized under three groups: student-related, faculty-related, and internal operations. The task force is proceeding with a short-term plan selecting 3-5 critical processes as samples to develop the processes flow charts through interviews with process owners and key users in order to identify the gaps in these current processes. A long-term plan will then be developed to implement this initiative on all domains.

In conclusion, the development of the integrated strategic planning process is a major step in creating realistic planning and improvement measures for the University, which link to its vision, objectives and values. It is important to emphasize the significance of completing the strategic plans from all units in due time with realistic measures and benchmarks. The administration has kept the BoT informed of the planning process through 2018. The next steps are to advance the drafting process for executive-level presentation to the BoT for their deeper engagement and elaboration, and final promulgation as a guide through the coming years. As always inherent in organizational strategic planning, key challenges include linking the strategic planning of units to budget assessment and projections; facilities management, and effective risk management.

8. *An effective mechanism to disseminate and operationalize the University's strategic plan in the affiliated institutions (faculties and institutes) to secure the consistency of the strategic plans of these institutions with the University's plan.*

The strategic plan of the university is communicated and disseminated to the entire community through the distribution of posters and publications as well as conducting multiple planning events and presentations. The Office of Communication and Advancement also announced the new strategic plan in the daily bulletin which includes the major news and events happening at AUC (1.1.5).

Almost all departments and university units were involved in developing the AUC objectives and strategic plans. The approved strategic plans were disseminated to all university departments and units. In addition, in summer 2018 the Provost requested that all units - academic and non-academic - submit their 2019-2022 strategic plans in alignment with the University mission and outlined strategic plan.

From an operational aspect, the Strategy Management function was added to the mandate of the Office of Data Analytics and Institutional Research. The Office was renamed in summer 2018 to The Office of Strategy Management and Institutional Effectiveness (SMIE) to reflect its pivotal role in supporting decision-making at AUC. SMIE conducts regular strategic planning workshops to planning coordinators in all departments and schools to help in the development of unit strategic plans. Departments and units are required to link their planning process to the budget, staff performance evaluation followed by assessing the progress of their plans annually (Sample: 1.8.1). The results of these efforts have been impressive as currently almost 92% of the units submitted

their 2019-2022 strategic plans on the Planning and Assessment Software (Compliance-Assist). Compliance Assist is used as a database for all strategic and assessment plans and reports and has been a cornerstone of AUC's strategic planning practice since it was introduced in 2013.

9. *Annual reports to monitor the progress of the executive plans according to the timeframe and realize the target performance levels.*

Institutional planning and assessment at AUC is key for the continuous improvement of all units within the University. AUC has undertaken an ongoing development process for its institutional assessment, in which administrative and academic units began submitting their assessment plans annually on Compliance Assist. Surveys are also used as an assessment tool. Many surveys have been conducted on a periodic basis such as the food services survey, the transportation survey, ECAR surveys, employability survey, FYE survey, and the freshman survey. The results are being used to enhance and improve processes and procedures (1.9.1).

In spring 2016, AUC revamped the planning and assessment processes on the unit level and merged them into one integrated strategic planning process. This was communicated to AUC's community, and DAIR (now SMIE) supported all units across campus in building capacities. All academic departments and administrative units are required to submit their strategic plans on Compliance Assist, including the assessment report, which is a component of the strategic planning process. Each department and unit is required to submit a 3-year strategic plan. The unit plans must include a mission statement, vision statement, values, environmental scan (SWOT analysis), goals, objectives, strategies, required resources as well as the Key Performance Indicators (KPIs) that measure the achievement of this objective. All planning elements are added on the Planning and Assessment Software (Compliance-Assist) where units have to link their unit goals to the University goals and ensure that they are in alignment with the institution's strategy. They are then required to report annually on the progress of their plans by providing analysis of their assessment results and actions taken for the improvement of its operations (1.7.1). Furthermore, the Planning and Assessment Committee provides a consultative forum for facilitating the process of continuous strategic planning, assessment and improvement at AUC.

More details about aligning the strategic plans with the budget and staff performance evaluation are mentioned in criteria 7.

10. *An objective assessment of the University's competitive position and improvement policy/mechanisms.*

AUC continuously assesses its competitive position both locally and globally using numerous mechanisms and tools such as peer studies, rankings, and international accreditation. Over the years, AUC has earned the accreditation of the Middle States Commission on Higher Education (MSCHE), which was re-affirmed in spring 2018, in addition to several international and regional program and unit accreditations. Furthermore, AUC was one of the first universities to receive the National Authority for Quality Assurance and Accreditation of Education (NAQAEE) and is currently in the process of re-affirming its accreditation.

Accreditation is a mark of excellence indicating endorsement by peer reviewers. It is of the utmost importance to universities, especially in a global context where prospective students, faculty members, and employers view it as a measure of academic excellence and institutional quality. The adherent self-study process, which involves participants from every unit of the institution and focuses on the self-assessment of all activities and services, is an opportunity to examine where the University and its programs stand in terms of achieving institutional goals and standards, to focus efforts on areas that need enhancement and changes, and to define new challenges in academic endeavors and organizational matters.

In spring 2016, AUC started a 3-year process for the re-affirmation of MSCHE accreditation process, and received its re-affirmation through the 2016-2017 academic year in spring 2018 after submitting a comprehensive self-study report with evidence for its the MSCHE seven standards. MSCHE is responsible for more than 525 accredited and candidate institutions, located in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations) (1.10.1)

AUC adheres to specialized accreditations as well as institutional. Some examples are:

1. *Specialized Accreditation of Science and Engineering Programs*

ABET-accredited programs are recognized worldwide. Graduates of ABET-accredited engineering programs are eligible to register as professional engineers in many countries around the world, including the United States, Canada, and Australia, after passing the required examinations. The undergraduate Computer Science program is accredited by the *Computing Accreditation Commission of ABET*. The undergraduate Actuarial Science and Biology programs are accredited by the *Applied and Natural Science Accreditation Commission of ABET*. The undergraduate programs in Construction Engineering, Computer Engineering, Electronics Engineering, and Mechanical Engineering in the School of Sciences and Engineering are accredited by the *Engineering Accreditation Commission of ABET*. In addition, AUC's Architectural Engineering bachelor's program received accreditation from *UNESCO-UIA Charter for Architectural Education* in March 2014. It is the label of excellence in the architectural education of the UIA, the world's largest international organization, which brings together professional organizations of architects in 124 countries and territories all over the world. Graduates of UNESCO-UIA validated architectural programs are eligible to apply for registration as professional architects in many countries around the world, after passing the required licensing requirements. Finally, AUC's chemistry program received accreditation from the Canadian Society for Chemistry (CSC).

All undergraduate programs in the School of Sciences and Engineering are granted equivalency by the *Egyptian Supreme Council of Universities*.

2. *Triple-crown Accreditation of the School of Business*

AUC's School of Business is one of approximately 70 business schools worldwide — out of nearly 14,000 — as well as the first in the Middle East and third in Africa, to achieve triple-crown accreditation from the *Association to Advance Collegiate Schools of Business (AACSB)*, *Association of MBAs (AMBA)* and *European Quality Improvement System (EQUIS)*.

The school is the first in Egypt and North Africa to be awarded accreditation from AACSB International, making it one of only 5 percent of all business schools in the world to receive such accreditation. The AACSB accreditation is considered the highest standard of achievement for business schools. There are about 45,000 business schools worldwide, and only 540 schools outside of the United States are accredited by AACSB. AUC's undergraduate programs in Accounting, Business Administration, Economics and Management of Information and Communication Technology, in addition to the graduate programs: Master of Business Administration (MBA) and Master of Science in Finance (MSF), have received this accreditation. The Department of Management has received the AACSB accreditation as well as NAQAAE Accreditation.

AUC's School of Business also received accreditation for its MBA and Executive MBA programs by the London-based AMBA. Only 2 percent of MBA programs worldwide are AMBA-accredited.

As mentioned, AUC's School of Business is accredited by EFMD Quality Improvement System (EQUIS). EQUIS is an accreditation system for management and business schools, administered by the European Foundation for Management Development. A high level of academic quality, professional relevance, innovation, and internationalization is required to achieve EQUIS

accreditation. EQUIS accredits programs that focus on the development of managerial and entrepreneurial skills.

3. *Triple Crown Accreditation of the MPA and MPP Programs - School of Global Affairs and Public Policy*

The programs of Master of Public Administration and Master of Public Policy at The American University in Cairo have been granted full accreditation for a period of six years by *the International Commission on Accreditation of Public Administration Education and Training (ICAPA)*. ICAPA standards are developed by a joint United Nations/ International Association of Schools and Institutes of Administration (IASIA) task force, which was initiated by the United Nations. In addition, the two graduate programs are the first in the Middle East and the third outside the United States to receive accreditation from *the Network of Schools of Public Policy, Affairs and Administration (NASPAA)*. AUC is also the first institution outside of the United States with two accredited programs from NASPAA. Moreover, *The European Association for Public Administration Accreditation (EAPAA)* has granted both programs full accreditation for seven years. EAPAA is the only quality assurance authority in Public Administration which is active throughout Europe. The MPA and MPP programs were the first two programs outside the Council of Europe to receive accreditation from EAPAA. This completes the two program's "Triple Crown", first of its kind globally in the field of public service education.

Another remarkable mechanism that assesses the competitive edge of AUC is peer studies. In February 2012, the Office of Strategy Management and Institutional Effectiveness in collaboration with the Senate Academic Affairs Committee conducted a study to identify AUC's peer groups. As a result, three peer groups were identified, current peers, aspirational peers and forward-looking peers. In fall 2017, the Provost initiated a review of the current peers. Peer studies drive decision-making based on AUC's current position against other institutions and giving insights about the future institutional goals and targets.

Higher education is becoming more global with an increasing desire for comparative information. Institutional ranking is one of the main sources of such data for prospective students, parents, faculty and employers among others. AUC participates in two main ranking systems that align with its mission and focus primarily on teaching; *Times Higher Education (THE)* and *Quacquarelli Symonds (QS)*. Currently, AUC's overall rank in the QS World University Rankings is 1st in Egypt, 6th in the Arab world and 420 worldwide, performing among the top 42%. AUC also participates in *QS Graduate Employability Ranking* and is currently performing among the top 50%, ranked among the best 250 institutions. As for Times Higher Education, AUC's rank is 601-801 worldwide, and is jointly ranked 1st in Egypt out of 19 Egyptian institutions.

Due to the importance of ranking for the University, a working group has been assigned to identify the institution's strengths and weaknesses based on the different ranking indicators. The group meets periodically to discuss AUC's performance with regards to the different indicators and compares it to its peers. To ensure continuous monitoring and performance improvement, an action plan was prepared with clear responsibilities and a timeline and is closely monitored by the administration. This group is chaired by the Provost and includes the Associate Provost for Research, Innovation and Creativity, the Executive Director of the Career Center and representatives from the Office of Strategy Management and Institutional Effectiveness. Other administrators may be asked to attend the group's meetings to participate in the discussion when related to their area of expertise.

D. CONCLUSIONS

AUC fulfills the standard through the demonstration of its mission statement, its institutional priorities, and strategic objectives. AUC has promoted its mission, vision and values through

various AUC publications. Furthermore, AUC aspires to cultivate a culture of transparency, shared governance, and collective participation in all aspects of its operations.

While the University meets the mission criteria, the administration needs to continue directing its efforts towards maintaining transparency within the University. Recent events on campus regarding financial difficulties and the current economic conditions in Egypt, require that AUC explore new ways of engaging parents and incorporating their input into the University's decision-making processes.

Regarding strategic planning, units are well equipped with clear methodology of identifying goals and objectives, planning of procedures and assessment methods, where all units have processes of assessment in place. In addition, the priorities with regards to the budget are set in relation to the University strategic plan, and the demands of the units are developed through several levels of assessment and decision-making. A bottom-up approach begins with the assessment within the units, the school and area level, the Senate budget committee and administration level, followed by cabinet recommendations and the BoT's approval. At the same time, since mid-2016, the new Administration, including a new President and substantially renewed and restructured Cabinet, has driven top-down institutional reforms in both management and academic assessment, planning, and operations.

The concept of long-range planning has been well established at AUC, integrating planning and budgeting. A significant effort has been made to effectively balance general institutional planning with operational resource allocation planning, and to continuously assess results on the basis of established KPIs. However, there is a need to encourage further communication between the units and departments to reduce redundancy and achieve integration, which will facilitate the implementation of planning strategies and help the institution better assess feasible goals and objectives.

STANDARD 2: LEADERSHIP, GOVERNANCE AND SELF-ADMINISTRATION

A. STANDARD

The University has an organizational structure that helps realize its mission; a governing board/s that observe transparency, credibility, and accountability. The Board further follows professional ethics based on the University's stated core values. The University enjoys organizational, administrative, financial and academic independence, where qualified leaderships are selected, their capacities are developed and performance assessed according to objective criteria.

B. SUMMARY

The principal constituencies of the University are the Board of Trustees (BoT), the administration, the faculty, the university support staff and the student body. The administration has also identified both the Parents Association and the alumni as critically important stakeholders in the success of AUC's enterprise. Documents regarding AUC's structures and mechanisms for governance generally well define and clarify the roles and responsibilities for the administration, BoT, and faculty. AUC is licensed to grant degrees and is incorporated in the State of Delaware in the United States; therefore, the bylaws registered in the State of Delaware are the constitutional documents, which establish the BoT of AUC as the institution's governing body. The BoT is the ultimate authority in all the affairs of the University and has the power to govern all such affairs, including controlling all property and funds of the University, as this is consistent with the laws of the State of Delaware and within the bylaws of the University.

AUC's leadership team is composed of a knowledgeable, diverse, group of individuals who are dedicated to creating a university environment that promotes excellence in teaching, research, creative expression and service. The University Senate plays a major role in ensuring the participation of faculty, staff and students in governance of the University, and AUC is working to further strengthen shared governance across the university.

AUC's policies that govern its operations and constituents are available through the University's website. These include policies related to academic integrity, freedom of expression, and conflict of interest, among many others. Sound, clear policies exist for grievance matters, and the University is currently developing implementation of these policies for all AUC constituencies, particularly staff.

C. ANALYSIS:

1. *Approved organizational structure consistent with the University's size and activity, including the support departments to realize the mission and objectives*

AUC's organizational chart displays the administrative structure, especially chain of command, and clearly defines hierarchies and reporting relationships (2.1.1). The organizational chart for each department/unit of the University contains the hierarchical structure in that department/unit. These charts are updated as needed and available at the Human Resources Office. Most schools and departments also have governance documents, which identify the roles and functions of different administrative entities and the manner in which decision-making authority is allocated among the various administrative structures.

The following categories of support staff are clearly defined on AUC's organizational charts:

- **Senior Administrators.** Senior administrators report to the president or to their respective area heads (cabinet level officers). They are accountable for policy formulation, recommendations and policy management. The focus of the position is strategic and provides leadership for an operating area.
- **Faculty in Administrative Positions.** There are several administrative positions filled by faculty members, which may be full-time or part-time assignments.
- **Administrative Directors.** These positions are at upper management level (levels 12 to 16) and are accountable for the development and implementation of functional policies, in addition to the leadership of a major unit reporting to the area head. The incumbents operate at a policy level through consultation with one or more senior administrators.
- **Managerial Positions.** Managerial positions are at levels 10 and 11. They are accountable for the short or mid-term execution of policy and the supervision of a unit that is generally homogeneous in scope or for the delivery of services either independently or through guiding the work of subordinates.
- **Support Positions.** These positions are in different administrative and academic operating units, and include positions in the following categories: professional, technical/paraprofessional, administrative support, office support, security and safety, skilled, semi-skilled labor, and services.

The University designed and implemented an extensive project to reorganize the administration's structure within AUC's academic area. With regards to academic units, this involved re-assessments of the teaching needs of departments and the establishment of discipline-based tenure standards. With regards to administrative staff, it involved the following processes: (1) a thorough mapping of all administrative positions; (2) revising the descriptions of existing position titles and responsibilities; (3) evaluation of all current appointments; (4) readjustments of job descriptions or re-positioning of staff to different positions; (5) and harmonization of titles and functions across the board. This process was applied to all positions in the entire hierarchy of AUC administration, from secretarial and assistant positions to directors and associate deans. With regards to faculty, this resulted in careful assessment of current faculty and positions, re-evaluations of departmental needs, the downsizing or expansion of departments, temporary freezes of positions, and progressive return to a normal rate of hiring as a corrective measure.

AUC's governance structure and the various constituents of its leadership and governing body are publicly available on AUC's website (2.1.2). Information regarding leadership of the various governing bodies is also publicly available. One important aspect of the governance structure of AUC is the clear outline of the roles and responsibilities of the various constituents to ensure roles and responsibilities are carried out effectively. The roles and responsibilities of the senior officers of the university are also outlined in the university bylaws (2.1.3). AUC's leadership is composed of the BoT; President; University Cabinet (including the Provost, Vice President for Management and Transformation, Vice President for Student life, Vice President for Advancement and Communication, Vice President for Finance and CFO, Counselor, Vice President for University Affairs and Chief of Staff and General Counsel and Chief Compliance Officer) (2.1.4); the Provost Council composed of Provost, Associate Provosts and Deans (The bylaws of the provost council will be available on demand); and University Senate. The University Senate is the representative council of the university faculty, with the participation of students, staff, and administration (2.1.5). The Senate provides a forum for considering matters directly related to the wellbeing of the AUC community. Its resolutions are conveyed to the President for final decision and appropriate action. The University Senate has seven student senators who are members of various senate committees with voting power. The University Senate and the administration engage faculty, students, and staff in general open forums where matters of wide impact/concern on the university community at large

are discussed. The governing structure of the Senate is available through its published bylaws on AUC's website and the *Senate Handbook* (2.1.6). Roles and responsibilities of students are available through *The Student Handbook*, *Student Bill of Rights* and academic programs available through the *University Catalog* (2.1.7). Faculty rights and responsibilities are outlined through the *Faculty Handbooks* for full time and adjunct faculty, respectively (2.1.8, 2.1.9). A *Staff Manual* is also available which outlines staff roles and responsibilities (2.1.10). These various organizational structures across the university help to support the University's achievement of its mission and objectives.

2. *The organizational structure has well-defined powers and defines the relations with the University's affiliated institutions and its different departments.*

AUC's leadership team is composed of knowledgeable, diverse group of individuals who are dedicated to creating a university environment that promotes excellence in teaching, research, creative expression, and service. AUC's bylaws outline the roles and responsibilities of the BoT and is rooted in the AUC mission (2.1.4). The bylaws outline the BoT structure and responsibilities carried out through its various committees. AUC's trustees constitute a governing board responsible for the overall direction of the university. The Board is composed of a variety of top caliber academics and professionals from the U.S., Egypt, and worldwide (2.2.1). AUC partners with peer universities for research, faculty, staff and student exchange of expertise.

AUC's president is the Chief Executive Officer of the University and is in charge of the general management, administration and operation of the university and of its officers, subject to the supervision of the BoT. The Provost is the Chief Academic Officer of the University, responsible for shaping and implementing the University's academic vision, building the size and quality of its faculty, and ensuring that the quality of research and education is aligned with the University's mission and goals. The Provost is advised by the Provost's Council, comprised of the deans of the five schools, Assistant Provost for Faculty Affairs as well as the Associate Provosts (Strategic Enrollment Management; Assessment, Evaluation and Special Projects; Transformative Learning and Teaching; and Research, Innovation and Creativity). Reporting to the school deans are the chairs for each department, who lead receive input from their associate chairs, program directors, coordinators, and the committee chairs for various committees. The Vice President for Management and Transformation (VP M&T) is leading AUC's digital innovation strategy and managing implementation across the many lines of academic and management operations and services. The Counselor's position was redefined after the administration consulted with US legal counsel in 2017 to ensure compliance with US law and with the Egyptian Minister of Higher Education to ensure compliance with Egyptian law as established in the 1975 Protocol between the Government of Egypt and AUC. The Vice President for Advancement and Communications (VP A&M), is responsible for the strategic positioning and reputation management of the University. The Vice President for Student Life's primary focus is the provision of high-quality programs, services, and co-curricular education as integral elements of AUC's mission. The Vice President for Finance and Human Resources (VP F&HR) is responsible for oversight of the financial and human resources of the University. The AUC's first General Counsel and Chief Compliance Officer ensures institutional compliance with standards in the U.S. and Middle East (2.1.2).

The administration and BoT recognize the University Senate as a vitally important advisory body and integral part of the governance of the University within the scope of the Senate's mandate. The administration, as well as the Senate, holds forums to discuss issues of vital importance meriting wider representation from the community. The Senate is also a channel for faculty, staff and students to share ideas, express concerns and explore feasible solutions. Faculty members in their departmental meetings (unit meetings for staff or students) share views about issues that should be addressed at the Senate, and senators elected by their academic departments or non-teaching units relay these views to the Senate floor in the form of discussion, resolutions, or motions (2.1.6, 2.1.7).

3. *The job description is known; defines responsibilities and mandate according to the organizational structure; realizes equality between the powers and responsibilities; and is used in cases of hiring, transfer and secondment to other jobs.*

As the region's premier English-speaking university, AUC seeks out the best staff and faculty who are as committed to education, research, service, and change. To support the employees, AUC provides unparalleled benefits and opportunities for personal and professional development. AUC strictly adheres to processes and policies for hiring staff and faculty. Fair and equal opportunities are given to all staff applicants, since all applications are announced and collected in the Human Resources (HR) Office to be screened, classified into separate folders and sent finally to the hiring department (2.3.1). All administrative jobs at the University have job descriptions in the HR office.

As an example of how job descriptions are used to identify the tasks needed, responsibilities and accountabilities of a post, the recruitment of the President is demonstrated. The BoT forms a committee comprised of trustees and selected faculty representatives. This committee works with an executive search firm to recruit from a global pool. After the President is hired, the BoT compensation committee annually evaluates the President's performance. The President recruits and appoints the University Cabinet in consultation with the BoT. The recruitment and selection of the President or any member at AUC follows a structured search process that ensures equal opportunity and transparency as well as inclusive and meaningful stakeholder participation. The *AUC President Position Specification* document contains more details on the presidential search process, the composition of the presidential search committee, the presidential search firm, the screening process and the announcement of the president (2.3.2). Deans work with department chairs, who compose the Dean's Council in each School, to manage School-level faculty hiring and promotions processes. The process of hiring new faculty is explained in details in the *Faculty Handbooks* for full time and adjunct faculty, respectively (2.1.8, 2.1.9).

4. *Responsibilities and mandate of the Governing Board; and the relation regulating the boards and the ToR of each (in case of multiplicity) are documented and stated.*

The BoT is the governing body that is responsible for the overall direction of the University. The BoT approves AUC's mission, vision, budgets, campus plans and policy changes. BoT members supervise the University's endowment and serve without compensation. The BoT also appoints the AUC President, and according to the bylaws the President is subject to removal at any time by the affirmative vote of a majority of the total number of trustees in office at the time. The BoT is self-perpetuating, and identifies, nominates, and elects its own membership. According to AUC bylaws, trustees serve staggered three-year terms. Each year, the terms of approximately one-third of the trustees expire. To accomplish this goal, the initial term of new trustees may be fixed by the BoT for a period shorter than three years. Furthermore, any member of the BoT who reaches the age of seventy-five ceases to serve as a Trustee and thereupon become an Advisory Trustee without voting rights (2.1.4).

Within the BoT, committees are formed to assist with oversight of matters concerning the mission of the University: Academic Affairs; Audit; Finance; Institutional Advancement; Investment; Governance and Trusteeship; Student Affairs; and Management, Facilities, and Security. The Executive Committee consists of the chairs of each of these committees, presided by the full BoT Chair and Vice-Chair, and has the authority to act in lieu of the full BoT with certain exceptions specified in the bylaws. *The BoT Committee Charters* details specific responsibilities of each committee and its members (2.4.1).

The BoT holds three main meetings in October, February and May of every year. These meetings allow the BoT to remain updated and aware of many important issues regarding the University's operations. Between general board meetings, the various BoT committees meet regularly and additionally as needed to address emergent issues either in person or via teleconference. They report

regularly to the BoT Chair and Vice Chair at the three annual meetings and in between. To enhance effective communication and facilitate sharing of documentation critical to effective governance, the BoT recently implemented an electronic board portal, which allows two-way communication in real time and secures records generation and retrieval, among other features. The implementation of this portal aims at capitalizing on technology to overcome the geographic distance between AUC administration and most members of the BoT. Regular meetings and ad hoc communications between AUC leadership and the five Cairo-based Trustees provide an additional level of ongoing connectivity.

5. *Separation between ownership and management.*

The American University has no ownership since it is a non-profit organization, but is managed by the Board of Trustees and governed through various constituents (2.1.2). While the BoT is the primary decision-making body, its members are not involved in the structure of operations at the University. Rather, operations are divided between the President (administrative sector) and the Provost (academic sector) (2.1.1).

6. *The University exercises its right in terms of self-administration.*

AUC's bylaws clearly indicate the means by which the University is governed (2.1.4). The BoT is the ultimate authority in all affairs and has the power to govern all such affairs, including, but not limited to controlling all property and funds of the University; appointing or removing the president; awarding tenure or conferring degrees; and adopting appropriate policies and procedures concerning the acceptance of gifts on behalf of the University.

The President is in charge of general management, administration and operations of the University. The President has authority to prepare the budget proposal; communicate to the BoT general state of affairs at the University; promote the University's external relationships; manage overall academic and administrative operations; sign formal agreements; and other general duties consistent with those exercised by the office.

The Provost has authority over academic administration of academic, faculty, and student affairs (2.6.1). The Provost has oversight of academic support grants, the faculty merit awards, the University's catalog and faculty profile, and the E.Repertoire system. The position is further empowered to make decisions on faculty issues such as hiring, reviews, leaves, and promotion and tenure, and academic space. The Provost oversees Distinguished Visiting Professors (DVPs), Distinguished Visiting Researchers (DVRs), and Scholars without Stipend (SwS) programs, as well as the Office of Community Standards and organizing the commencement. The bylaws and Provost's page clearly illustrate the scope of the University's self-administration.

7. *Selection criteria of academic and administrative leaderships are objective, stated and operational through transparent mechanisms that secure equal opportunities*

AUC strictly adheres to processes and policies for hiring staff and faculty to ensure fair and equal opportunities for all applicants. All applications for staff positions are announced and collected in the Human Resources (HR) Office to be screened, classified into separate folders and finally sent to the hiring department (2.3.1). Screening of applicants is based on comparing their profiles to the announced job qualifications to ensure that shortlisted applicants are those with the most relevant skills, educational background and/or work experience. Faculty recruitment follows the procedures outlined in the *Faculty Handbooks* for full time and adjunct faculty, which ensures objective and transparent mechanisms for hiring (2.1.9, 2.1.10). Early each spring, all departments are asked to provide their school dean with a list of replacement and new positions for which they would like to conduct searches during the following year. The deans follow a clear process to hire faculty set by the provost office to ensure high quality selection criteria is used for all schools.

To ensure the hiring of the most qualified adjunct faculty, a new process was implemented 2015-2016, which includes interviews at the department level and assessment of English language proficiency. The salary scale is regularly updated with clear definitions of ranks to maintain equity and to attract distinguished adjunct faculty members. To ensure extra measures of fairness and transparency, some schools adopt additional mechanisms to the HR recruitment process. Establishing standing committees for interview and selection using competency based interviews (2.1.10).

In accordance with the University Senate committees, the Faculty Affairs Committee develops, reviews, approves, and monitors policies and other aspects relating to faculty personnel matters (2.1.6, 2.1.7). It is responsible on behalf of the Senate for the contents of *The Faculty Handbook* governing faculty appointments and conditions of service (2.1.9). The Provost Office also ensures fair and impartial practices by following up on the policies and procedures compiled in *The Faculty Handbook* in relation to hiring, promotion, tenure and disciplinary actions.

As previously mentioned, the recruitment and selection of the President follows a structured search process that ensures transparency as well as inclusive and meaningful stakeholder participation. The selection of provosts under the previous Administration had been less regular and transparent. Upon resignation of the former Provost in February, 2017, the new President appointed a search committee composed of a cross-section of distinguished faculty members. The Acting Provost and the Chair of the University Senate selected and nominated the members of the search committee. The President approved all their nominations, resulting in a more regular and transparent process to recruit and select the current Provost, and strong faculty support. The President accepted that committee's recommendation by strong majority vote, and the BoT unanimously endorsed the appointment of the new Provost in May, 2017. The selection and appointment of the incumbent of AUC's unique Counselor position, described above, is now based on a newly-documented process agreed between the Government of Egypt and the President and BoT.

8. *The capacities of incumbent and future leaderships are developed; together with effective policies and mechanisms to form a second line of leadership.*

The Human Resources Management team had partnered up with the School of Business, Executive Education, in order to design a program to work on Leadership Skills and Change Management (2.8.1). This program supports building "*Leadership Capabilities*" and "*Leading Change*" to ensure strategic development of the University's senior leaders. These core leadership skills are the foundation of the learning modules that form the milestones of the "*Change Leadership Journey*".

In addition to leadership development, succession planning is found for all administrative posts. Almost all posts have deputies or associates working with the leader of the unit. For example, each school dean has an associate dean, and department chairs have associate department chairs; this structure creates the second line of leadership (2.1.1).

9. *Objective performance assessment indicators with the involvement of stakeholders in the assessment process. Results are used to improve the institutional performance.*

Institutional assessment at AUC is key for the continuous improvement of all units within the University. The University ensures that assessments are conducted at various levels of the institution and applicable to students, faculty staff programs and centers. As part of an ongoing development process for its institutional assessment, administrative units submit their assessment plans on the University Planning and Assessment software "Compliance Assist" (2.9.1). This plan includes unit goals, which are linked to the unit's budget, where resources needed to achieve these goals are identified. Each unit, center, program, department and school, assesses how well they have achieved the goals by annually reviewing the Key Performance Indicators (KPIs) and targets. These self-assessments are then entered into the Compliance Assist Software, results are shared

with members of the unit, and recommendations for development are made based on results. Many programs also conduct periodic self-studies to ensure high quality offerings and full compliance with AUC's University strategic plan and accreditation organization standards.

For all staff, there is an annual performance appraisal system overseen by the area heads and Office of Human Resources. Compensation is linked to performance, as assessed through these procedures. Performance appraisals are conducted using the *My Performance Journey* software (2.9.2). The objectives are to create an efficient performance-based community focused on performance, values and competencies, hold constructive review sessions to support our employees in meeting their objectives and ensure consistency in performance assessment across the University (clear, consistent and robust performance objectives to align with the University's strategic objectives).

For faculty evaluation and development, *E-Repertoire* is used to support and enable the faculty to create their Annual Faculty Reports (AFRs). In addition, this tool acts as a historical storage of faculty activity for personal reporting and tracking purposes. This tool allows instantaneous assessment of faculty activities, which is crucial for annual evaluation, contract review and midterm tenure evaluation (2.9.3). Following the guidelines of the *Faculty Handbook to ensure* objective criteria for tenure and promotion, every academic department, in consultation with the faculty of the department, developed specific benchmarks for teaching and research for each discipline. The reports are reviewed by the department chairs, deans, and the Provost.

10. *University's policies are comprehensive, stated and flexible with mechanisms that operationalize these policies and monitor implementation.*

The University's policies, which govern its operations and constituents, are available through the University Policies website (2.10.1). All policies are monitored for implementation through the internal audit and self-studies of all units. This includes policies related to academic integrity, freedom of expression, and conflict of interest, among others. For example, the right to express a grievance is granted to students, faculty, and staff at AUC, and multiple grievance submission channels for each constituency of the AUC community are stated on the University web page. AUC has communications policies that outline the rules and regulations governing the representation of the university to all internal and external audiences. The purpose of these policies is to ensure that all communication that takes place on behalf of the University is conducted in a manner that is consistent with the University's quality standards, branding and visual identity manual, editorial style guide and strategic positioning. In addition, AUC has demonstrated its commitment to inclusiveness by involving faculty, students, and parents in many of its committees and task forces. The formation of an academic communication committee to oversee the website is evidence of the University's commitment to continuous monitoring and enhancement of means by which these policies are clearly communicated.

11. *Authorization is used to distribute powers and responsibilities, realizing performance efficiency*

The AUC culture and systems allow administrative bodies to exercise authority and autonomy in decision-making to ensure that resources are well utilized. The level of involvement of the BoT as well as the frequency and depth of communication between the University Cabinet and the BoT are adequate and efficient in managing the University. With the endorsement of the BoT, the President restored the Chief Audit Office's direct access to the President, as well as the Audit Committee, to ensure appropriate autonomy and management controls (2.11.1). With regards to the relationship with the President and the cabinet, ongoing daily communication takes place; he meets with the Provost biweekly and with the rest of the Cabinet once a week. While responsibility is shared, with regards to accountability, reporting occurs to the BoT and to other reporting agencies in a timely manner, and technology has simplified these procedures. The stewardship of the financial resources is validated by Klynveld Peat Marwick Goerdeler (KPMG) as external auditors. The clear

communication lines and authorization levels available University-wide allow the sustainability of efficient operations. The culture of enabling associates or interim/acting members to make decisions, smooth the daily operations, avoiding backlogs, delays and inefficiencies (2.11.2).

12. *Utilization of information systems, documentation, document storage, retrieval and accessibility in the decision-making process*

AUC invests significantly in technology deployment, as the availability of data is key for informed decision-making. To upgrade overall “data-driven” management performance, AUC established and recruited a new cabinet position--VP for Management and Transformation (VP M&T) (2.1.5). In addition, digitization became a strategic objective (2.12.1). One of the key responsibilities and lines of operations is to continuously upgrade and integrate AUC’s IT technology, infrastructure and software. As one example of the results is by late 2017, this unit had substantially advanced new registration, tracking and advising software “Degree Works” for students (2.12.2). Several other software and data sources are used for documentation. A list of these data sources is included as an appendix to the Data Governance Policy published on line (2.12.3).

Furthermore, AUC has invested in establishing a state of the art Business Intelligence system infrastructure to support institutional effectiveness. The objective is to avail data, information and knowledge in a timely and accurate manner to all constituents to report on KPIs and assessment measures and support informed-decision making (2.12.4, 2.12.5).

Finally, updating programs and infrastructure of the IT is constantly underway despite the rapid updates and demand in these domains. Strategic plans in departments include efforts to fully synchronize their plans with IT. The recent changes in the planning process work towards ensuring a more integrated planning process with realistic deadlines that meet needs and expectations.

13. *University leadership supports the academic freedom of its affiliated institutions and provides financial, technical and administrative support*

The guiding principle of the Freedom of Expression policy applies to all AUC’s departments and schools. As clearly stated in AUC’s Freedom of Expression Policy, “*AUC values freedoms of speech, thought, expression and assembly*” (2.13.1). Freedom of expression represents one of the core components of a liberal education and the identity of this institution on the national, regional, and international levels. However, restrictions might be imposed in clear cases of law or other University policy violations, serious threat/harm, or impediment to the educational process. Consistent with the rights and responsibilities outlined in the University’s policy on freedom of expression, university guests and hosts must follow all applicable policies related to space reservation, use, safety and security. As noted in the *Freedom of Expression Procedures* (2.13.2), several university resources are committed to supporting and enabling this free speech: the Office of Security, Office of Student Development, Club and Conference Committee, Office of University Events, and Office of the President. *The Student’s Bill of Rights* also supports students’ rights to voice their positions, and to freely express inquiries and opposing views on all subjects. It also obliges students to respect the rights of all and refrain from behavior that violates the rights of others (2.13.3).

14. *The University has core values; and a stated and accessible code of professional ethics, monitored to ensure application.*

Until 2018, the University’s core values, published on the website, were excellence, diversity, social responsibility, integrity, lifelong learning (2.14.1). With the revision of the University’s strategic plan in 2018, the community reviewed its stated core values as PRIDE: Passion, Responsibility, Integrity, Diversity and Excellence (2.12.1). As an example, the University upholds the principles of academic integrity, including fairness, accountability and honesty, as is clearly articulated in the *Academic Integrity Matters Code of Ethics* (2.14.2). Units at AUC which monitor compliance with

the AUC values are the Council on Academic Integrity, the Academic Integrity Committee, Equal Opportunity and Affirmative Action Committee, Title XI compliance and many others (2.14.3, 2.14.4, 2.14.5).

15. *Effective mechanisms and procedures to secure transparency, no conflict of interests, fair practices, and non-discrimination among personnel.*

AUC has a *Conflict of Interest Policy* that supplements Egyptian and U.S. laws to ensure that University operations and resources are used solely for the benefit of AUC (2.15.1). The policy requires annual signed disclosure forms by the Board of Trustees (BoT) and key administrators, which the *Board Audit Committee* then reviews for potential conflicts. The policy is published on the AUC Website under policies that outline the University's approach to identify and evaluate potential conflicts of interest and assists all of its employees, faculty and staff in addressing them. By adopting this policy, the University demonstrates its commitment to the ethical principles that guide university operations and establishes a mechanism to safeguard the integrity of the University and its employees. All AUC employees subject to this policy (including faculty, staff and administrators) must disclose any conflict of interest.

As noted in appendix of the *Faculty Handbook*, AUC has a specific research conflict of interest policy that applies to external funded projects (2.1.8). The *Faculty Handbook* is in itself a good example of how transparency in terms of rights, responsibilities, standards, procedures, etc., is practiced at the University. A further example of fair practice is in the area of hiring. HR strictly adheres to the nepotism policy, which particularly relates to the hiring of relatives (2.3.1). The University also adheres to the well-publicized non-discrimination policy described in the catalog, the website for the *Center for Equal Opportunity and Affirmative Action*, and other University departments' personnel pages for code of conduct (2.15.2, 2.14.5). All of these policies, which ensure fair practice, no discrimination or conflict of interest among personnel, are clearly stated on the AUC Website (2.14.1).

16. *Effective accountability system.*

The primary mechanism of AUC's accountability system is the Office of Internal Audit (2.11.1), which provides Senior Management and the BoT with reliable information to determine the extent to which operations are functioning efficiently and effectively. The objectives of the internal audit office are to

- manage and fulfill the University's fundamental compliance and control objectives;
- deliver a robust and efficient audit, focusing on key issues and risks, with an appreciation of the overall environment in which the University operates;
- perform operational audits for the purpose of ensuring that University operations are conducted efficiently and in accordance with appropriate and adequately documented policies, plans, and procedures;
- provide Senior Management and the BoT with an independent, fair and objective appraisal of the effectiveness of the University's financial accountability systems and operational performance in accordance with the applicable standards and;
- provide management with constructive criticism and positive recommendations designed to strengthen and improve performance results and cost effectiveness of their operations.

AUC's president has upgraded its Internal Audit office (IAO) by restoring it as a direct report to the BoT and the President, where formerly, the office was reporting directly to the BoT and EVP for Administration and Finance; recruiting additional compliance officers; and employing other measures to empower the IAO in accomplishing its standing responsibilities. Such measures have strengthened the structure and efficacy of management controls to mitigate risks (broadly defined as whatever can prevent us from achieving our organizational objectives). IAO conducts different types of audits (available on demand):

- *Operational audits*: IAO reviews strategies and procedures to determine whether units are implementing the processes in the most effective way, or if changes and updates to streamline these processes are required to achieve operational objectives.
- *Compliance audits*: IAO benchmarks different offices and departments against the standards they should be following, noting any discrepancies. The offices and departments themselves determine some of these standards, while others are sometimes determined by external entities such as accreditation bodies or federal and non-federal grant institutions.
- *Financial audits*: IAO reviews AUC's financial performance to ensure it is applying the right accounting standards and financial practices.
- *IT audits*: IAO audits IT operations.

In addition to the regular audits, IAO conducts special assignments. These assignments address many areas, including irregularities that are identified by management or IAO, and require an audit to investigate inconsistencies from a control perspective to determine how to strengthen the structure, correct and prevent future recurrences. At the beginning of each year, IAO prepares an annual audit plan, which features the highest risk areas from an audit perspective through a risk assessment process. Until 2015-2016, this process was conducted manually, involving one-on-one interviews. In May 2016, IAO launched a web-based risk assessment (2.16.1), which is more interactive and affords different offices and departments the opportunity to use the online system to report risks they may be facing. Based on what is entered on the system, IAO builds the annual audit plan, which is then shared with both the President and the Audit Committee of the BoT for approval before implementation. This reporting structure provides independence, objectivity and organizational stature.

D. CONCLUSIONS

The principal internal constituencies of the University are the BoT, administration, faculty, support staff, and student body. The University's organizational chart clearly defines hierarchies and reporting relationships. The role and functions of different administrative entities and the manner in which decision-making authority is allocated between the various administrative structures are well-defined in this organizational structure and through the clearly communicated policies and procedures. The institution operates as an academic institution with appropriate autonomy. To ensure the effectiveness of its leadership and governance, the University conducts ongoing and multiple forms of assessment as well as training for capacity-building. Data-driven decision-making plays an pivotal role in leadership and governance at every level as one of the strategic foci for the institution.

AUC's core values *PRIDE* are clearly outlined and upheld by all members of the community. Policies and practices are informed by a professional code of ethical conduct, which is monitored and established through various units. There are also extensive measures in place to assure fiscal, operational, and strategic accountability.

STANDARD 3: ADMINISTRATIVE BODY

A. STANDARD

The University has administrative body consistent with the size and nature of its activities and is characterized by performance efficiency which fosters realization of its mission and objectives. The University is keen to support and develop its personnel, and is committed to assess their performance and measure their opinions.

B. SUMMARY

The administration and staff represent AUC's key human capital responsible for managing the University and its operations. This body is composed of the administration, management, staff and services and support staff. The structure of AUC's Human Capital is depicted in its organization chart. The University's Organizational Chart clearly defines hierarchies and reporting relationships.

AUC adheres to fair and equitable human resource practices for recruitment, hiring, evaluation and retention. All human resources policies and procedures are revised regularly and updated in the *Staff Manual* available on the University website in Arabic and English for transparency.

AUC has shown great progress in this area since our last NAQAAE accreditation. This includes the adherence to staff policies and procedures available in the staff handbook, continuous review and update to HR policies, effective manpower planning aligned with the university mission and strategic plan through an extensive monitoring and competitive salaries with regards to market compensation packages, and implementing a new performance appraisal system

Manpower Planning

To ensure that AUC has the right size in terms of human capital necessary to conduct its operations, benchmarks of key performance indicators are tracked in comparison to peer institutions of similar size. Among the main KPIs relevant here are: staff-to-student and staff-to-faculty ratios.

In addition, AUC has commissioned a consulting company to conduct detailed analysis on its human capital with the objective of right sizing and match-to market analysis. This will guarantee the right fit and composition of the AUC human capital.

Recruitment, Selection and Hiring

Fair and equal opportunities are given to all applicants through an unbiased and effective recruitment and selection process. In order to ensure the selection of high-caliber candidates for open positions at the University, the University uses application screening, reference checks, interviews and various relevant tests administered by or through the human resources office. In addition, an automated system for this process is also underway.

Performance Management

Assessment and evaluations are conducted annually through the integrated planning, assessment and institutional effectiveness cycle. These plans and assessments are all captured on the University Planning and Assessment software (Compliance Assist). Furthermore, subject matter consultants are commissioned in cases where extensive review is recommended.

With regards to performance management, the Office of Human Resources revisited the performance appraisal system to align with competency management. The office implemented "My Performance Journey" performance management system as a pilot in 2017 using a new state-of-the-art automated system for transparency.

For professional development, the Human Resources Office is responsible for joint professional development plans of staff, covering soft skills and systems, while technical knowledge is the responsibility of the administrative director of the employee. Professional development opportunities are also designed for Senior Administration.

Retention and Compensation

To retain its qualified staff, the Office of Human Resources administers a reward program called "Shukran" or "Thank You". The program recognizes staff members and administrators who demonstrate outstanding performance.

In addition, the Office launched a three-year staffing plan. The objective of this restructuring was to address the inadequate pay scale and job levels not reflecting the actual work conducted by staff, which included the identification of all challenges associated with staff affairs. An action plan has been adopted and many pressing issues have been resolved. Furthermore, post the recent devaluation of the Egyptian pound, efforts to combat the effect of inflation were mitigated through merit increases as well as one-time payments.

Assessment and Staff Satisfaction

The Office of Strategy Management and Institutional Effectiveness, is responsible for quality control, planning and assessment as well as all institutional data. The office administers a number of institutional surveys to assess performance, inform decision-making and close the loop. Some of the relevant surveys include: the culture audit survey, the performance appraisal survey and others focused on particular benefits or services.

C. ANALYSIS:

1. *The administrative body aligns in terms of number and qualifications with the size and nature of the University's activities. Specific policies/mechanisms to deal with the increase/decrease in its personnel.*

The administration and staff represent AUC's key human capital responsible for managing the University and its operations. The size of the administrative body is comparable with those of the same size institution and covers the various activities of the University. It is composed of the Administration, Management, Staff and Services and Support Staff. The structure of AUC's Human Capital is depicted in its organization chart. The University's organizational chart clearly defines hierarchies and reporting relationships (3.1.1).

1.1 Human capital policies and procedures

AUC has clear policies and procedures regarding human capital. These policies, which govern its operations and constituents, are hosted in a Staff Manual available through the University's website, and is updated regularly (3.1.2). In 2016, the Office of Human Resources, issued an Arabic version of the manual alongside the English version to ensure that all constituencies were well informed of the set of policies and procedures.

1.2 Human capital recruitment practices and qualifications

In terms of staff qualifications, AUC targets the highest caliber of local and international staff. Examples of staff CVs and job descriptions in a number of key areas are included. (3.1.3). Furthermore, a fair and impartial recruitment process is adopted. To ensure appointments are based on merit and that the recruitment process ensures credibility and equal employment opportunity, the AVP for Human Resources confirmed that fair and equal opportunities are given to all applicants through the hiring procedure. This is ensured by grouping all applications in the Office of Human Resources, where they are screened, classified into separate folders and sent finally to the hiring department. The department's administrative director prepares the job description of the vacancy to include the details regarding the responsibilities, educational backgrounds and experience, which are then submitted to the Human Resources Office for evaluation of position level before advertisement. Vacancies are open for external applicants only in the case of no potential candidates available internally. Screening of applicants is based on comparing their profiles versus the announced job descriptions to ensure that shortlisted applicants are the ones with relevant potential for fitting the vacancy (3.1.4). The AVP for Human Resources also stated that in order to ensure the selection of high-caliber candidates for open positions at the University, application screening, reference checks, interviews and various relevant tests are administered by or through the Human Resources Office. (3.1.5) In

addition, an automated system for this process, *Success Factors*, is also underway to complement the existing investment AUC has made in SAP systems.

1.3 Investing in automated Human Resource systems

AUC has state of the art SAP systems for its Human Resources and payroll functions. To ensure that all services are managed in a transparent, efficient and effective manner, AUC invested to acquire additional components, *Success Factors*, for recruitment and performance appraisal that integrate with the core systems and provide more features.

2. *The staff is distributed according to their qualifications and capacity across the different jobs in line with the related tasks and in a manner that secures performance efficiency and strikes a balance in distribution of human resources across the different departments according to the workload.*

2.1 Organizational charts and manpower planning

The organizational chart for each department/unit of the University contains the hierarchical reporting relationships among regular faculty and staff appointments in that department/unit. These charts are updated as needed. The following categories of employment of support staff are clearly defined on AUC's organizational charts:

- **Senior Administrators.** Senior administrators report to the President or to their respective area heads (cabinet level officers). They are accountable for policy formulation, recommendations and policy management. The focus of the position is strategic and provides leadership for an operating area.
- **Faculty in Administrative Positions.** There are several administrative positions filled by faculty members, which may be full-time or part-time assignments.
- **Administrative Directors.** These positions are at upper management level (levels 12 to 16) and are accountable for the development and implementation of functional policies, in addition to the leadership of a major unit reporting to the area head. The incumbents operate at a policy level through consultation with one or more senior administrators.
- **Managerial Positions.** Managerial positions are at levels 10 and 11 which are accountable for the short or mid-term execution of policy and the supervision of a unit that is generally homogeneous in scope; or accountable for the delivery of services either independently or through guiding the work of subordinates.
- **Support Positions.** These positions are in different administrative and academic operating units, and include positions in the following categories: professional, technical/paraprofessional, administrative support, office support, security and safety, skilled, semi-skilled labor, and services.

According to the AVP of Human Resources, annual manpower planning based on approved organizational charts for each unit, job descriptions, and assigned responsibilities are used to determine the minimum staff requirements needed to ensure that a sufficient number of qualified workers are available to perform the responsibilities authorized to the unit. When a change in the size of staff requirement is needed, the area head, department head, and HR review the organizational chart, tasks, and responsibilities and assigned job descriptions to ensure that the operations continue to run smoothly and effectively (3.1.5).

2.2 Evaluation procedures for administrative units and staff

The University ensures that self-assessments/evaluations are conducted at various levels of the institution and through several means:

- Subject matter expert consultants are sometimes used in cases where extensive review is

needed. For example, the student services area hired consultants, at the request of Senior Administration, for benchmarking and reporting on performance with recommendations for improvements.

- Departments and units also conduct periodic self-assessments, and use the results to improve and consequently inform their strategic plans. These are associated with clear key performance indicators (KPIs) and followed up with reports on the progress of these plans to ensure they close the loop and use assessment results for improvement. These plans are entered into the University Planning and Assessment software, *Compliance Assist*, with reports submitted annually.

2.3 Staff body right sizing

To ensure that AUC has the right size in terms of human capital necessary to conduct its operations, benchmarking of key performance indicators are tracked in comparison to peer institutions of similar size. Examples of some of the key KPIs used here are staff-to-student and staff-to-faculty ratios (3.2.1).

In addition, AUC has commissioned a consulting company to conduct a detailed analysis on its human capital with the objective of right sizing and matching to market analysis. This will guarantee the right fit and composition of the AUC HC (3.2.2).

2.4 Staff qualifications, appraisal and recognition

For all staff, there is an annual performance appraisal system overseen by the Area Heads and Office of Human Resources. Compensation is linked to performance, as assessed through these procedures.

The performance appraisal process was under review to ensure its alignment with the evaluation of competencies, and hence was not fully carried out for two years. During this period, evaluation occurred by providing a short description of performance in the contract renewal forms. The AVP for Human Resources identified and acted upon the need to re-think the traditional approach to employee appraisal, and with the full support of the Administration and BoT, was able to design and begin to implement the needed reforms for performance appraisal and recognition of high performance (3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6). In 2017, the Office of Human Resources implemented changes in the system and launched a pilot of the reviewed system with training and orientation sessions. Also an automated performance appraisal system was implemented to guarantee transparency and evaluate effectiveness of staff performance.

3. *The work places are befitting for the staff and absorb those who deal with the administrative body.*

As working space is a very valuable resource, AUC has a dedicated *Space Policy* (3.3.1) that clearly states that the University has the authority and responsibility to allocate space to specific users for certain periods of time, to review these allocations periodically, to assess utilization, and to reallocate space as needed to support the University's academic, strategic and master plan. *The Facility Planning Committee* is responsible for reviewing space requests and providing recommendations to Senior Administration as needed. The Office of the University Architect space management supports the Facilities Planning Committee with regards to the following mandates:

- oversight, maintenance, and improvements to the University's space inventory, the central database of space assignments
- routine audits to verify the accuracy of the space inventory

- receiving and analyzing requests for additional space
- routine analysis and reports of campus space needs at the department and area level and for selected space types such as classrooms, laboratories, and office space
- input and analysis regarding space needs in new building construction and major renovations
- space planning and budgeting related to capital project phasing and departmental relocations
- provide *the Space Facilities Committee* with any needed ad-hoc studies and space management recommendations
- consultation with the *University's Sustainability Coordinator* as appropriate to further the University's sustainability policies for existing facilities and new construction.

AUC working spaces for administrators, staff and faculty are highly up to par with respect to local and international standards in terms of area and provided facilities. AUC has a strong facilities unit that is constantly reviewing its capital plans and looking to develop and improve. (3.3.2).

4. *The staff's training needs are periodically defined where the appropriate measures are taken to implement the programs that satisfy the training needs of each category and measure the trainees' satisfaction.*

The University has sufficient administrative staff to carry out its functions. With regards to continuing professional development for staff and how the professional development budget is calculated, the AVP of Human Resources stated that the Human Resources Office is responsible for joint professional development plans of staff, covering soft skills and systems (3.4.1, 3.4.2). As for technical knowledge, it is the responsibility of the administrative director of the employee. The professional development budget is calculated based on planned courses for the fiscal year and on the number of participants of the previous fiscal year.

To ensure that all new staff undergo a structured induction and successfully complete a probationary period, induction is carried out by the Human Resources office and department orientations from their respective supervisors.

Professional development needs for staff members are generated from the Performance Management System, particularly the "*Individual Development Plan*" section, in which each employee fills in their personal objectives in the beginning of every Performance Management run in conjunction with their supervisors. At the end of the cycle and during feedback between the employee and the supervisor, a professional development plan is developed for the employee to help improve any shortcomings in performance.

Professional development opportunities are also designed for Senior Administration. In 2018, the Office of Human Resources, supported by the President, launched an elaborate and effective Executive Leadership Program (ELP). The program has undergone its first stage and is in progress for its second phase. Results reported on the program were very successful (3.4.3, 3.4.4).

5. *The University has means to support the staff and maintain competent cadres.*

AUC is keen on retaining and motivating qualified staff. To ensure that staff with outstanding performance remained motivated and were recognized for their achievements, a reward program called "Shukran" or "Thank You" was introduced in November 2015. Six outstanding AUC staff members and administrators were honored with the *President's Catalyst for Change Awards* during the University Forum in October 2014 in recognition of their contributions to the AUC community. The Catalyst for Change awards were given in three categories: Citizenship and Service, Innovation and Impact, and Management with Sustainability and Integrity (3.5.1). This program is still operational and effective.

Guided by the policies and procedures developed by HR, the compensation policy and the three-year staffing plan, a detailed staff restructuring was launched. The main objective of this

restructuring was to address the inadequate pay scale and job levels not reflecting the actual work conducted by staff, which included the identification of all challenges associated with staff affairs. An action plan has been adopted and many pressing issues were resolved. During the past two years, the Office of the Provost has designed and implemented a large project to reorganize AUC's academic area administration. With regards to administrative staff, it involved: (1) a thorough mapping of all administrative positions; (2) re-descriptions of existing position titles and responsibilities; (3) evaluation of all current appointments; (4) readjustments of job descriptions or re-positioning of staff to different positions; (5) and harmonization of titles and functions across the board. This included positions in the entire hierarchy of AUC administration, from secretarial and assistant positions to directors and associate deans.

Furthermore, post the recent devaluation of the Egyptian Pound, efforts to combat the effect of inflation were mitigated through merit increases as well as one-time payments. In 2016, under the direction of the President, the Provost and the AVP for Human Resources worked together to ensure more coherent and integrated administration and operations of HR policies and practices between academic and administrative staff categories. This included clearly identified and enforced controls such as position definition, market comparisons for compensation and benefits, and performance evaluation.

6. An effective and transparent performance assessment system.

In 2012, the University's Performance Appraisal System was reviewed based on feedback from trade unions and focus groups with different members of the AUC community. The HR Office implemented changes to the system and provided training and orientation sessions to all staff members. Continuous annual improvement occurred until April 2015, which then led to the update of the system to be in alignment with competencies evaluation. The newly reviewed Performance Appraisal System allows staff member to determine their personal goals with their supervisors, link them to the department goals and consequently the University strategic goals. Staff members provide an annual self-assessment of their yearly performance based on the achievement of these pre-set goals, after which their direct supervisor provide their own evaluation of these objectives, followed by a constructive discussion on achievement and ways to advance in the future (3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6).

Furthermore, in 2016, the new President directed the establishment of a comprehensive audit and review of HR policies, plans, and procedures spanning the academic area as well as administrative employees. One result was the engagement of outside expert consultants to: document and define existing positions, their functions, required knowledge, skills, and abilities; match these position to similar position in the market for purposes of setting competitive compensation and benefits; collect data on recruitment and retention of quality talent; and establish and implement rigorous and credible performance evaluation systems.

As a result, AUC introduced *My Performance Journey* in 2018 as the new performance appraisal system for AUC staff (3.6.1, 3.6.2). The new system builds on unit strategic plans, linking personal performance requirements and development goals to unit goals. The objectives of the system are to:

- create an efficient, performance based community focused on effective performance, values and competencies
- focus on development of AUC employees (e.g., leadership program, mentorship, coaching)
- hold constructive review sessions to support AUC employees in meeting their objectives
- formal semi-annual reviews (mid-year to be developmental, not evaluative)
- evaluate AUC employees' performance holistically
- ensure consistency in performance assessment across the University (clear, consistent robust performance objectives to align with the University strategic objectives)

7. The University has adequate tools to measure the satisfaction of staff and to benefit from the results in adoption of corrective actions.

AUC continuously assesses staff satisfaction levels on multiple fronts and uses this information in decision-making. One of the key assessment mechanisms used to measure staff satisfaction is institutional surveys. The Office of Strategy Management and Institutional Effectiveness (SMIE), is responsible for quality control, planning and assessment as well as all institutional data. The office prepares an annual survey calendar that measures strategies and initiatives with relevant to all key stakeholders and constituencies. Key highlights of these surveys are published annually in a Survey Newsletter (3.7.1). Among these surveys are the following related to staff satisfaction:

- *Define AUC – Culture and Institutional Effectiveness Survey*
The purpose of this survey was to assess the actual operating culture at AUC and identify the key factors and the outcomes associated, in addition to assessing staff satisfaction regarding different aspects of their jobs at the University. Collectively, the Organizational Culture Inventory (OCI) and the Organizational Effectiveness Inventory (OEI) provided a complete picture critical to strategy planning. The results and gap analysis against industry standards were used as an internal scan for the University and informed the AUC Centennial Strategic Plan, as the survey results helped define and prioritize areas of deficiency and subsequent courses of action (3.7.2).
- *Performance Appraisal (PA) Survey*
In 2018, AUC piloted the *My Performance Journey* performance appraisal system. To assess the effectiveness of the newly adopted performance appraisal system, the Office of Human Resources and the Office of Strategy Management and Institutional Effectiveness designed and administered an extensive survey soliciting feedback on: quality of the process, effectiveness of the automated system used, and quality of the evaluation tool. The results were used to improve the following performance appraisal cycle (3.7.3).
- *Benefits and Health Insurance*
AUC has also administered a survey regarding satisfaction with health insurance providers, which were conducted in both English and Arabic. The results will be used in deciding whether to maintain the current insurance provider or select new providers based on the extensive needs analysis conducted.
- *Other Services*
AUC runs surveys and polls on many of its services that are offered to staff. Among these are the bus survey, food survey and many others. These are all shared with the function owner for continuous improvement, and they are requested to report on how these results were used.

These surveys are also integrated in the strategic planning process and used as an assessment tool to update services in response to feedback, in addition to tracking and monitoring progress. For transparency purposes, these reports are also published on the AUC website.

D. CONCLUSIONS

AUC's administrative body, which manages the University and its operations, is of comparable size to same-sized peer institutions. This has been evaluated through benchmarking main relevant KPIs, such as staff-to-student and staff-to-faculty ratios. All human resources policies and procedures are revised regularly and updated in the Staff Manual available on the University website in Arabic and English for transparency. Additionally, a detailed analysis on AUC's human capital has been commissioned to an external consulting company to guarantee right fit and composition of the University's human capital.

An impartial recruitment system that is based on merit is employed to give fair and equal opportunities to all applicants. In its efforts to target and attract high caliber of local and

international staff, the University employs a rigorous and thorough process that utilizes application screening, reference checks, interviews and various relevant tests administered by or through the human resources office. This ensures qualified individuals fill positions relevant to their expertise, guaranteeing high performance.

The University is invested in maintaining quality performance of its staff, and as such assessment and evaluations are conducted annually through the integrated planning, assessment and institutional effectiveness cycle. These plans and assessments are all captured on the University Planning and Assessment software (Compliance Assist). The Office of Human Resources revisited the performance appraisal system to align with competency management, implementing “My Performance Journey” performance management system as a pilot in 2017 using a new state of the art automated system for transparency.

In addition, the Human Resources Office works conjointly with departments to prepare professional development plans for staff, covering a range of soft skills, while technical knowledge is the responsibility of the administrative director of the employee. Furthermore, the Office launched a three-year staffing plan. The objective of this restructuring was to address the inadequate pay scale and job levels not reflecting the actual work conducted by staff, which included the identification of all challenges associated with staff affairs. An action plan has been adopted and many pressing issues were resolved. Furthermore, post the recent devaluation, efforts to combat the effect of inflation were mitigated through merit increases as well as one-time payments.

In order to foster high performance and retain qualified employees, the Office of Human Resources administer a reward program called “Shukran” or “Thank You”. The program recognizes staff members and administrators who demonstrate outstanding performance.

AUC continuously assesses staff satisfaction levels on multiple fronts and uses this information in decision-making. This is done through the Office of Strategy Management and Institutional Effectiveness, which is responsible for quality control, planning and assessment as well as all institutional data. Some relevant surveys that assess staff satisfaction levels include: the culture audit survey, the performance appraisal survey and others focused on particular benefits or service. Feedback from these surveys are later used for strategic and departmental plans and the office follows up on how the results were used. For transparency purposes, these reports are also published on the AUC website.

STANDARD 4: FINANCIAL AND MATERIAL RESOURCES AND TECHNOLOGICAL STRUCTURE

A. STANDARD

The University has adequate financial and material resources and technological structure consistent with the nature and size of activities to help realize its mission and objectives. The University is keen to efficiently use and develop these resources.

B. SUMMARY

AUC was located on a nine-acre campus in the heart of downtown Cairo, a city of more than 18 million people and the largest urban area in the Middle East and North Africa. In 1997, the University decided to relocate the campus to the planned community of New Cairo and use the opportunity to build an entirely new campus to create a “City of Learning” designed to embody the University’s liberal arts tradition and provide room for growth. AUC raised more than \$100 million in a comprehensive capital campaign in 2003 to raise construction funds, as well as additional monies for scholarships, professorships and other strategic areas. In 2008, the University moved its academic programs to its 260-acre new campus. The downtown campus was refurbished to secure the growing continuing and professional education programs, as well as to increase the promotion

of cultural and public service programs. Since its move to the new campus, the University has explored ways to make best use of the beautiful, state-of-the-art facilities for academic and co-curricular programs, students, faculty, staff and the community. The University offers adequate and equipped places and services to fulfill the needs of all stakeholders on campus. Safety and security measures are well implemented in all buildings as well as open-areas.

In order to maintain the sustainability of its operations, AUC has several financial resources. The Office of Financial Planning develops annual and long-range University budgets, which are submitted for approval by the Board of Trustees, and administer the budgets throughout the fiscal year. Moreover, AUC formulates annual and long-term revenue models and integrates expenditure priorities that are expressed in the University Strategic Plan.

AUC has a well-structured financial model in place. The annual budget plan is developed to reflect choices, priorities, and tactics set forth as the result of intensive planning. The budget plan is reviewed and approved by the BoT. The Cabinet advises on revenue and expenditure assumptions, budget parameters, university-wide priorities relative to resource allocations, and institutional policies relating to finances. The effectiveness of the budget planning process and the subsequent resource allocation process is assessed against benchmarks for performance to identify challenges and areas needing improvement.

C. ANALYSIS

1. **The University has its own annual financial resource that enables it to efficiently and effectively realize its objectives.**

AUC has a well-structured financial model in place. The annual budget plan is developed to reflect priorities and tactics set forth as the result of intensive planning. The budget plan is reviewed and approved by the Board of Trustees. The Cabinet advises on revenue and expenditure assumptions, budget parameters, university-wide priorities relative to resource allocations, and institutional policies relating to finances

The effectiveness of the budget planning process and the subsequent resource allocation process is assessed against benchmarks for performance to identify challenges and areas needing improvement. Prior to each fiscal year, the University develops its budget of resources and uses of funds throughout a multi-phase process. The budget and financial planning office initiates the process with a base (initial) plan, which depends on a study of projected resources in response to needs from units. Afterwards, each unit within the University examines and requests changes if needed. The BoT finally approves or rejects each request depending on its feasibility and alignment with the University's Strategic Plan. The University has three main sustainable financial resources as follows:

- a) tuition and fee revenues from various programs offered (undergraduate, graduate, non-degree, continuing education), which constitutes around 70% of the total incoming funds
- b) endowment fund annual income, which constitutes around 13% of the total incoming funds
- c) gifts and grants, which constitute around 11% of total incoming funds
- d) Other services' income makes up the remaining 6% of the university income. (4.1.1)

2. ***The budget is distributed across education, scientific research, and community service in a balanced manner that caters for the actual needs of these activities.***

The budget planning and resource allocation process allows for input from several related constituencies in the university community at various stages in the process. The budget of each unit

is allocated and linked to its goals in order to ensure effective utilization of resources on the unit level. Furthermore, quarterly financial statements and year-end forecast reports are used to measure and assess the adequate and efficient utilization of instructional resources required to support the mission and goals of the whole institution. The budget is being prioritized and approved in an iterative approach.

In 2008, efforts to link planning to resource allocation were implemented through an in-house developed system: The Planning Matrix; however, these efforts were found to be insufficient. Planning and assessment were governed by two distinct committees with separate mandates and members, where assessment was positioned as an academic function and planning as a resource allocation function. To improve the effectiveness of both the planning and assessment processes, the University integrated the processes of planning, assessment and resource allocation, and consolidated their governance under the umbrella of one committee: the Planning and Assessment Committee (PAC).(4.1.1)

Budgets are initially requested on the department level in version 5 of the Planning Matrix, followed by a review and prioritization on the school level in version 4, after which each area head assesses the budget requests in version 3, then version 2 by the Cabinet and finally version 1 approved by the Board of Trustees (BoT). This effective process helps to ensure the achievement of the University's goals and objectives.

3. *Allocation of resources to the affiliated institutions is done according to fair and transparent rules/criteria that observe the actual needs of the institutions, and the variation in the actual cost of learning in the different programs and the number of students in each program.*

The budget operations are managed through an integrated information system that allows the University, from individual units and departments to Senior Administration, to control and manage resources. The budget process is unified within the University. Quarterly forecasts and variance analyses are performed to ensure alignment with planned objectives, as well as remedy misallocations or ad hoc requirements/needs that emerge as the fiscal year unfolds. Budget changes are assessed and approved for their financial and functional viability and effectiveness.

Budgeting is an essential element in the management of the University's resources. The budget manual is prepared to provide an understanding on how budget estimates and actual financial realities need ongoing reconciliation. The manual is updated annually and available on the website to provide AUC administration, faculty, and staff with reference material to be used in understanding: the annual budget cycle from initial preparation to approval of the budget by the BoT in March; the structure of the University's budget; the control mechanisms available through SAP/ ERP; on-line budget performance monitoring; procedures to be followed for budget revision requests after the budget have been approved. (4.1.1)

4. *Effective policy and practices to develop the own resources of the University, motivating the affiliated institutions to take part in this development.*

The effectiveness of the budget planning process and the subsequent resource allocation process is assessed against benchmarks for performance to identify challenges and areas that need improvement. Clear guidance on the policies and practices that govern the budget process is provided to all units, and undergoes annual revision/update in order to accommodate changes in the business environment. Moreover, the office of budget and financial planning conducts refresher sessions prior to the commencement of the budget cycle in order to clarify the process and encourage units to take part in resource allocation. (4.1.1).

Furthermore, the Office of Supply Chain Management (SCM) is responsible for providing optimum quality services by aligning resources. This helps define and satisfy the diverse needs of AUC students, faculty, and staff through the acquisition and management of materials, services and resources, and in accordance with the University's mission and its highest standards of ethics and integrity. The overall goal of the *Supply Chain Management* office is to impact the university bottom-line in a positive way while delivering the best service to customers at the lowest possible cost. (4.4.1)

AUC motivates different affiliated institutions to take part in the development of the University resources. AUC's School of Continuing Education offers non-credit courses and contracted training programs. Other professional education programs are offered by the Engineering and Science Services Unit; the Global Affairs and Public Policy Executive Education Program; the Professional Development Program in the Kamal Adham Center for Television and Digital Journalism; and the School of Business Executive Education Program. These programs are considered as revenue generating units. (4.4.2) Other examples are the Office of Sponsored Programs, which helps faculty with the application process for external funding for research; and the Grants Accounting Office, which supports faculty once they receive an external grant. Details on the support, processes and procedures related to external funding are in the *Principal Investigator's Handbook* (4.4.3). The number of external research grants (2014-2018) ranged between 22-32 per year (4.4.4). Furthermore, the Venture Lab (V-Lab) enables potential entrepreneurs to incubate and accelerate their business ideas. As of spring 2018 nine acceleration cycles were completed, 102 startups were accelerated, 49 million EGP were generated in revenues by startups, 48 million EGP were raised in funding by startups, and 534 job opportunities were created.

The VP for Advancement and Communication oversees the process of fundraising and development. The mission of the office is to secure philanthropic support to the University in areas that are aligned with its strategic plan. For example, the University is seeking funds from supporters who wish to contribute to establish scholarships and fellowships for students from different socioeconomic backgrounds, and from different areas both locally and internationally in order to align with the University's strategic objective of increasing the diversity of the student body. These goals are assessed by measuring progress against pre-set targets, which include dollar figures, number of new donors, number of donor meetings, and proposals submitted. These goals are established at the beginning of the academic year and are consequently approved by Senior Administration and the BoT. Progress towards the financial goals is reported to the VP of Advancement and Communication and then reported to the President and BoT.

The most significant challenges for fundraising in the region are the external economic environment and cultural challenges including a tendency to offer more support to charity rather than institutional philanthropy. Furthermore, the economic conditions in Egypt have made the community more reluctant to donate, in addition to the perception of AUC as an expensive institution. The main efforts in dealing with these challenges are to continue to demonstrate the important impact AUC has on Egypt, the region, and the world.

The Office of Advancement and Communications seeks the support of individuals and corporations who believe in the power of education and are therefore willing to support AUC. There have been some new efforts to identify potential donors outside Cairo, through the appointment of regional representatives. Furthermore, considerable effort is being conducted to increase involvement of alumni in event sponsoring, mentoring of students or facilitating contacts for students and graduates. The office has taken important and effective measures to improve donor stewardship, attract new donors, and improve overall results. It has recruited additional staff, engaged and effectively exploited outside expertise, and instituted training for all staff. In addition, by 2017, the

VP for Advancement and Communication had instituted effective performance evaluation, winning her unit the authority and additional budget to institute merit pay increases. Through 2016-2017, the VP also restructured and recruited new executive talent. The new structure includes Executive Director of Alumni Engagement & Annual Fund; Executive Director of Development; Executive Director of Communications, and Executive Director for Development for North America & New York Office; as well as Director for Donor Relations and Director of Media Relations.

5. *The location of the University and the geographic distribution of its branches/facilities are compatible with the governorates where they provide their services*

AUC was located on a nine-acre campus in the heart of downtown Cairo, a city of more than 18 million people and the largest urban area in the Middle East and North Africa. In 1997, the University decided to relocate the campus to the planned community of New Cairo and use the opportunity to build an entirely new campus. The main objectives in building the campus were to:

- eliminate overcrowding and institutional fragmentation inherent in AUC Tahrir Square, which divide the academic enterprise into multiple locations
- provide modern classrooms, laboratories, lecture halls and other essential facilities to support current and future teaching methods, curricula and educational technologies. *Detailed services and facilities provided on New Cairo campus are mentioned in criterion 7.*
- improve campus life for students, faculty and staff by creating a campus designed to foster interaction and create community
- enhance AUC's contributions to Egypt and the region
- exist in a strategic location in reference to planned developments in Cairo (New Cairo, New Administrative capital and Sherouk).

The historic AUC Tahrir Square campus remains a landmark and cultural oasis in the heart of Cairo for lovers of literature, theatre and all forms of arts and culture. The campus includes the two-story AUC Bookstore and café, lecture halls, the Margon Veillon Gallery of Modern Egyptian Art, and two permanent exhibition spaces. The AUC Tahrir Square campus is also home to the University's School of Continuing Education, Management Center and engineering services. The University's School for Continuing Education is the largest component of the University's continued presence in Tahrir Square. The school provides educational opportunities to more than 45,000 students of all ages, offering professional training and certificate programs in Arabic and translation studies, business studies, computer and information technology studies, education, English language studies, and youth and special studies (4.5.1).

AUC raised more than \$100 million in a comprehensive capital campaign in 2003 to raise construction funds, as well as additional monies for scholarships, professorships and other strategic areas. In 2008, the University moved its academic programs to its 260-acre new campus. The downtown campus was refurbished to secure the growing continuing and professional education programs, as well as to increase the promotion of cultural and public service programs. Since its move to the new campus, the University has explored ways to make best use of the beautiful, state-of-the-art facilities for academic and co-curricular programs, and to support students, faculty, staff and the community. AUC started several efforts in order to make the move to new campus more convenient for the community such as offering bus services, as well as expanding food services to accommodate the different needs of the community while on campus.

6. *The area and buildings of the University are in line with the nature of its role and activity*

Designed to accommodate 5,500 full-time students and 1,500 faculty and staff, AUC's \$400 million, 260-acre campus is technologically advanced and environmentally sensitive. Offering state-of-the-art resources to students and faculty from around the world, the campus weaves Egyptian urban and architectural traditions into a modern campus and is designed to be accessible

to persons with disabilities. It is equipped with modern classrooms, laboratories, lecture halls and other essential facilities to support current and future teaching methodologies, curricula and educational technology. Additionally, and at the heart of the campus, the library houses the largest English-language collection of research in the region. The Office of Planning, Design and Construction maintains a repository, which includes all building and floor plans as well as different facilities in each. (4.6.1, 4.6.2)

7. *Adequate and Equipped places for the different student activities.*

AUC offers a variety of places for students to carry out their diverse activities (4.5.1). The AUC Conference and Visitor Center provides state-of-the-art media resources and a variety of meeting spaces that are ideal for academic conferences, executive classes, dinner seminars and public lectures. The space includes Bassily Auditorium (1255 seats), Moataz Al Alfi Hall (200 seats), Marry Cross Lecture Hall (150 seats), Shafik Gabr Lecture Hall (150 seats) and four additional meeting rooms (seating from 50 to 100). There is also outdoor space that can accommodate large-scale events - Bartlett Plaza, Paul and Charlotte Corddry Park, the amphitheater, Ludwig Family Square and the main University Gardens.

Campus Center services include a food court, a student club and bookstores. AUC's food services are operated by Egyptian corporations and offer a variety of Egyptian, American, Italian and Asian menus through their various on-campus outlets. Some outlets are open 24/7 to accommodate students residing on campus (4.7.1).

The AUC clinic offers comprehensive health care services to ensure the well-being of the entire AUC community. Everyone can benefit from medical advice, treatment, vaccines, pharmacy services, and recommendations for outside care. The AUC clinic also has provider relationships with the best hospitals in Cairo and coordinates referrals to labs, specialists or other medical facilities. (4.7.2)

The Office of Athletics offers quality athletic activities and learning opportunities to all students. Its programs promote a healthy lifestyle, discipline, teamwork and leadership development, as well as high standards of ethical conduct and sportsmanship. The sports program emphasizes health and enjoyment through recreation, fitness, competitions and sound physical habits. Sport facilities at AUC New Cairo are extensive and cater to a wide cross section of activities and programs. They include indoor and outdoor areas. The indoor areas are designated for weight training, aerobics, martial arts, table tennis and squash as well as a large gymnasium for basketball, volleyball, handball and a secondary teaching gymnasium. The outdoor areas include a 400-m track, a 50-m pool, six tennis courts, two outdoor basketball- football courts, two volleyball courts, a handball court and two grass fields for the AUC team sports. Other outdoor areas include: Amphitheatre, reading garden, and the Plaza. All the outdoor areas are lighted for evening play. Sport equipment is available for different sports and available to checkout free of charge at the control desk near the locker rooms (4.7.3).

8. *University dormitories are convenient in terms of capacity, furnishings and fixtures for the beneficiary students.*

The on-campus residence is composed of 12 units (buildings), divided into five units for males and seven for females. Each unit has 22 single and 20 double beds, a lounge, a study room, a courtyard and terrace. Each room is furnished with beds, desks, chairs, closets and bookshelves. The rooms are also equipped with heating and air conditioning, and high speed wireless internet. Units share a kitchenette with a hot plate, kettle, fridge, and microwave. Residents can watch TV, dine, socialize,

or study in the common areas. In the common areas, there are several study rooms and a computer lab available 24/7. The on-campus residence allows visitors during certain hours and can accommodate overnight visitors based on room availability. The residence is also equipped to assist students with special needs. The demand on AUC dorms has exceeded its capacity, which necessitated using faculty housing for students as an off-campus residence. This was initiated in fall 2018 through utilizing the Faculty Housing Plot 1 building to accommodate full-time AUC male students as a result of the increased demand. Detailed utilization reports are available in the appendices (4.7.3, 4.8.1).

9. *All buildings are equipped with the necessary construction facilities for persons with special needs.*

AUC provides students with physical or learning disabilities with all the facilities and resources needed to provide a comfortable educational experience (4.9.1). Services for students with physical disability include the following:

- wheelchair accessibility to all campus areas, including the residences
- club cars availability around campus with prior arrangements
- facilitating student learning by accommodating their needs according to different course requirements
- providing support resources in offices around campus
- availability of adaptive technology software to students including: JAWS for Windows, Kurzweil 1000, Zoom Text, as well as hardware such as Braille printers and electronic-vision aids
- recruitment of student assistants or staff volunteers to help students with visual disabilities throughout the semester with different academic tasks, including in-class note taking, exam transcription, library research and other projects

Students with learning disabilities are entitled to special academic accommodation depending on each student's special needs. Some of the students are identified through both the counseling and mentoring processes, others seek the support of the disability services on their own accord, or under the recommendation of parents or faculty. Students whose learning disabilities have previously been identified and professionally diagnosed are required to submit valid documentation to ensure that they are given the necessary accommodation entitled to them by disability laws such as the Americans with Disabilities Act. If official documentation is not available, students are referred to specialized organizations for relevant assessment, diagnosis and academic accommodation required. Finally, student requests for academic accommodation are communicated to the students' professors as well as the Office of the Provost.

From an architectural perspective, AUC uses Americans with Disabilities Act (ADA) international code. This is an accessibility standard for buildings and open spaces. All areas follow this standard to ensure accessibility to persons with special needs. This includes public spaces (lobbies, lounges, galleries), large gathering spaces (auditoria, dining areas, etc.), corridors, classrooms, offices, conference rooms, computer labs (teaching/drop in), other study spaces (study areas, reading rooms, indoor/outdoor prayer rooms, etc.), and science/engineering labs (4.5.1).

10. *Available security and safety systems and means in the University's buildings. (4.10.1)*

The Office of Safety and Security is committed to providing a safe, secure and welcoming campus environment for our global community of students from more than 50 countries. The University carefully controls access to its grounds and facilities to ensure the safety, security and well-being of all who work and study at, or visit the campus. The gated campus requires personal identification passkeys to access the entrances and is equipped with comprehensive state-of-the-art security equipment and CCTV camera systems inside and outside AUC's facilities. To ensure the safety and

well-being of AUC students who travel to study abroad, University procedures regarding student travel include gaining clearance from the Office of Safety and Security and providing accessible contact information prior to travel. AUC housing for students is available, both on campus at the University residences and off campus at the faculty apartments, located five minutes away.

The campus is surrounded by a fence with five main gates permitting vehicles and AUC buses to access the parking areas as a first security layer. Gates 2, 4 and 5 are assigned for AUC community access (students, faculty and staff). Gate 1 is designated for campus visitors. Contractors, vendors and utility personnel are permitted access through Gate 3. The pedestrian entrances, surrounded by another internal fence, are the second inspection points where security personnel verify identity of individuals accessing the campus and scan their belongings.

On-campus security includes the following:

1. Local Police stationed at Gate 1 and Gate 4: AUC campus and buildings are supported by adequate armed forces of highly ranked police officers with a sufficient number of guards. This force is responsible for protecting the AUC campus' outer parameter. The Security and Safety office is in continuous contact with these forces and is kept informed with updated security conditions around New Cairo and Downtown campuses.
2. Explosive detection dogs at parking areas: All vehicles parked in campus parking lots are inspected by explosive detection dogs to check for any explosive substances. This service is provided, also, for big events and commencements held on campus.
3. Access Control: The ID Center serves all AUC community members and issues AUC ID cards that allow them access to campus outer gates as a first checkpoint, and the pedestrian entrances as a second inspection point, which are equipped by ID readers providing a smooth and secure entry process to all community members after verifying their identity. All entrances are equipped with metal detectors and X-ray machines for scanning. This inspection process aims to prevent the access of all prohibited materials and possessions (alcoholic beverages, drugs, weapons, sharp instruments, etc.)
4. Surveillance Cameras: The AUC campus is protected by a surveillance camera system covering its outer parameter, campus parking areas, gates and entrances, and public areas (plaza, tunnel, registrar office). The CCTV is connected to the control room, and monitors security conditions inside and outside campus on a 24/7 basis, through full coordination with the local police stationed outside the campus, the patrolling service inside campus and the medical service to report and follow-up with incidents and emergencies.
5. Internal Patrol and Investigation Service: The patrol team checks the security status of all campus buildings and offices. They make sure that all doors and windows are locked after working hours, and prevent and deal with different incidents such as: offenses, theft trials, emergency situations, drug abuse, quarrels, unauthorized entry, alcoholic abuse, etc.

Off-campus security includes the following:

1. International students and faculty awareness sessions: In coordination with the International Students Office and the Provost Office, awareness sessions are held regularly for new international students and faculty. The material provided in these sessions cover the current security condition in Egypt and the potential risks they may face in certain situations or locations such as public transportations and traffic.
2. Notifications to AUC Community: The Security and Safety Office is to keep the AUC community updated with the current security conditions. Through notification e-mails, they communicate with the AUC community and give them the latest news, tips to be followed, potential risky locations to avoid and contact numbers if they need any assistance. Moreover, during some important events such as elections or political events, prior notifications are sent to the community reminding them with the date and giving them all needed information in addition to emergency contacts.
3. Ensure security for AUC trips: AUC implements a trip policy that mandates all AUC departments to inform the Security and Safety Office with any trip they intend to organize

for AUC students or faculty through the e-mail address safetrip@aucegypt.edu

They are required to provide all needed information regarding the trip, such as the number and nationalities of travelers, the destination, the mean of transportation, the intended route, the bus number and driver's name.

4. **Bus Protection:** The Safety and Security Office assigns security guards to all AUC bus routes to ensure the safety of AUC community members using its transportation service. The security guards are assigned to check the identity of all riders before boarding AUC buses and to ensure that they are members of AUC community. They report any incident of emergency that may occur on buses and deal with it as instructed.
5. **Emergency Contacts:** The Security and Safety Office receives emergency calls and reported incidents from all AUC community member on a 24/7 basis (4.10.2).

11. An effective annual plan for maintenance and development of infrastructure and utilities, together with a defined implementation and monitoring mechanism.

The Facilities and Operations (F&O) unit provides comprehensive planning and management strategies to preserve, enhance, and develop the facilities needed to support the University's mission and strategy. The team supports the advancement of university excellence by planning, constructing, and improving current assets consistent with the University's status as one of the region's leading academic and research institutions. The F&O goals and objectives are updated periodically to guarantee the alignment of the department's strategic plan with AUC's overall strategic goals and objectives.

The unit operates under the administrative stream of Management and Transformation. In September 2016, an AVP for Facilities and Operations was appointed to oversee the various tasks of the unit. These operations comprise of the following: hostel building administration, campus planning and construction services, New Cairo operations, Downtown operations and utilities. Periodic reports are generated and analyzed to guide the assessment of the department's effectiveness and help in the identification of deficiencies in order to apply appropriate corrective actions. F&O operations follow the *University Operating and Policy and Procedures Manuals*.

F&O holds periodic meetings with several related constituencies within the University and Senior Administration, and sometimes relies on external consultants. This results in a list of improved projects, which is submitted for evaluation and approval. F&O department strengths include availability of a variety of specialized software (Computerized Maintenance Management Software "CMMS", Building Management System "BMS", Lighting Control Software "Lutron" & "OVA", Fire Alarm System, SALTO Access Control System), up-to-date equipment, and committed and experienced technicians, engineers, and staff with different specializations.

Since 2009, moving to the New Cairo Campus has been a challenge for the F&O department, as the University faced a number of disruptions in terms of utility unsteadiness such as water and electricity cuts, campus inauguration with partially completed systems such as the HVAC system, the lightning protection system, the fire alarm system, master key access control system, automated lighting control (LUTRON), and building management system (BMS), etc. Despite these challenges, F&O succeeded to work on getting the partially completed systems to work with full capacity. This was achieved through continuous coordination with the Financial and Administration department, in compliance with the strategic plan requirements. Several projects and upgrades of facilities are being undertaken, these projects are studied based on needs, and budgets are proposed to Senior Administration for prioritization and approval (4.11.1).

12. *The means of communication, and used technological systems are modern and appropriate for the academic and research activity as well as the administrative processes.*

AUC invests significantly in technology advancement, as the availability of data is key for informed decision-making. To upgrade overall “data-driven” management performance, AUC established and recruited a new cabinet position as VP for Management and Transformation in 2017. One of her key responsibilities and lines of operations is to continuously upgrade AUC’s IT technology, infrastructure and software. Since her appointment, IT has updated its mission statement to reflect both current practice and strategic goals. An example of developments resulting from this new structure is the advancement of the new registration, tracking and advising software Degree Works for students in late 2017.

The IT department has been revamping major projects since 2011, with major projects still in progress. The infrastructure scope includes the support of 275 classrooms and halls, 90 physical servers and 450 virtual servers, almost 18,000 network nodes, over 5000 desktops, 3000 VOIP phones and 6 open access labs as well as an average of 2000 hours of events supported per semester. Under the Chief Technology Officer, who reports to VP for M&T, there are four main domains: IT operations (university information systems, technology infrastructure, academic technologies); Classroom Technologies and Media Services (CTMS); financial and administrative management; Office Aid; and Innovation and Solutions Unit (4.12.1).

The IT Planning Committee (ITPC) was established in 2010 as an IT governance body. It included members of the University Cabinet, in addition to representatives from faculty and staff. Its mandate included the review of IT strategic plans, assessment of new IT projects and follow up on the status of current projects. IT policies were also discussed in this committee (4.12.2). A University structural reorganization was introduced in December 2015, and a new area was formed under the leadership of a Vice President for Information Management (Now Vice President for Management and Transformation). In 2016, the ITPC was replaced with a university-wide Council for Information Management (CIM) that comprised of different stakeholders on campus. CIM serves as a think tank for data and technology related issues and acts as a governance platform. The main role of the CIM is developing frameworks, soliciting input from different constituents, evaluating, proposing solutions, in addition to focusing on policies, procedures and processes. Members of the Council are required to disseminate decisions made and enforce rules and initiatives agreed upon in the meetings.

Another advisory committee for IT is the *Council for Advising, Registration, and Enrollment* (CARE). It includes advisors from all schools, representatives from enrollment, admissions, registrar, core, IT, student services, and student representatives. The council discusses policies, processes, and student experience. Sub-committees have been formed to target specific areas of interest. Some of the recommendations emerging from this council include the purchase and implementation of Degree Works. Another recommendation materialized into a system for workflow automation, approval cycles, e-forms and document imaging by using Perceptive software (Lexmark).

Furthermore, an advisory board for information management was established in 2016 to engage the community, solicit their interest in supporting the University, and create a platform for financial and in-kind contributions for the office of IT.

As an outcome of the mechanisms listed above, several projects were accomplished by IT in response to requirements of the University strategic plan’s objectives and goals, and as assessed by the IT Steering Committee in coordination with university, academic and administrative requirements (4.12.3). Updating programs and infrastructure of the IT is constantly underway

despite the rapid updates and demand in these domains. However, strategic plans in departments can sometimes include automation plans that are not communicated with IT early enough to synchronize their plans with those of the IT department. The recent changes in the planning process work towards overcoming this deficiency, and ensuring a more integrated planning process with realistic deadlines that meet expectations.

The library provides the academic community with one of the largest English-language research collections in Egypt, offering online access to over 180 database titles; 71,856 e-books; and about 70,267 full-text journals. Off-campus access is available for AUC faculty, staff and students. The online catalog is Innovative Interfaces Millennium. All stations in the Learning Commons provide a collaborative, technology-rich environment where library users have the tools and support to access, manage and produce information.

13. The University has a diversified website in terms of information and services, periodically updated. It serves various stakeholders.

The AUC website is the main source of disseminating information regarding admissions of undergraduate, graduate and continuing education students (4.13.1). It also includes information about different provided services such as food services, medical services, bus services, mentoring and counseling, disability services and many other.

AUC is open and transparent through its public relations announcements, advertisements, recruiting and admissions materials and practices, website and internal communications. “Transparent” in the above statement refers to the openness and clear means of sharing AUC’s communication standards to the community internally and externally. AUC has communications policies that outline the rules and regulations governing the representation of the University to all internal and external audiences. The purpose of these policies is to ensure that all communication that takes place on behalf of the University is conducted in a manner that is consistent with the University’s quality standards, branding and visual identity manual, editorial style guide and strategic positioning. In addition, recruitment of staff and faculty, admissions, registration, advising and major declarations all have set policies and procedures that are shared on the website with the community. AUC has demonstrated its commitment to inclusiveness by involving faculty, students, and parents in discussions of AUC’s financial health and plans to increase tuition. Information related to recruiting and admissions found on the website is clear, accurate, and updated continuously. Information on tuition rates and financial support opportunities are available on the University’s website. The formation of an academic communication committee is evidence that AUC has taken steps to improve accessibility of information on its website.

The Office of Communications and Advancement is responsible for strategic positioning and reputation management. This includes creative and editorial services, media relations, marketing, publications, internal communications, the website, Arabic outreach, advertising and new media. The goal is to publicize AUC’s invaluable contributions to research, service and outreach within Egypt, the region and the world across all mediums through crafting clear, consistent and quality communications. It has communications policies that outline the rules and regulations that govern internal and external representation. These policies extend to all forms of communications and apply across all channels and communication vehicles in which the University is being represented as an institution. In addition, it is responsible for ensuring compliance with the policies outlined on the University policies’ webpage (4.13.2).

The Office of Advancement and Communications is responsible for the first-level pages of the University’s institutional website (www.aucegypt.edu). All other sub-sites and webpages are

updated by the various schools, centers, departments and offices that are responsible for maintaining the content of those pages. As the custodian of the website, the Office of Advancement and Communications is responsible for the approval of content before it is updated through the content management system. As such, the Office of Advancement and Communications has the right to make editorial changes and reject content that is not in accordance with the University's *Editorial Style Guide* or *Branding and Visual Identity Manual*.

14. *The central libraries are convenient for the activities and programs provided.*

The mission of the AUC Library is to support the instructional and research needs of the AUC community, and facilitating the transformation of information to knowledge by providing personalized services and a robust online environment. Accordingly, the library plays an active and integral part in the University's pursuit of excellence in all academic and scholarly programs. The library provides the academic community with one of the largest English-language research collections in Egypt, offering online access to over 180 database titles; 71,856 e-books, and about 70,267 full-text journals. Off-campus access is available for AUC faculty, staff and students. The AUC Library holds 482,618 print volumes (books and periodicals), access to 81,424 serials in print or digital formats and 5,852 media items, all with 3M RFID stock control tags. The online catalog is Innovative Interfaces Millennium. All stations in the Learning Commons provide a collaborative, technology-rich environment where library users have the tools and support to access, manage and produce information. It is maintained by the support services of LLT units and other campus service providers. There are computer stations on all floors as well as over 200 public PCs and 45 wireless-enabled laptops available for internal use. The library is a member of OCLC and RLG SHARES Program, which along with the use of ILLiad software, enables rapid document delivery from abroad. A required Information Literacy (LALT) course instructs AUC freshmen on the essentials of how to research, locate and critically evaluate information. Additional instruction is offered in all disciplines to students, faculty, staff, and visitors in the Library Instruction Labs. AUC Libraries are accessible online (4.14.1, 4.14.2).

The AUC Tahrir Square Library provides academic support primarily for the eligible students of the School of Continuing Education, Engineering and Science Services, the School of Business Executive Education and the Graduate School of Education. Located on the third floor of the Falaki Academic Center in AUC Tahrir Square, the library operates as an electronic library providing direct access to the AUC Library's LibrarySearch, catalog, and academic databases as well as the full scope of the internet. Entrance is restricted to patrons holding valid AUC Library ID cards.

The Rare Books and Special Collections Library at The American University in Cairo supports research and teaching with regards to the arts, culture, and society of Egypt and the Middle East. The library documents ancient, medieval and modern Egypt and the wider region, with particular strengths in Egyptology, Islamic Art and Architecture, and Travel Literature, in addition to the focus on extensive rare and contemporary book collections. The library also collects archival and manuscript collections reflecting modern Egyptian social, cultural, and intellectual life. These materials relate to subject areas such as modern Egyptian and regional architecture, the arts (including cinema, photography and other visual media), social and women's history, and religion and Coptic studies. The library also houses AUC's University Archives, which maintains records relating to the University's history dating to the early twentieth century.

The library's holdings encompass a variety of formats, including books, periodicals, theses, archives and manuscripts, photographs and slides, maps, architectural drawings and plans, memorabilia and artifacts, and audio-visual media. Written materials are primarily in English, but languages such as French, German and Arabic are also represented.

D. CONCLUSIONS

AUC aims to better serve its core mission as Egypt's distinctively student-centered, faculty-led and staff-enabled global university. Over the past two years, AUC has been working to combine the right people with the right leadership skills and authorities in the right organizational structure to take the AUC experience from good to great and to streamline multiple operations within campus.

In fall 2018, AUC made some transformative shifts spanning all management processes. The role of Vice President for Digital Innovation handled Information Technology, Strategy and Institutional Effectiveness, this has been expanded to Vice President for Management and Transformation extending the role to include also campus services, security, environmental health and safety, and AUC Press. The Vice President for Finance was also introduced.. His role includes driving visionary reform of AUC's finance, budget, and procurement processes and services, and investment oversight.

STANDARD 5: FACULTY MEMBERS AND SUPPORT STAFF

A. STANDARD:

The University provides adequate and qualified number of faculty members and their support staff consistent with the requirements of the provided educational programs and the research process to realize its mission and objectives. The University maintains the hierarchical gradation in academic degrees within the affiliated institution. The University supports the faculty members and their support staff, develops their capacity, monitors performance assessment, and measures their opinions.

B. SUMMARY:

AUC faculty members are one of the most significant contributors to serving AUC's mission and goals effectively. Recognizing this, AUC invests a considerable portion of its budget and resources in recruiting, hiring, retaining and developing faculty of the highest caliber.

To enrich the learning experience and quality of education, AUC is keen on recruiting and retaining exceptional local and international faculty members. All faculty-recruiting processes are coordinated by the Provost's Office in consultation with school deans, departmental search committees, department chairs, program and center directors, and individual faculty members. This is a broad and inclusive process that establishes the foundation on which AUC's academic identity and reputation is grounded.

AUC provides an array of resources and learning opportunities to support faculty through its Library and Learning Technologies, which constitute the largest English language academic collection in Egypt. AUC provides technology support through well-equipped "smart" classrooms, learning management systems, IT support for students with disabilities, and other instructional technologies. In addition, faculty development opportunities are also offered through the Center for Learning and Teaching (CLT), which provides faculty with various resources, services and personalized support to help them create a stimulating learning environment.

AUC provides the mechanisms necessary to demonstrate rigor and effectiveness in teaching, assessment of student learning, scholarly inquiry and service. The main mechanism for demonstrating this is the Annual Faculty Report (AFR), which all full-time faculty are required to submit via e-Repertoire. The latter is a research and faculty activities database that enables the online creation of annual faculty reports (AFR), and serves as a historical storage unit for faculty activity for personal reporting and tracking purposes.

Research is a foundation of AUC's mission. Much of AUC's reputation and consequent brand recognition is the result of generations of research produced by faculty and students. The publication record in all disciplines and areas of expertise is remarkable, and AUC continues to support all research endeavors for its community members.

C. ANALYSIS:

- 1. The University has set rules for appointment of faculty members and their support staff that fulfills the present needs of its affiliated institutions and serves its future plans.*

Faculty recruitment follows the procedures outlined in the *Faculty Handbook* (5.1.1). Early each spring, all departments are asked to provide their school dean with a list of replacement and new positions for which they would like to conduct searches during the following year. The deans then submit their search requests, documenting the need for each position. In May of each year, the Provost informs the deans of those searches that have been authorized; the deans then consult with the departments and send the job description that is used to advertise for the position, the outlets in

which the ad should be placed, and the members of the search committee to the Provost's Office (5.1.2, 5.1.3, 5.1.4). All search committees must be composed of at least three faculty members, with one faculty member from a department external to the department conducting the search. The search committee conducts interviews with the short-listed candidates and communicates their final selection to the Provost through the School Dean. The Provost then sends the offer after drafting it in consultation with the School Dean.

Adjunct faculty recruitment and hiring procedures are outlined in the Adjunct Faculty Handbook (5.1.5). For recruitment of adjunct faculty, efforts are being exerted to maintain equity and fairness. A new search process, similar to that of full-time faculty, has been implemented as of 2015-2016 to ensure hiring qualified adjunct faculty. The new process includes interviews at the department level and an assurance of English language proficiency. The salary scale is regularly updated with clear definitions of ranks to maintain equity and to attract distinguished adjunct faculty members.

Regarding staff, the hiring process starts by the department issuing the request for a new hire and preparing the job description. The job description is then approved and reviewed by the compensation team in the Office of Human Resources to define the job level. The job is then posted on the *AUC Vacancies Website* including a full job description for transparency. Candidates are sometimes internally or externally depending on the nature of the job and skills needed. The talent management team in the Office of Human Resources collect the CVs of the candidates and shortlist them based on the job description. Shortlisted candidates are interviewed by the hiring department and by the talent management team until a selection is reached. Following this, the selected candidate is required to sit for an English proficiency exam. The final step is to complete all the necessary hiring paper work and prepare the staff member's record on the AUC Human Resource system (5.1.6). Once the staff member is onboard, general orientation takes place through the Office of Human Resources as well as an induction process from the direct supervisor for orientation on professional aspects.

To ensure extra measures of fairness and transparency, some schools adopt additional mechanisms to the HR recruitment process. The School of Global Affairs and Public Policy (GAPP) established two standing committees to oversee the new full-time staff hiring and promotion. The first committee deals with the hiring and promotion of staff from level 8 to above, while the second committee is responsible for level 7 and below. Another example is the School of Continuing Education (SCE), which creates ad-hoc committees for every vacancy. The members of the ad-hoc committees are selected from all the different departments of SCE.

2. *The University has effective mechanisms to attract and retain distinguished faculty members.*

AUC is committed to attracting and retaining qualified local and international faculty. Faculty hiring, promotion and tenure policies are reflected in AUC's *Faculty Handbook* (5.1.1) available on the AUC website. To emphasize the importance of maintaining and enhancing AUC's practices in this regard, a dedicated taskforce was established as part of the 2014-2019 strategic plan for faculty recruiting, rewarding and retaining faculty (5.2.1).

AUC actively recruits highly qualified faculty (5.1.3). Most full-time faculty in tenure track and tenured positions have the highest terminal degree in their fields (5.2.2) (5.2.3). A significant number of full-time faculty have received their degrees from the top 150 universities in the world. Some practice faculty may not have the highest terminal degree but they bring their professional expertise to the classroom. Adjunct faculty who do not have PhDs but have Master's degrees usually teach lower level courses.

An indicator of AUC's ability to retain quality faculty is the faculty's active publication record, especially tenured and tenure track faculty, despite the high teaching load (5.2.4).

Additionally, AUC works on maintaining fair and equitable faculty compensation packages that would support the attraction and retention of qualified faculty, through benchmarking exercises of compensation packages with peer and relevant institutions internationally and locally. These compensation benchmarks take into account differences in faculty ranks per disciplines to account for market dynamics. The benchmarks for faculty promotion and tenure, including Professors of Practice (PoP) faculty are reviewed and updated regularly. Disciplinary procedures and policies are transparent.

Furthermore, the Provost recently restructured the processes for hiring and renewing adjunct faculty in order to maintain rigor and effectiveness in teaching and assessment of student learning. He also restructured the pay scale to make it more competitive in order to attract high-quality adjunct faculty (5.2.5). Current adjuncts must re-apply through the online system to give departments a chance to see the whole applicant pool, and new candidates for adjunct positions are interviewed by a department committee. These procedures help to ensure a more selective hiring process. After appointment, all adjunct faculty must also complete a set of CLT teaching enhancement workshops to receive a certificate of participation as part of their professional development. Some departments also conduct their own internal evaluation of adjunct faculty, which includes peer observations of teaching, examining syllabi and exams, and student evaluations to ensure that only high caliber adjuncts are renewed (5.1.5)

3. *The ratio of faculty members and support staff to students at the level of university and its affiliated institutions conforms to the analogous reference rates.*

AUC has always been keen on ensuring that the student-to-faculty ratio conforms to international standards in order to maintain a specific level of quality education. Among the recent initiatives that helped support this was one initiated in 2014 by the former Provost, Dr. Mahmoud ElGamal to study the optimum number of faculty per department, and formed a task force to develop a faculty workload point system. In 2015, building on Dr. ElGamal efforts, former Provost, Dr. Sherif Sedky, reviewed the optimum number of faculty needed in all departments across the University to ensure that each department had sufficient full-time faculty to meet student demand and, at the same time, ensure that adjunct faculty did not exceed 25% of the total number of faculty within the department. This review yielded interesting results showing that the average generated credit hours for full-time faculty from fall 2012 to fall 2017 was two third and that of the part-time faculty over the same period was one third. In addition, looking at numbers of full-time faculty over the past ten years, AUC had 435 full-time faculty in 2008, with a peak of 505 in 2013, followed by a decrease to 436 in 2016.

However, efforts made since 2015 to ensure departments hired any faculty members that were needed in their departments, began to show results in 2017, as the total number of faculty members increased from 436 in 2016 to 452 in 2017 and the full time equivalent (FTE) of adjunct faculty numbers decreased from 146 in 2017 to 141 in 2018 (5.1.1).

AUC is also keen on benchmarking its student-to-faculty ratio to ensure that it is consistent with best practices. In the fall of 2018, AUC maintained a student-to-faculty ratio of 10:1, which is a very satisfactory rate and necessary to maintain its high quality of education (5.3.1).

Regarding supporting staff, the Provost office took the lead to identify the major challenges related to staffing in the academic area. After extensive meetings with HR, a major project for restructuring the staff of the academic area was proposed with an action plan presented (5.3.2, 5.3.3, 5.3.4).

In 2015, the Provost Office launched the staff-restructuring project in coordination with HR and the various units within the academic area. The first phase of this project was concluded in 2016 with the following outcomes: new and accurate job levels with fair pay scale, new transparent organizational structure, and clear job descriptions.

Furthermore, in 2017, AUC commissioned a consulting firm to conduct detailed analysis of its staff body including those in academic areas. This project aims at rightsizing AUC staff to ensure effective and efficient operation of the University. The project is currently in progress within the schools of the academic area (5.3.5).

4. *Appropriate distribution of the faculty members across the academic degrees (Professor, Associate Professor and Assistant Professor) in the affiliated institutions.*

The number of full time active faculty in fall 2018 was 455 with the following composition: Full Professors (25%); Associate Professors (23%); Assistant Professors (23%); and Instructors (28%)

Ensuring that AUC's faculty body is distributed in alignment with its academic programs is a key function for these programs to operate effectively. To ensure this, the Provost constantly utilizes statistics on student enrollment, generated credits, faculty headcount and FTE analysis to inform hiring and resource allocation decisions (5.4.1). Furthermore, benchmarking studies are used to compare AUC faculty headcounts with peer institutions in order to ensure that AUC meets international standards (5.4.2). In addition, most of AUC's programs are accredited by different local and international accreditation organizations (5.4.3), which mandate that these programs abide by the requirements of these accrediting bodies, one of which is sufficient faculty resources.

5. *The University has policies/mechanisms to deal with shortage or surplus of faculty members and support staff.*

AUC had 455 active full-time faculty in fall 2018 with a 1:10 faculty-to-student ratio. AUC also addresses changes in demand through the use of qualified adjunct faculty. Adjunct faculty hiring procedures are according to the *Adjunct Faculty Handbook* (5.1.5). A new search process, similar to that of full-time faculty, has been implemented as of 2015-2016 to ensure the hiring of qualified adjunct faculty. The new process includes interviews at the department level and assurance of English language proficiency. The salary scale is regularly updated with clear definitions of ranks to maintain equity and to attract distinguished adjunct faculty members.

Adjunct faculty are also provided space and equipment. They have library privileges and access to athletic facilities. Adjuncts are eligible to receive medical care by the AUC Medical Center in case of emergency. In addition, AUC facilitates work permit for foreign adjunct faculty and confirmation of work visa eligibility.

The Provost recently restructured the processes for hiring and renewing adjunct faculty in order to maintain rigor and effectiveness in teaching and assessment of student learning. He also restructured the pay scale to make it more competitive in order to attract high-quality adjunct faculty (5.2.5). Current adjuncts must reapply through the online system to give departments a chance to see the whole applicant pool, after which a department committee interviews new candidates for adjunct positions. These procedures help to ensure a more selective hiring process.

Furthermore, adjunct faculty receive the same professional development opportunities as full-time faculty with regard to receiving training and mentoring. Adjunct faculty are eligible to enroll in CLT workshops and to utilize its services for specialized assistance in strengthening teaching skills and expanding the instructional toolkit. All adjunct faculty must also complete a set of CLT's teaching enhancement workshops to receive a certificate of participation as part of their professional development, and some departments also conduct their own internal review of adjunct faculty, which includes peer observations of teaching, examining syllabi and exams, and student evaluations to ensure that only high caliber adjuncts are renewed (5.1.5).

6. *Recruitment of local/international external expertise to diversify and enrich the academic*

environment.

AUC has long thrived on its rich diverse body of students and faculty. The AUC faculty by nationality are 55% Egyptian, 23% American and 22% other nationalities (5.4.1). Realizing the importance of exposure to international faculty, which enriches the learning experience, AUC has committed to *Internationalization* as the second pillar in its Centennial Strategic Plan (5.6.1). In order to increase diversity within the AUC community and also to comply with the AUC-GoE Protocol, the current strategic plan includes striving to increase the percentage of international, especially American, students and faculty (5.6.2) through ambitious targets and action plans.

Other means of enriching the learning and research ecosystems in place is through supporting the Distinguished Visiting Professor (DVP) and Distinguished Visiting Researcher (DVR) programs, which aim to expand and strengthen AUC's international collaboration; promote AUC's excellence in research and education; and foster a spirit of intellectual and scholarly inquiry among faculty, staff, students and the wider community. These programs bring eminent scholars to AUC for short periods to interact with faculty and students, and the program encourages international research collaborations (5.6.3, 5.6.4, 5.6.5).

7. *Effective professional development plan of faculty members and support staff with provision of adequate resources for the plan.*

AUC provides sufficient and financial resources aligned with the institution's commitment to faculty development. Support for teaching is offered by the Center for Learning and Teaching (CLT) through workshops, certifications, symposia, consultations and training, technology support, and optional mid-semester formative assessments. CLT also holds regular workshops for new faculty and developed a new teaching assistant professional development program (5.1.1), which has grown to 648 teaching assistant participants (5.7.1). CLT also conducts many teaching enhancement certificate workshops and different certificate track workshops, which are attended by an average of 600 faculty members annually. The CLT contribution to faculty development is extensive and includes collaborating with and supporting faculty members in developing blended learning courses, which is a new university strategic initiative (5.7.1). A survey administered to faculty showed that almost 80% of full time faculty surveyed felt that the CLT helps them meet their teaching responsibilities (5.7.1). In addition, AUC faculty interested in incorporating community-based learning into their courses or curricula can attend CBL workshops and utilize the services of the Academic Community Engagement Office (5.7.2, 5.7.1). Furthermore, during the week-long orientation for new faculty held prior to the start of the fall semester, there are several workshops scheduled to address how the University operates with regards to sessions on teaching, research, and campus technology resources.

To support faculty teaching, professional development and research, the University funds a faculty support grant program administered by the Provost. This program provides full-time faculty with the following grants: Research Support Grant, Teaching and Learning Enhancement Support Grant, Organization of a Conference Support Grant, Conference Travel Support Grant, and Teaching and Learning Enhancement Travel Support Grant (5.7.3).

Over half of full-time faculty surveyed in an institutional survey agreed that the internal funding for research, curriculum and teaching enhancement helped them meet their teaching and research responsibilities (5.7.4). About an average of 50% of full-time faculty apply to these grants annually (5.7.5). AUC has been improving this program by streamlining the online application process so that it takes less time to apply; the time it takes for grants to be approved by the various levels has been reduced and a category of Teaching and Learning Enhancement Travel Support Grant was added (5.7.5, 5.7.6).

AUC also has an *Office of Sponsored Programs*, which helps with the application process for external funding for research, in addition to the *Grants Accounting Office*, which support faculty

once they receive an external grant. Details on the support, processes and procedures related to external funding are in the *Principal Investigator's Handbook* (5.7.7). The number of external research grants (2012-2016) ranged between 17-32 per year (5.7.1). One of the problems AUC faces regarding external grants is that AUC faculty cannot apply for major U.S. research funding, like NSF and NIH, because it is located outside the U.S. The AUC President is actively lobbying the U.S. government to have AUC's status changed to enable it to receive major research funding similar to American universities located in the United States of America. In addition, AUC is also not eligible to apply for some Egyptian sources of funding because it is not classified as an Egyptian institution. The University surveyed full-time faculty to understand their perceptions about external funding, and the results showed that 65% of faculty surveyed agree that they have access to information about funding opportunities but only about half agree that adequate assistance is provided in proposal writing and preparation of grant budgets (5.7.4).

AUC also supports several types of leaves to promote research and professional development: development leaves for assistant professors, professional development leaves for instructors, and sabbatical leaves (5.1.1).

8. *The scholarship system at the University serves its mission and vision, and is characterized by transparency and equal opportunities.*

AUC does not have a system similar to that present at national universities for these activities. However, considering that these activities allow faculty members to travel and conduct academic work/research elsewhere, what is comparable at AUC include- as mentioned in the previous criterion #7:

Sabbatical leaves: AUC also supports several types of academic leaves to promote research and professional development: development leaves for assistant professors, professional development leaves for instructors, and sabbatical leaves (5.1.1).

Sabbatical leave promotes study, research and/or creative work, and general professional improvement. Faculty members who have served for at least six years on a full-time basis since their appointment to the faculty or since the end of their last leave with pay, may be granted a sabbatical leave of absence for the purpose of study, research, or other pursuit, the object of which is to enable them to increase their effectiveness in teaching and research and their usefulness to AUC. Certain academic positions that involve an unusual burden, such as serving as a department chair, may entitle their holders to an adjustment in their sabbatical schedule.

Sabbatical leave may be granted for two semesters at one-half salary, or one semester at full salary. Upon completion of a sabbatical leave, faculty are expected to return to full-time service at AUC for at least two consecutive semesters.

Sabbatical leave is granted by the Provost, with the advice of the department chair and school dean. Faculty members submit their plans for sabbatical leave to their department chair. After consulting with the faculty member and other members of the department, the chair sends the proposal and his or her recommendation for leave to the dean, who forwards the proposal with a recommendation to the Provost.

Faculty will be paid a supplement if they take all or part of their sabbatical outside Egypt. The amount of the supplement depends on the location and duration of stay outside Egypt."

Faculty Support Grant program: To support faculty teaching, professional development and research, the University funds a Faculty Support Grant program administered by the Provost. This program provides full-time faculty with the grants needed to support the following activities: Research Support Grant, Teaching and Learning Enhancement Support Grant, Organization of a Conference Support Grant, Conference Travel Support Grant, and Teaching and Learning Enhancement Travel Support Grant (5.7.3).

Over half of full-time faculty surveyed in an institutional survey agreed that the internal funding for research, curriculum and teaching enhancement helped them meet their teaching and research responsibilities (5.7.4). About an average of 50% of full-time faculty apply to these grants annually

(5.7.5). AUC has been improving this program by streamlining the online application process so that it takes less time to apply; the time it takes for grants to be approved by the various levels has been reduced and a category of Teaching and Learning Enhancement Travel Support Grant was added (5.7.5, 5.7.6).

AUC also has an *Office of Sponsored Programs*, which helps with the application process for external funding for research, in addition to the *Grants Accounting Office*, which support faculty once they receive an external grant. Details on the support, processes and procedures related to external funding are in the *Principal Investigator's Handbook* (5.7.7). The number of external research grants (2012-2016) ranged between 17-32 per year (5.7.1). The University surveyed full-time faculty to understand their perceptions about external funding, and the results showed that 65% of faculty surveyed agree that they have access to information about funding opportunities but only about half agree that adequate assistance is provided in proposal writing and preparation of grant budgets (5.7.4).

Development Leaves for Instructors: The University may grant, on a competitive basis and according to the availability of funds, partial or full release time or leave with pay for purposes of professional development to instructor-level faculty who have completed six years and are awarded an additional contract. Detailed proposals for which partial or full professional development leave is sought must explain the leave's benefit to the department, should be directly related to the applicant's current position and areas of expertise, and should be recommended by the applicant's department and school to the Provost for approval.

The maximum stipend for either a year or semester of such full leave shall not exceed the full-time cash compensation for one semester; stipend for partial release time or leave will be reduced commensurately. No outside employment may be undertaken during a professional development leave except as authorized in advance as necessary to the fulfillment of the approved professional development proposal. Six years of full-time service are required for eligibility, and the instructor must have agreed to return to the University for one year immediately after completing such a professional leave. He/she will not be eligible for such a leave again until after an additional six years of service.

A full report on the results of such professional development leave must be submitted to the Provost through and with the recommendation of the department and the Dean of the School upon return to the University.

Pre-tenured faculty Awards:

Junior Research Leave: Assistant professors are appointed for an initial contract of four years. The first review occurs in the third year. If the assistant professor is reappointed for a second period, he or she may take a paid, one-semester junior leave devoted entirely to research, scholarship, or creative work, usually in the fourth or fifth year. If the assistant professor's contract is not renewed, the fourth year of the initial appointment will be the terminal year. No review for promotion is made in a terminal year.

An assistant professor's second contract is for four years. Although an assistant professor may request review for tenure at any time; this review would normally take place in the sixth or seventh year. All departmental decisions related to tenure must be communicated to the Committee by the dean. If the assistant professor is not promoted by the end of the seventh year, the eighth year will be the final year in the professorial ranks. In a terminal year no further review for promotion is made. The individual cannot be appointed to any other professorial rank. Promotion to the rank of associate professor includes the award of tenure. Further details are available in the Faculty Handbook. (5.1.1)

9. *The University has mechanisms to secure objective and comprehensive performance assessment processes of faculty members at its affiliated institutions.*

Faculty at AUC hold appropriate degrees for their positions and teaching assignments and are well-qualified, rigorous and effective in their teaching, and demonstrate this through Annual Faculty Reports (AFRs). Student evaluations and the syllabi are included. They are also carefully evaluated by peers, deans and the Provost when applying for promotion, tenure, or contract renewal, and in three-year reviews according to written policies and procedures that are explained in the *Faculty Handbook* and in each department's governance documents.

Full-time faculty are required to self-report on activities related to teaching, research, practice, professional development and service. They are asked to reflect on the goals and plans of the previous calendar year, and also discuss goals and plans for the following calendar year. Department chairs, deans and the Provost use the AFR to determine salary increases and to evaluate faculty for renewal, promotion and tenure. Instructor-level faculty members in the departments of the Academy of Liberal Arts are reviewed regularly with very clear criteria regarding evaluation for merit raises as well as contract renewals and promotions, including peer observations of teaching and department chair observations (5.9.1).

Departments with tenure track faculty are required to do a third-year review, which gives the candidate feedback on his/her strengths and weaknesses in teaching, research and service in order to prepare for tenure, and often includes peer observations of teaching. Tenure track faculty and tenured faculty also go through a very serious review when they apply for promotion and tenure with faculty committees reviewing the candidate's dossier at the department, school and provost levels. A similar process is also required of practice faculty when they apply for five-year renewals and promotions. The Provost's recommendations are forwarded to the President, including reports from the previous faculty committees, chair, dean, Provost and the candidate's dossier in order to make a recommendation. Any disagreements or disputes are adjudicated in the final analysis by the President. Renewal (AOPs and POPs) and promotion decisions are made by the Provost and the President (5.9.2, 5.9.3). Only tenure cases approved by the President are forwarded to the Academic Affairs Committee of the BoT for assessment and then presented to the entire BoT for approval (5.9.4). An additional indicator of rigor is that not all applications for tenure or promotion are granted tenure every year (5.9.5).

The majority of faculty members surveyed in 2016 agreed that the standards, criteria, and process for tenure were clearly defined in their departments and schools. To enhance this, the School of Business for example now has a faculty affairs/services office that provides mentoring for faculty. In addition, the school does regular reviews.

Furthermore, AUC uses student evaluations across all courses, in addition to peer assessment as assessment tools to monitor quality and inform decision-making. To emphasize the importance of the quality of education at AUC, the Provost formed a task force on Quality of Education that generated recommendations currently embedded in the university strategic plan. Among the key recommendations is developing a comprehensive teaching evaluation program and improving teaching and learning assessment tools.

10. *The University has adequate tools to measure the opinion and satisfaction of the faculty members and support staff, and utilize the results to adopt the corrective actions.*

The University regularly seeks the opinions and perception of its community members. AUC has a survey calendar, which ensure that all constituents are surveyed on a regular bases. Examples of such surveys include the Culture and Institutional Effectiveness survey, which was administered in fall 2017 and will be administered again in 2019. This survey measured satisfaction of both

faculty and staff members regarding several different aspect related to their work environment (5.10.1).

Several other faculty surveys are administered annually such as a faculty survey that was administered as part of the Middle States Commission for Higher Education (MSCHE) self-assessment process in which the University was seeking feedback regarding different aspects of the University's operations and included these opinions and perspectives in the MSCHE self-study report (5.7.4).

Other regular surveys are administered to solicit feedback on academic orientations and leadership meetings to ensure proper assessment mechanisms are in place to inform decision-making on all levels. (5.10.2)

Furthermore, the Office of Strategy Management and Institutional Effectiveness (SMIE) produces an annual Survey Newsletter, which includes highlights from all key surveys to share results with stakeholders. This newsletter also shares recommendations for improvement based on the results (5.10.3).

D. CONCLUSION

AUC is keen on recruiting and retaining exceptional local and international faculty members, as they are one of the most significant contributors to serving AUC's mission and goals effectively. All faculty-recruiting processes are coordinated by the Provost's Office in consultation with school deans, departmental search committees, department chairs, program and center directors, and individual faculty members. Some schools additionally employ other mechanisms to ensure fairness. Rules governing adjunct faculty recruitment are also continuously reviewed and updated to maintain fairness and attract highest caliber.

Most faculty on tenure track or tenured have the highest degrees in their respective fields, whereas a significant number have earned their degrees from the top 150 universities globally. To enrich their experiences and support faculty, AUC provides a wide array of resources through its Library and Learning Technologies, which constitute the largest English language academic collection in Egypt and the Center for Learning and Teaching (CLT), which helps them create a stimulating learning environment.

In order to ensure sustainable faculty performance of highest levels, a rigorous appraisal system is employed through student evaluations, self-report assessments, as well as peer assessments. Full-time faculty are required to self-report on activities related to teaching, research, practice, professional development and service. They are asked to reflect on the goals and plans of the previous calendar year, and also discuss goals and plans for the following calendar year. AUC also supports several types of leaves to promote research and professional development.

AUC provides the mechanisms necessary to demonstrate rigor and effectiveness in teaching, assessment of student learning, scholarly inquiry and service. The main mechanism for demonstrating this is the Annual Faculty Report (AFR), which all full-time faculty are required to submit via e-Repertoire. The latter is a research and faculty activities database that enables the online creation of annual faculty reports (AFR), and serves as a historical storage unit for faculty activity for personal reporting and tracking purposes. To support faculty teaching, professional development and research, the University funds a faculty support grant program administered by the Provost.

Research is a foundation of AUC's mission. Much of AUC's reputation and consequent brand recognition is the result of generations of research produced by faculty and students. The publication record in all disciplines and areas of expertise is remarkable, and AUC continues to support all research endeavors for its community members.

The University regularly seeks the opinions and perception of its community members. AUC has a survey calendar, which ensure that all constituents are surveyed on a regular basis. Examples of such surveys include the Culture and Institutional Effectiveness survey, which measures satisfaction of both faculty and staff members regarding several aspects related to their work environment.

STANDARD 6: STUDENTS AND ALUMNI

A. STANDARD:

The University has fair and stated policies and rules for students' admission, periodically reviewed. The University seeks to attract International students; provides different forms of support to students; encourages student activities; secures students' involvement in decision-making; and enhances the sustainable communication with the alumni.

B. SUMMARY:

The University has been successful in recruiting high-caliber students over the past 10 years based on selective admissions criteria, general financial aid, and selective acceptance rates. Of 3255 applications for acceptance in Fall 2018, the university accepted 53% of those. Of those, 73% accepted the offer of enrollment.

Diversity in terms of nationality among the student body is a priority, but recruiting undergraduate and graduate international students has been a challenge because Egypt's image as a safe and secure place to study was damaged between 2012 and 2015 as a result of political instability. However, numbers of international students have increased once again over the past two years and the university, in line with its plan of internationalization, has taken greater focused measures to recruit more students from around the globe. The university has a dedicated office under the Associate Provost for Strategic Enrollment Management, has made multiple visits to campuses around the world to recruit, and has hired a U.S. based consultant to work on the ground to promote study abroad at AUC. Securing scholarships and targeted recruitment are critical to attract international students. To this end, the university has increased its financial aid by 20 % over the past year.

All undergraduate and graduate students are offered equal opportunity to apply for financial support including financial aid, fellowships, scholarships and grants. In line with best practices, AUC awards financial aid based on need. Information on tuition rates and financial support opportunities is available on the university's website.

All incoming students are offered a thorough orientation over one week immediately prior to the beginning of classes. This orientation provides them with the necessary information to optimize their experience and support their success in the first year and beyond. New students are offered sessions on topics to promote resilience, well-being, academic success, and retention.

During the first year, sessions and workshops meant to help students overcome challenges related to adjusting to an American-style educational system are offered by various entities, including the Office of the Dean of Students, the Center for Student Well-being, the Academy of Liberal Arts, and Student Associations.

The university also assesses the English language and mathematical skills of all students before they begin to study in their major of choice. For underprepared students, AUC assigns prerequisite courses and workshops in English and mathematics during the first year.

The Academic Advising Center was established in 2012 to support undeclared undergraduate students. The first phase of an automated study plan and advising tool Degreeworks was launched in 2017 in order to simplify the advising process and increase its effectiveness. Also, the University purchased Degree Works software to link the automated advising process to Banner and further improve the advising experience. Further, a new Faculty Mentoring program was launched in 2017 to guide students academically and personally. A Progressive Advising Unit was established to

guide undeclared students at risk. Similarly, the Office of Strategic Academic Services (OSAS) offers the same service for declared students in an effort to increase completion rates, maximize retention and support student success. In order to enhance students' completion rate, new policies regarding repeating and dropping courses and declaration were modified. In 2016, a Retention Management Team was established to investigate and analyze the reasons for student dropout at AUC and design strategies to manage the process sustainably.

One of AUC's core values is to involve students in co-curricular activities. In 2016, almost 30-33% of AUC students were involved in such activities. In December, 2017, AUC capped a three-year design and testing effort by adopting a "co-curricular transcript" for undergraduate students to document a student's co-curricular involvement – the first such initiative in the MENA region. In addition, the University offers a strong monitoring and assessment system in residential life, food service and bus services. In order to support students seeking transfer courses, the University developed a "Transfer Course Equivalency (TCE)" as an online tool to ensure transparency and consistency. Furthermore, AUC has internal policies that protect educational records. All information considered non-directory information is considered private and confidential.

The Career Center offers a variety of services to support students before they enter the job market. Their services are divided into four categories: (1) self-awareness; (2) major and career exploration; (3) career planning and job search; and (4) access to career opportunities. Several years ago, Egypt's Ministry of Higher Education recognized AUC's career counseling and placement services for students as a best practice, and permitted AUC, with USAID funding, to establish three Employability and Career Development Centers (ECDC) in three Egyptian public universities between 2012 and 2017. Recently, USAID awarded AUC a \$20 million cooperative agreement to establish 20 sustainable University Centers for Career Development (UCCD) in 12 Egyptian public universities in Upper Egypt, Delta and Greater Cairo over a four-year duration. In 2017, The Egyptian Minister of Higher Education and Scientific Research joined in AUC's launch of expansion of the UCCD model. Currently, AUC has helped establish seven UCCDs in different universities across Egypt.

AUC recognizes the need to integrate its mission-led activities around the student's journey at AUC. Accordingly, the Provost restructured the student support areas in October 2016 by appointing a new Dean of Students to manage student life and activities as well as an Associate Provost for Strategic Enrollment Management (SEM) to integrate the offices supporting the students' journey from recruitment and admission to graduation and career support. This organizational change has proven successful as critical activities related to students' academics and experience on campus have been addressed and more effective communication channels have been implemented and streamlined.

C. ANALYSIS:

This section details the activities conducted throughout the student's journey at AUC from recruitment and admission to graduation.

1. Fair and transparent students' admission policies for the first and second academic levels

With regard to fair and transparent policies for admission to undergraduate, graduate, and non-degree programs, AUC has clearly stated and ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with the institutional mission, including:

- a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds (6.1.1)
- b. a clear process by which students, who are not adequately prepared for study at the level for which they have been admitted, are identified, placed, and supported in attaining appropriate educational goals. For example, at the time of admission, AUC identifies and places students

- needing remedial English in the English Language Institute (ELI), which includes three levels of progressively advanced English. AUC uses reliable, standardized assessment tools to ensure that students leave the ELI prepared for the rigor of the English language curriculum (6.1.2)
- c. orientation, advising, and counseling programs to enhance retention and guide students throughout their educational experience. For example, AUC has a first year orientation program consisting of a mandatory three-day event for first-year students (6.1.3, 6.1.4, 6.1.5), advising for first year students prior to their enrollment (6.1.6, 6.1.7), and counseling and coaching programs for students who are flagged as at risk, or who seek counseling support on their own (6.1.8)
 - d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement (6.1.9, 6.10, 6.11).

Prospective students follow a clear admission process in accordance with the guidelines on the website for both Undergraduate & Graduate Students (6.1.12, 6.1.13). The School of Sciences & Engineering (SSE) bases acceptance on high school scores and the declaration criteria for each program, meaning that qualified students can declare certain majors in SSE from the gate. For other majors, students generally apply and declare their intentions in their third semester. Students must be in a specific degree program by the time they have 60 credits, which is typically at the end of their second year.

In 2015, the University administration invited experts from the American Association of Collegiate Registrars and Admissions Officers (AACRAO Consulting), on a six-month visit to the AUC campus, to review the admissions process, and they recommended integrating the admissions process with recruitment and marketing. AUC implemented their recommendation and the merged offices are working toward a new strategic vision under the direction of the new strategic enrollment management model. AACRAO Consulting mapped the admission process and identified the issues that should be modified, advising AUC to adopt a fully automated process using the newly purchased Perceptive® software. In 2016, the Admission and IT teams mapped the process and prepared it for automation. As a result, prospective students now apply online. The University has currently completed 85% of its automated admission process to ensure a smooth and efficient experience for its students. The following processes are fully automated: (a) the application (b) transferring application data to Banner (c) the communication plan. What remains is the automation of the credential verification, which AUC's IT department is currently handling, as IT must upgrade the digital archiving system to make it compatible with Banner. Currently applicants send soft copies and the Admissions Office verifies authenticity by checking against various official exam board websites, while hard copies of official military documents are required by the Egyptian military authorities.

Unclear communication with parents and students with regard to the cut-off scores of the seven high-school degrees that AUC recognizes needed addressing. The many different high school diplomas each with its own assessment system and degree score made it difficult to communicate a specific formula for selection. To address this problem, in 2016, a normalization exercise was developed and the scores of all degrees were harmonized and made comparable. As a result, a cut-off score from a total of 100 for each degree was created.

The University is currently working on a communication plan to transparently announce cut-off scores for all degrees, which includes the use of a "minimum" score, but also mention that the selection is "competitive" due to the limited spaces available.

In addition, a dedicated Student Service Center (SSC) has been developed to establish a positive relationship with students and parents, reflecting on AUC's customer service orientation. In terms of advising for first year and undeclared students, AUC has a dedicated advising center, with 11 staff. Each staff member has a case load of students (6.1.14)

2. Rules for admission, transfer and course equivalency are explicit, fair and disclosed. The

University shall apply these rules with full transparency and shall review periodically

With regard to admission, transfer, and course equivalency, AUC has explicit, fair, and published policies and applies these with full transparency. AUC reviews these policies on an on-going basis. Specifically, AUC has published admission criteria (6.2.1), and policies for evaluation and acceptance of transfer credits (6.2.2, 6.2.3) from both secondary level and other tertiary level institutions, credits awarded for experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

The Office of the Registrar is responsible for overseeing the transfer credit equivalency policy for students entering AUC as transfer students, and also for courses taken abroad by AUC study abroad and exchange students. Furthermore, the migration to Banner in 2010 led to the use of an integrated electronic information system for documentation, which helped the transfer and effective sharing of information with academic departments.

Transfer Course Equivalency (TCE) (6.2.4) is an online tool that was developed by the Office of the Registrar in 2012 to ensure transparency and consistency in course equivalency. It is an online database accessible to current and prospective students and is clearly mentioned on the University website. A *Transfer Guideline* (6.2.5) was developed in 2012 to specify the procedures followed in evaluating the transfer of credits. The *Transfer Credit Policy* functions according to two criteria; the minimum grade accepted and the total number of transfer credits allowed. The minimum grade policy is a common practice at U.S. institutions, while total credits, allowed for transfer, aligns with the AUC residency policy.

To improve the service delivered to students, a new student scheduler system was developed in 2013 to schedule appointments online with a transfer credit affairs officer. While the quality of service improved through clear and consistent communications, response time remained occasionally slow due to the detailed requirements/documents requested from certain academic departments. To address this, guidelines were provided to students so that their expectations were realistic with regard to the time needed for transferred credits to appear on their transcripts. (6.2.6).

3. *A compatible electronic system to facilitate and organize enrollment and registration*

With regard to facilitating enrollment and registration, AUC employs the Banner® electronic system (6.3.1), which students can access online. Clear policies and procedures ensure the ability of students to register for courses in a timely fashion, and student educational records are safely and securely stored on the Banner system.

The University has also implemented an online degree management system called Degree Works (6.1.10), a web-based degree audit tool integrated with Banner through the Office of the Registrar. This system is available to all faculty, advisors, and students and became compulsory in terms of use in fall 2017. Degree Works allows declared students to plan their study by uploading requirements directly to their page, as well as undeclared students to plan for their intended major using the “what-if” option. This presents them with different scenarios depending on their major and current courses.

4. *Definite and stated registration and supervision rules at higher studies, reviewed periodically*

There are 46 graduate degree programs in five academic schools, with 970 graduate students enrolled as of fall 2018; 926 in Master’s degrees and 44 in PhD programs. This represents a significant increase since 2007, when there were only 23 Master’s and no PhD programs in existence.

Since coming to the New Campus in 2008, AUC has established two new schools with significant offerings in graduate studies —the Graduate School of Education (GSE) and the School of Global Affairs & Public Policy (GAPP), in addition to a number of new graduate programs, including the

first PhD programs at AUC, offered by the School of Science & Engineering (SSE). There are also a large number of professional programs offered by the School of Continuing Education (SCE), Executive Education (School of Business) and Engineering and Sciences Services (ESS) (6.4.1). AUC created the Office of Dean of Graduate Studies to manage these degree-granting programs. The Dean and his team are responsible for all issues related to graduate studies, from admission and award of fellowships to support services. The SSE, GAPP, and the Business School also have Associate Deans for Graduate Studies and Research (6.4.2).

Graduate students are advised at the department of their major. With regard to graduate school registration, AUC has stated degree and program requirements, clear and transparent policies and maintains constant supervision of the programs. AUC's graduate programs are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion. (6.4.3) In the catalog, the section regarding graduate requirements and regulations states clearly information related to registration (registration; change of courses; and course substitution) and supervision (as thesis requirements; approvals from the Institutional Review Board and CAMPAS; theses submission) are included.

5. *The University has effective methods and tools to attract international students*

With regard to outreach to attract international students, AUC has an International Programs Office, which is dedicated solely to this purpose. AUC engages the expertise and service of international consultants in other parts of the world to assist in bringing information about AUC to international institutions. In addition, in terms of support for international students, AUC has clearly stated and ethical policies and processes to admit, retain, and facilitate the success of international students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission.

AUC has a separate orientation for international students (6.5.1), and advising for international students begins prior to arrival at AUC (6.5.2), in addition to counseling and coaching programs for students who are flagged as at risk, or who seek counseling support on their own (6.1.8)

AUC is perceived as the top university in Egypt; it is ranked 1st in Egypt and 420 worldwide, performing among the top 42% in the QS World University Rankings. In the QS Arab University Rankings, AUC's rank is 8, performing among the top 5%, and accordingly. This ranking status encourages prospective students seeking world-class quality education to apply to AUC (6.5.3, 6.5.4).

AUC's mission emphasizes the importance of offering education in "a cross-cultural environment" and its vision states "a destination of choice from students from around the world", so attracting international students is a priority. A major gap facing undergraduate recruitment has been the low percentage of degree seeking international students (5% in fall 2018), which dropped due to the political instability caused by the 2011 and 2013 revolutions (6.5.5). Accordingly, the undergraduate recruitment office has participated in international educational fairs to increase AUC's visibility and promote the New Campus, and subscribed to the educational guide directory that specifically targets the Arab Gulf. Starting in 2010, the undergraduate recruitment office expanded its target to new international markets, such as China, Germany, Kosovo, Syria and Gulf countries.

As internationalization is an institutional strategic priority, AUC hired an American market research and PR agency (Edelman Intelligence) to study how to attract American students to AUC to partake in non-degree programs. The research included a visit to the AUC campus to assess its operations and interact with current international students on campus. The company conducted a detailed student on American students, parents and study abroad advisors. As a result, AUC decided to assign "Principle Points of Contact (PPOCs)" in order to offer international students effective customer service and avoid any operational issues; actions taken have increased international

students satisfaction with their experience at AUC. Furthermore, AUC is finalizing an aggressive recruitment plan in the US, in addition to the development of a digital campaign that will be implemented at peak times to support the recruitment process. Nevertheless, intensive presence on campuses and study abroad conferences as well as the hiring of a recruitment officer in the US will support AUC's marketing strategy.

Similarly, the recruitment strategy for graduate studies was adjusted to face the external changes since the move to the New Campus, which continuously affected enrollment figures, especially for international students (6.5.6). In 2012, the Office of the Dean of Graduate Studies initiated an intensive networking recruitment plan in North America. Representatives from the Graduate Schools visited 13 institutions in the U.S. for meetings and/or information sessions. In 2014, the office of Graduate Student Services and Fellowships shifted its target audience from the U.S. towards Egypt and Africa, using available fellowships as a recruitment tool. This helped graduate student recruitment in Africa (6.5.7).

The Office of the Dean of Graduate Studies has worked on increasing partnerships with African embassies in Cairo and educational institutions as a new plan for networking and seeking collaborative efforts to facilitate visits in 2016 to several Nile Basin countries. The team visited universities in three different African countries, and participated in African fairs that attracted a total of 3,000 attendees, and held information sessions at the Universities of Ghana and Kenyatta University in Nairobi. These efforts led to increased applications from Africa, in spite of the continuous political challenges and constraints within Egypt.

6. *The University has effective mechanisms to attract high achievers*

AUC attracts high achievers through providing many opportunities for scholarships and financial aid support to its students. The Office of Financial Affairs and Scholarships (OFAS) manages three main methods of financial support: financial aid, scholarships, and fellowships (6.6.1, 6.5.5). Financial aid awards are need based and are evaluated using specific criteria, along with clear instructions on the application process, requirements and deadlines. It also offers over 90 need-based externally funded scholarships for undergraduate students who have demonstrated high achievement at the secondary school level but who lack the financial wherewithal to fund their tertiary education at AUC (6.6.2). In addition, the University offers fellowships to needy graduate students. Funding comes from internal and external sources (6.6.3). To address a concern with regards to announcing awards, the Office of Student Financial Affairs & Scholarships realigned the financial aid application deadlines and now awards financial aid decisions along with admission decisions in an effort to increase recruitment of high-caliber lower income students.

Through scholarship awards, AUC attracts gifted young men and women, regardless of their financial circumstances, to the University. AUC offers scholarships based on merit and need. Students with outstanding qualifications, such as academic, athletic, cultural or artistic talent, and who demonstrate high financial need, compete for these scholarships. One example is the Public School Scholarship Program, which offers 20 full tuition scholarships annually to high school graduates of Egyptian public schools with outstanding academic record (6.6.4).

AUC has built on its success with the LEAD scholarship program introduced in 2004, and targeting Egyptians from governmental secondary schools each of Egypt's 27 governorates, and which resulted in offering 414 high achieving and financially needy students over 8 cohorts, with the final cohort graduating in 2016. In 2015, aware that the LEAD program was ending, AUC searched for new funding sources, and began a new process of attracting students graduating from STEM schools. Over 50 STEM students were recruited in fall 2017 under Al Ghurair STEM Scholarship. An additional 42 students were admitted at AUC in 2018, supported by Misr El Kheir and Al Ghurair Foundation funds.

AUC employs multiple means to promote and communicate the available financial support opportunities, including the AUC website, the University Catalog, and emails using the Banner

Student Self-Service Portal. AUC also publishes notifications in the Arab and international press, in both Arabic and English.

AUC has a robust and equitable scholarship and financial aid program that distributes 20% of AUC's budget as aid to needy students (6.6.5). Due to the larger number of applicants at AUC, which is three times greater than the cap for undergraduate students (3255 applicants as of fall 2018), AUC's selectivity rate (the percentage of student applicants that are admitted to the University) is 53%, and the yield (the percentage of student applicants admitted to the university who enroll is (73%) (6.6.6).

7. *The University encourages students' exchange at the regional/international level and provides relevant mechanisms*

AUC has study abroad and exchange partnerships with a large number of universities worldwide (6.7.1, 6.7.2). Through its International Programs Office (IPO) (6.7.4), the University offers its students opportunities to study at top universities in the United States, Europe, the Middle East and Japan for one semester or a full academic year. There are major efforts by the International Programs Office (IPO) to increase the number of incoming exchange and study abroad students on campus. A total of 133 exchange and study abroad agreements have been signed, allowing AUC and its partner universities to exchange students for 1-2 semesters, while paying their home institution's tuition (6.7.3). In addition, some available funding was designated to support students on exchange and study abroad (6.7.4).

Similarly, students from partner universities can study at AUC, and experience life in Egypt and the Middle East. Many international students are attracted to study Arabic language courses as well as other courses pertaining to the rich cultural and historical heritage of Egypt, such as Egyptology and Islamic studies. While the number of incoming international students was high until fall 2011 (83), it dropped significantly following the political instability and reached its lowest total in fall 2013 at only 23 students. A Vice President for Student Affairs has traditionally been the most senior administrator tasked with encouraging student exchange. In 2016, a new model was developed, with an Associate Provost for Strategic Enrollment Management to manage international student recruitment and study abroad and exchange for AUC students. A Dean of Students was appointed to manage international student life on campus. In 2018, this model was enhanced with the return of a Vice President for Student Life, with the Dean of Students reporting to the VP.

Over the past two years, the number of international students has begun to increase once again (6.7.5) and the University, in line with its plan of internationalization, has taken greater focused measures to recruit more students from around the globe. The supporting documents show a list of all partner universities and the disciplinary fields that students may pursue at each university during their semester/year abroad (6.7.6).

In terms of student extramural participation at the regional and international levels, AUC encourages students' exchange on the academic and co-curricular levels in the following ways: (a) AUC has an active study abroad and exchange program, with available funding for needy students (6.7.3); (b) AUC also supports participation in regional and international athletics tournaments (6.6.7); and (c) AUC also supports student organization trips to conferences, such as the World Youth Forum in Sharm El Sheikh in 2017, 2018, the Egypt Can Conference in Hurghada in 2018, the ASGA conference for student government leaders (annually in Washington, DC and New York), the NMAL and NMUN conferences for Model Arab League and Model United Nations members (annually in Washington, DC and New York), and the World Government Summit in Abu Dhabi (2017, 2018).

Finally, AUC has an office of undergraduate research that provides funding for students to present their research at external conferences and institutions (6.7.8), (6.7.9) and a mechanism for graduate students to apply for funding to travel and present at external conferences.

8. *The University has an effective and safe system to record student data and evaluation results*

With regard to safe and secure storage of student educational records, AUC has policies and procedures in place which ensure the secure recording, maintenance and appropriate release of student information and records. AUC has password-protected mechanisms and time restrictions on data entry to prevent unauthorized access of student records. The University also has policies that restrict or prevent the sharing of academic records without consent or the “right to know.” AUC records student grades in Banner and any changes to these grades as a result of data entry error or re-evaluation of an assessment must be annotated in the system and accurately entered within a reasonable timeframe.

AUC provides information sessions to students, faculty, and staff to raise awareness of best practices to safeguard their online identities and their private and personal information. In 2018, AUC’s General Counsel introduced mandatory directory information opt-out forms and defined what AUC means as directory information. Any information not deemed directory information is confidential and private, and requires at a minimum the consent of the owner of the educational records.

The Registrar’s Office maintains student records, credentials, transcripts, and archives in accordance with the AUC policy for preserving privacy rights and safeguarding the confidentiality of student information and records. AUC maintains records and performs periodic checks on data integrity to ensure that the student privacy and confidentiality of records are in accordance with Family Educational Rights & Privacy Act (FERPA) regulations. Some modifications have been implemented, including the integration of Documentum software in 2009, which enabled the Registrar to function efficiently by maintaining students’ credentials submitted during the admission process and expediting document retrieval services. Moreover, the introduction of Banner in 2010 allowed legitimate online access to student records for faculty, advisors and students, the automation of important forms as credential requests, transcripts and verification requests being submitted online, and the implementation of online credit card payment. Therefore, such efforts have contributed to an efficient flow of student information that enable University officials to perform their tasks successfully and efficiently. Also, the availability of student records was crucial in improving the service level provided in a more secure system that contributed to overcoming storage space problems, and ensuring student data integrity and legitimate access to student records.

FERPA guidelines require awareness notifications to be sent annually even if FERPA training sessions are conducted. This is important to ensure that staff and faculty understand and comply to the terms and conditions of keeping the confidentiality of students’ educational histories, and are aware about what can be disclosed at their discretion regarding student information. AUC enforces safeguarding confidential material and compliance with governmental bodies such as U.S. federal code, government of Egypt, ministries, military, financial aid and best practices in the industry, as the objective is to control what would be in the best interest of students. Six offices monitor the protection of student privacy rights: The General Counsel, the Dean of Students, the Center for Student Wellbeing, the Registrar, IT, and Admissions. Risks related to record management are immediately brought to the attention of management and receive high priority in strategic and budget planning. All the AUC information Security Policies are available on the website (6.8.1) Also, a sample of these policies is included in the appendices (6.8.2, 6.8.3, 6.8.4).

9. *The University has documented and stated rules for students’ rights and responsibilities and good conduct inside campus*

With regard to student rights, responsibilities, and standards of behavior, AUC has an approved document of student rights and responsibilities, available to all students on the Dean of Student’s website, (6.9.1). AUC maintains policies to uphold academic integrity (6.9.2) and the conduct of

students outside the academic arena. These policies have the approval of the University Senate (6.9.3) and are published on the AUC website (6.9.4, 6.9.5)

Excellence, one of AUC's key pillars, is impossible to achieve without a foundation of integrity, which is why both excellence and integrity are featured in the mission and vision of the University as core values. To support these principles, the Code of Academic Ethics was written by a University Senate task force and ratified by both the president and the University Senate. With its adoption came the creation of the Academic Integrity Committee (AIC) -(6.9.6), to adjudicate purported violations and the complementary Council on Academic Integrity (CAI) formed from the task force to conduct regular reviews of policy and assist with the dissemination of policy awareness (6.9.2). The Council is also responsible for investigating alleged integrity violations by faculty. A part-time staff person was hired to coordinate the AIC.

Complementing the work of the AIC was the Student Community Standards (SCS) Office (formerly the Student Conduct Office). In November 2016, the Student Conduct Office merged with the AIC to form the Community Standards Office (CSO), with direct reporting to the Provost and a dotted line to the Dean of Students. The unified office was responsible for all community-wide policies. This included the review of existing policies, drafting of needed policies, establishing processes for implementation and procedures for addressing violations. It also contained the Community Standards document for students (6.9.1). In 2017, in order to address a backlog of cases due to heavy workloads and staffing issues, the area of Conduct came under the Dean of Students. Academic Integrity cases continued to be reported to the Provost. With the hiring of a General Counsel in 2018, the Office of the General Counsel has provided welcome guidance in making the Code of Student Conduct simpler and more easily accessible to students. In all cases, codes are published and cases are confidential.

All new undergraduate students receive training on the Code of Academic Ethics during the three-day orientation of the First Year Program. Students attest to their agreement by signing a form. Graduate students must successfully complete an online tutorial during their first semester to proceed with their studies. The academic integrity policy is stated on all course syllabi (6.9.7)

When students are observed violating a code, the Office of Security files a confidential online report, which is accessed by the operators of the Advocate software database. The software database automates the processes of notification, record keeping and follow-up, which minimizes human error and maximizes accurate and honest reporting. An online report form exists to report student violations. While each case is considered according to its own merits, consistency in sanctions for similar violations is always sought. To this end, the Office of the Dean of Students developed a conduct matrix, which states the range of sanctions possible for any violation.

An appeals system exists for students who are sanctioned to challenge their sanctions. For Academic Integrity cases, students may appeal to the Provost. For non-academic conduct cases, students may appeal to the Vice President for Student Life (6.9.8, 6.9.9). This avoids conflicts of interest since neither of those two administrators was involved in the original investigation or sanction.

10. The University has an effective and integrated system to support students; introduced through different means

With regard to student support, AUC employs various means to achieve this, depending on the types of support, including:

- **Orientation Programs:**

AUC has designed a first-year program for newly admitted undergraduate students to best ensure their first-year success and transition into the second year. As part of the FYP (6.1.3), newly-admitted students are provided a mandatory three-day orientation that introduces the concepts of a liberal arts education, holistic well-being, academic integrity, co-curricular life

and other elements of university culture that students need to understand in order to achieve a successful first year. It also offers information on the different services available on campus. The team working on the first-year orientation consists of trained undergraduate upperclassmen and a staff-level manager of student development reporting to the Dean of Students. The Dean of Students is supported by an office that handles logistics, such as room reservations, materials purchasing, photocopying, and scheduling.

To ensure the effectiveness of the FYP outcomes, comprehensive reviews of what worked and what did not are conducted soon after each orientation. All members of the organizing committee attend. These meetings are supplemented by the FYP survey conducted at the beginning of each semester, as well as the FYP mid-semester Survey (6.1.4). Results of the surveys have indicated that the orientations have been consistently effective and satisfactory for students entering AUC (6.1.5).

The Office of the Dean of Graduate Studies also conducts an orientation for newly admitted graduate students to acquaint them with academic life at AUC. The goal of the graduate student orientation is to prepare incoming graduates, independent of their background, with the tools needed to succeed in a liberal arts education. Orientation sessions offer program specific information related to English placement, prerequisites, students changing discipline, course advising and registration, and other academic services. The office also conducts an orientation workshop for second-year graduate students to provide information for the thesis preparation stage, citation, library use and plagiarism. The office assesses the success and the effectiveness of each orientation by consistently gathering recipients' feedback on every orientation, through the Orientation Satisfaction Survey, which launched in Fall 2016 (6.10.1)

The Office of Admissions for degree students, and the Office of Student Life (OSL) for non-degree students provide on-the-ground support for students from when they first arrive. These offices assist with ID creation, with residency permits, and with in-processing for students living on campus. Many of these services take place leading up to the first day of classes.

A clinic operating 24/7 provides in-patient and out-patient medical services on site and if necessary, refers or accompanies a student to a nearby hospital for needed medical treatment. All students at AUC are required to have medical insurance coverage.

- **Financial Support:**

The Office of Financial Affairs and Scholarships manages three main methods of financial support: financial aid, scholarships, and fellowships (6.10.2). Financial aid awards are need based and are evaluated using specific criteria, along with clear instructions on the application process, requirements and deadlines. The OSFAS also funds over 90 need-based externally funded scholarships for undergraduate students for academics, sports or arts. (6.10.3). In addition, the University offers fellowships to graduate students, where the funds come from internal and external sources (6.10.4). In response to a recommendation by external consultants, the OSFAS has realigned the financial aid application deadlines and now awards financial aid decisions along with admission decisions in an effort to increase recruitment of high-caliber lower income students.

The Office of Undergraduate Research, housed in the Academy for Liberal Arts, provides grants to support undergraduate students seeking to present their research to an external audience (6.10.5). It provides partial funding for travel and accommodations. Since 2012, it has offered various grants to support participation of students in relevant conferences and publications in undergraduate research journals and newsletters in an attempt to boost students' research and creative achievements.

In addition, graduate support grants offer graduate students the opportunity to present their work at international conferences, to conduct research, and to study abroad for a semester. The

grants are awarded competitively following an evaluation of the submitted proposals at the graduate program level, the school level and the level of the Dean of Graduate Studies (6.10.6).

AUC employs multiple means to promote and communicate the available financial support opportunities, including the AUC website, the University Catalog, and emails using the Banner Student Self-Service Portal. To ensure that enrolled students are aware of tuitions fees, billing systems and refund policies (6.1.1), AUC sends regular email reminders of deadlines and upcoming financial support opportunities and posts tuition cost on the Portal.

- **Underprepared students:**

There are several types of underprepared students on campus: students with weak English language proficiency, mathematical knowledge and/ or research skills. The decision of placing an undergraduate student in English preparatory courses is determined by their score on the standardized International English Language Testing System (IELTS) or Test of English as a Foreign Language Internet-Based Test (TOEFL-iBT). Based on the results of English placement exams, students are offered preparatory English courses in the Intensive English Program (IEP) or Academic English for freshmen (ENGL 0210). Once they pass these courses, they are allowed to enroll in the Freshman Level Core and major courses. Similarly, graduate students who did not complete their undergraduate degree at an English-only university must undergo either the IBT TOEFL or the new academic IELTS exams (which replaced the old ELPT exam in 2010) to determine their graduate English language requirements. The Academic English for Graduates Program, at the English Language Institute (ELI) provides the newly enrolled underprepared cohort with remedial English courses (6.1.2).

An algebra and trigonometry course is offered as a prerequisite for undergraduate students who did not take the Egyptian National General Secondary Examination's Math course or its equivalent for students who come from a different secondary school system. Similarly, students who have not taken the National Arabic test are required to sit for the Arabic language placement exam, which is administered by the Department of Arabic Language Instruction, to determine their Arabic language level. Based on the results of the Arabic language placement exam, students may be either exempted from Arabic language courses or required to take one or two Arabic language courses (3-6 credits). Similarly, pre-requisite courses are offered for graduate students, depending on their readiness for their selected field of study (6.10.7).

To ensure that no newly enrolled graduate student is unfamiliar with AUC's academic values and standards, all admitted students are invited to complement the in-class learning experience with workshops on library research, proper citation methodologies, English writing, research methods and soft skills. In addition, compulsory academic integrity sessions are offered to provide students with the necessary awareness of AUC's policies on academic integrity (6.10.8).

- **Mohamed Taymour Writing & Communication Center**

The Writing and Communication Center helps graduate and undergraduate students in all disciplines improve their writing skills and communication abilities (6.10.9). The Center offers assistance to students at any stage in the writing process – whether brainstorming ideas for an essay, Master's thesis proposals, or any specific issues related to structure, language, citations as well as providing feedback on presentations. The Center also assists faculty members in the effective use of writing components in their courses and offer tailored workshops upon request. Writing Center tutoring is available free of charge to all degree-seeking graduate and undergraduate AUC students except those registered in ELIN 0101 or 0102 or ENGL 0210.

- **Academic Advising & Mentoring:**

Undeclared students are advised by freshman advisors, while declared undergraduate students and graduate students are advised at the department of their major. In 2011, the Provost established a task force on Advising, Registration and Mentoring (ARM) in order to address the problems facing students in these critical areas that directly affect their success, satisfaction

and retention. The first outcome of this task force was the launch of the Academic Advising Center (AAC) in 2012 (6.1.6, 6.1.7). Its mission is to support undeclared undergraduate students develop educational plans until they declare their major. The center immediately expanded its activities and appointed a Core Advising officer who reports to the Core Director as well as to the Director of AAC. In 2015, a Progressive Advising Unit (PAU) was launched to advise double major and changing major students, and proactively support students at risk. Mandatory advising sessions are held twice per semester to allow students to spend more time with advisors in order to build rapport and ensure effective advising. In 2014, Peer Advising Leader (PAL) was introduced as a student-led program, supervised by the Office of the Dean of Undergraduate Studies, to increase academic awareness and social and cultural involvement through orienting undergraduate students throughout their first year for a lifelong learning experience. In 2016, the PAL team started to report to the Dean of Students. The above mentioned activities have helped to improve the advising process, however, more effort is needed to further improve the system and ensure its effectiveness.

Advising for graduate students and declared undergraduate students is managed at the level of the academic departments and schools. Both staff and faculty may serve as advisors to students, with faculty being preferred because of their greater understanding of the requirements of the discipline and their greater emphasis on rigor. While some staff are firm with students and give proper guidance, others do not.

Training and preparing advisors at the undergraduate level has been a continuous challenge. In order to enhance the advising process, the Office of Student Services Online introduced an in-house automated advising sheet in 2012. The sheet extracts from the system all courses completed by the student. It is simple and easy to read in order to facilitate the process for advisors and save them time offering quality-advising sessions. However, the operations were not standardized across departments and only few departments deployed it. In 2015, the University purchased Degree Works software, which includes an advanced advising module, which should be launched in the second phase of implementation in 2018/19 (6.1.10). Given the urgency of implementing a fully automated advising tool, the Associate Provost for Strategic Enrollment Management contracted an external vendor in 2016 to develop an “Automated Study Plan” system for all majors in the form of interactive and documented flowcharts that are graphically represented in an automated web-based software.

First, AUC implemented phase 2 of Degree Works targeting March 2018. The decision was based on detailed sessions with the consultants, showing the importance of adding this tool to improve the process and quality of advising. Once implemented, focus groups will be conducted and surveys will be distributed to both students and advisors in order to evaluate the impact of the new tool on the advising process and quality. This also helps in forecasting demand regarding critical courses, and reporting deviations to spot potential problems and accordingly, take action in a timely manner. In addition, a new Faculty Mentoring Program was launched in fall 2016 aiming to provide undergraduate students with both academic and personal support through individual mentorship by faculty. The project is led by the Office of Strategic Academic Services (OSAS), and aims to adopt and embrace a style of personal and academic development which nurtures students’ academic and personal potential to create self-motivated, intentional, and inspirational graduates. A structured strategic framework was designed and the new Life Mentorship Program (LMP) was piloted in spring 2017 to promote students’ lifelong success by providing support through individual mentoring by faculty. This support makes a successful transition into and from higher education. An assessment mechanism was designed in spring 2017 in order to monitor and improve the program quality (6.10.10).

Undergraduate students must complete their degrees within 7 years (for non-science majors), and within 8 years (for science majors). Similarly, graduate students are required to complete their degrees within 5 years. The limits have been the same for the past years, based on peer institutions and common ranges of study duration. In the past, the requirement for graduate students had been loosely enforced; however, starting in 2014, the Dean of Graduate Studies

began to enforce the implementation of the completion time in order to emphasize the necessity of timely completion being that courses taken more than five years prior to completion would be considered out-of-date. The university also needed to graduate more students in order to begin accepting new students.

There are two units that focus on working with at risk students: The Progressive Advising Unit was introduced at the Academic Advising Center in Fall 2015 to help undeclared continuing students with a GPA 2.2 or below receives the support they need to raise their GPAs to a point that would allow them to be accepted into a major (6.10.7). Students attend two mandatory advising sessions during the semester. Advisors in the unit have strong connections with the Center for Student Wellbeing, the Writing Center, and several other offices/departments that assist weaker students. The second unit is Coaching for Learning and Success (CLAS) in the Center for Student Wellbeing (6.10.11). This unit works with at risk students to help them avoid dismissal. It does so by offering sessions in student success skills, such as note taking, time management, and emotional intelligence.

Students who approach two years to the expiry of residency rule are identified through a report and reported to their major departments along with the detailed analysis of each case for follow up and action.

- **Counseling Services**

The mission of the Student Counseling Center under the Center for Student Well-being (6.10.11) is to provide “quality, professional and effective behavioral care services for students” (6.10.12). The number of students seeking counseling has increased over the past two years. Suggesting that more students trust the ability of the Center to help them with their problems, which range from depression and anxiety to interpersonal issues. Students who come to the Center for Student Well-being with psychological needs are treated with confidentiality as they learn new coping techniques, whether one-to-one or in a group. In some cases, psychiatric referrals and/or hospitalization are made. The Center for Student Well-being conducts regular assessments to measure the outcomes of the counseling.

- **Disability Support**

The Student Disability Unit in the Center for Student Well-being was established in line with Egyptian and U.S. laws and refers students for assessment, arranges for adjustments and academic accommodations, and provides confidential advice. It offers support services such as ADHD screening, study skills for students with intellectual disabilities (ID), non-medical personal help and orientation for the visually impaired. These services impact student retention by providing the highest degree of professional competence and commitment (6.10.13)

11. The University has an explicit policy and mechanisms to support students with disability and integrate in the student community

With regard to explicit policies and mechanisms to support students with disabilities and integrate them into the community, AUC is a regional leader in this area: The Office of Student Disability Services (SDS) has a dedicated staff to handle students with physical, cognitive, and psychological disabilities. When supplied with appropriate documentation, the office provides students with accommodations. Students with accommodations can be assigned peer buddies to assist them in their classes, or to accompany them outside of class, either to and from the residences, on shopping excursions, or on sponsored trips. The SDS also connects students to the Assistive Technology Center, which provides departments and students with technology that can be used in classrooms.

AUC has policies to govern how disabilities are recognized, obligations to disabled students, confidentiality issues, and compliance requirements for instructors teaching students with accommodations (6.11.1, 6.11.2, 6.11.3).

12. Students are represented in relevant boards and committees

AUC students are represented in relevant boards and committees. The University Senate plays a major role in ensuring the participation of faculty, staff, and students in governance of the University. The University Senate has seven student senators who are members of various senate committees and who have voting power. The University Senate and the administration engage faculty, students, and staff in general open forums where matters of wide impact/concern on the University community at large are discussed. The governing structure and role of the Senate is available through its published bylaws on AUC's website (6.12.1). The roles and responsibilities of students are available through their handbook and Bill of Rights and academic programs available through the University catalog (6.12.2, 6.12.3).

With regard to student representation on boards, the student bill of rights and responsibilities, and certain administrative committee by-laws guarantee their right to be represented on various committees on campus. Examples of this are the following: (a) University Senate (b) Tobacco-free committee (c) University Budget Advisory Committee, and (D) the Core Curriculum Committee (6.12.4, 6.12.5)

13. Student activities are diverse. The University provides adequate resources and encourages the participation of students with disability

With regard to encouraging a diverse mix of students, including disabled students, to participate in student activities, the university has a mechanism for guaranteeing that there is (a) adequate funding for student activities via the tuition-fee structure (b) a diverse set of categories of student activities: community service, press board, academic-based associations, cultural and artistic, and student government (<https://www.aucegypt.edu/student-life>). Any student may enroll and AUC encourages inclusion in all forms, including diverse mixes of students in activities, including mixes by gender, nationality, and ability (6.13.1)

That total number of student participation in organizations, as of Fall 2017, is around 2200-2300 students (Graduate and Undergraduate). This number after removing the repetitive names as many students had joined more than one student organization/club.

The Office of Student Life (OSL) requires every student organization to provide a list of its members by a given deadline and ties it to their Co-Curricular Transcript (CCT) issuance along with holding operations, reservations and financial requests for the failing organizations. Also, student organizations had to present their activity plans (including numbers) to the CCC which is an elected student body that monitors the implementation of the planned events (6.13.2, 6.13.3). AUC students are involved in 70 clubs on campus and 22 athletic programs at our state-of-the-art fitness center.

14. The University has mechanisms to secure the integrity of student union elections, and equal opportunity therein (at the level of the University and its affiliated institutions). The university further support student union and seeks to effectuate its role

With regard to the mechanism for securing student union elections and equal opportunity of AUC students to run for elections, AUC has the following mechanisms: (a) a clear and transparent policy and procedures for running and monitoring elections (6.14.1) (b) clearly stated criteria for running for elections, which are open to any AUC student who has a minimum GPA of 2.5 and is not on social probation. The university offers all branches of student government (union, senate, and court) a full time staff advisor, recreational lounges, and logistical support for events and travel (6.14.2)

The Office of Security provides security personnel to assist the Student Court and the Office of Student Life in monitoring student elections. The University is currently moving in the direction of

automating the student government election process; however, it is facing resistance from the student government members themselves.

15. *The University has a mechanism to measure students' opinions and utilize the results to take corrective actions and promote the student satisfaction*

With regard to mechanisms to obtain student opinions, hear grievances, and take corrective action, AUC has several channels that work in tandem: (a) semesterly summative student evaluations of courses (b) formative assessments (6.15.1) (c) school petitions (6.15.2, 6.15.3, 6.15.4, 6.15.5). (d) the Dean of Students (e) the University Senate Student Affairs Sub-committee. As for (a) these are captured at the end of each term. Results are posted online, accessible to course instructors, chairs, deans, and the Provost. Results are used in decision making. As for (b) at an instructor's request, the CLT unit performs a formative assessment at/around midterm (6.15.6, 6.15.7, 6.15.8). The instructor is apprised of the results and uses them to fine tune the course materials or delivery. As for (c) students may, at any time, complete an online form to suggest corrections to a procedure or ways in which the course could improve. As for (d) students may bring their opinions about any matter affecting them at the university to the Dean of Students (6.15.9). The Student Union has a committee dedicated to academic affairs (6.15.10). This committee collects information from the student body and attempts to address concerns. Every two weeks, this committee meets with the Dean of Students to discuss solutions to the current concerns among the student body. Finally, as for (e), the University Senate Student Affairs handles concerns that are raised by the Dean of Students and the students elected to the University Senate Student Affairs subcommittee by the Dean of Students (6.15.11), (6.15.12).

16. *An effective mechanism for student complaints and grievances*

The American University in Cairo expects those who make management, administrative and personnel decisions to make them fairly, to the best of their abilities and consistent with established AUC policy and practice. Therefore, AUC provides a grievance procedure for legitimate complaints from faculty, staff and students who believe they have been adversely affected by a decision that contravenes AUC policy and practice, without fear of retaliation. A legitimate grievance is a complaint that an AUC policy or procedure has been violated to adversely affect an individual's rights and privileges.

Students convey their complaints through academic channels or via the Dean of Students (6.15.4). In addition, the Dean of Students maintains a log of all student visits with complaints whether academic, financial, or other in nature.

With regard to a mechanism to handle student complaints, grievances, and appeals to decisions, the Office of the Dean of Students has created a complete set of procedures to handle student grievances and appeals to administrative decisions, with timelines for corrective action if necessary. This set of grievances and appeals covers decisions of an academic, disciplinary, or financial nature, and includes both the undergraduate and graduate levels. The timelines ensure that students receive timely closure to their concerns (6.15.2, 6.15.3). When handling an academic grievance, the Dean of Students directs it to the proper channels.

On the academic side of the appeals process, the Registrar has an online petition form that students fill out when appealing an academic decision. Academic petitions are channeled from student to instructor to department chair to dean, with the option of appealing to the Provost. Students may also submit claims to the Academic Integrity Office when they believe an ethical violation has occurred and they wish to remain anonymous (6.16.1)

When students lodge complaints of a personal nature, such as perceived discrimination or harassment, AUC has a clear policy and procedure in place. For complaints in which a student feels he/she was unfairly treated, the above described grievance policy and procedures apply. For

complaints of a physical nature, such as bullying, harassment, or assault, AUC has a policy that complies with both Egyptian and US laws. The policy is found in the Code of Student Conduct (6.16.2).

In fall 2018, AUC hired a General Counsel who also serves as AUC's Chief Compliance Officer. This person and her office have embarked on a comprehensive review of all policies and procedures to ensure proper application and more timely responses.

17. Mechanisms to follow-up on and communicate with the alumni as well as databases that are periodically updated

With regard to mechanisms or channels of communication with alumni, particularly to address their concerns, AUC has an Office of Alumni Engagement that strengthens and sustains meaningful relationships with alumni and involves them in supporting AUC through their time, talents, and resources. In 2016-2017, the Alumni Engagement and Annual Fund Office launched a student engagement initiative to establish awareness about what it means to be an AUC alumnus or alumna and to cultivate a culture of philanthropy during students' first year on campus (6.17.1)

The Office of Alumni Engagement is AUC's primary channel between the university and alumni across the globe. This Office ensures an ongoing, positive and resourceful relationship between The American University in Cairo and its alumni. Today, AUC 's alumni community is over 38,000 strong, and considered one of the most active alumni communities in the region.

The Office of Alumni Engagement hosts activities, services sponsors and initiatives to engage alumni with AUC. In Egypt, events and activities are held to give local alumni a chance to come back to AUC to mingle with friends, revive memories, enjoy performances, and exchange ideas at networking breakfasts and special events to support scholarships and the AUC Fund. These events include Class Reunions, Marathons, Homecoming, Gala Dinners and Peer Professional Reunions which allow alumni to interact with others from similar fields and professions.

Outside Egypt, alumni chapters stay connected with AUC and each other through regular meetings and events. They meet socially, and they assist with student recruitment in various markets. International alumni chapters increase the visibility of AUC globally and help portray the desired image for AUC. Alumni chapters exist in over 20 countries including but not limited to the United States, the United Kingdom, Germany, Austria, Australia, Switzerland, France, Canada, Kuwait, Jordan, Oman, Saudi Arabia, Qatar, the United Arab Emirates, and Bahrain. The Alumni Office encourages alumni, in and outside Egypt, to create volunteer committees and structures to generate new ideas and initiatives and maintain an ongoing line of communication among alumni in a certain region.

Alumni also engage with AUC through associations of special interests that bring them together, such as the Alumni Community Theatre and Alumni Folklore Troupe. The Office of Alumni Engagement maintains an Alumni Lounge in which alumni events, gatherings, and meetings such as Karaoke Nights, Culinary Gatherings, Book Signings, and Ladies Night are held. The presence of the lounge encourages alumni networking.

With the launch of the AUC Alumni Council in 2018, AUC will further expand its impact around the world. The Council will play a critical role in strengthening ties between alumni and the University, increasing the University's visibility and supporting the advancement of the University's strategic goals. The founding members come from Egypt, North America and the Emirates (6.17.2, 6.17.3)

The mission of the Council is to strengthen ties between AUC and its alumni and to build lifelong relationships that advance AUC's mission. The Council works to bring the AUC alumni community together to foster meaningful connections, to share and learn from one another, and to preserve and promote the educational mission and values of AUC. The Council is currently composed of nine

(9) voting members representing alumni around the world. To be eligible for election to the Council, AUC alumni must have previous AUC volunteer experience, be committed to continued service to AUC, and advocate for AUC throughout their term of service.

The Office of Alumni Engagement offers alumni AUC ID Cards to allow entrance to the campus at all times and access to AUC's library whenever needed. Lifetime email accounts are granted to alumni. Alumni receive a weekly digest of the campus newsletter – News@AUC and the Database Management Office implemented a birthday card program in 2017 where each alum receives a personalized e-card from AUC on their birthday.

AUC uses a robust vendor product database to create, maintain and track alumni. Updates to the database are done daily. Currently the Office of Alumni Engagement are working with AUC IT to create an alumni portal online that will allow alumni to engage each other, access services and self-update contact information.

18. The University supports the affiliated institutions providing professional development programs for the alumni according to labor market developments

In terms of the professional development support offered to alumni, the Career Center offers professional development seminars and workshops on a regular basis and promotes lifelong learning and retooling when career shifts are desired (6.18.1).

Career Exploration includes various initiatives, such as job shadowing, career days, internships and a graduate study fair. Around 400 students in AY 2016/17 benefited from the Job Shadowing program through exploring 51 career fields within 36 companies in real-life format. The number of companies that hosted job-shadowing visits increased from 23 companies in 2013/14 to 36 companies in 2016/17, covering 51 career fields. Accordingly, the number of students who attended job-shadowing visits increased from 163 students in 2013/14 to 400 students in 2016/17. Ninety percent of job shadowing students who completed evaluations rated their experience as 3 and above in its effectiveness in helping them understand the career under exploration. The annual Career Day that was initiated in 1999 has been redesigned in 2013 to give the opportunity for students to explore more than 20 industries in addition to over 40 career fields. Seventy percent of students who participated in Career Day and completed evaluations rated its effectiveness in exploring career options as 3 and above. The center effective 2011 organized an annual Graduate Study Fair, which currently hosts an average of 25 universities and educational organizations from the U.S., Europe and Asia – including AUC. The event allows students and alumni to learn about graduate study options, understand the application process and learn about funding opportunities. Seventy percent of students/alumni who attended the Graduate Study Fair and completed evaluations rated the fairs' effectiveness as 3 and above in helping them learn about graduate study opportunities/programs. Moreover, the center launched a website page stating graduate study scholarship/fellowship opportunities in 2015 to create awareness about funding opportunities among students /alumni keen on graduate study (6.18.2)

Career Planning & Job Search includes career management, career modules, career conferences and career development workshops. In 2008, the center launched the online Career Management System – Career WEB – to facilitate employer announcements of career opportunities to students and alumni, and streamline the application process. The system allows the students/alumni to track their job/internship applications, and it helps the Career Center provide accurate data for reporting and assessment (6.18.3). In 2017, more than 8500 job opportunities and 1400 internship opportunities were announced on Career WEB. In addition, the center offered Career Modules within 12 Core, capstone and/or internship course in 2017. Eighty-seven percent of students who completed evaluations rated the effectiveness of the career modules in focusing their career goals as 3 and above. Furthermore, the Career Conference was introduced in 2007 to facilitate senior students' transition to the employment world. In 2016, the conference was revamped into an Employability Skills Conference to equip the students with the employability skills needed for the job market. Eighty-nine percent of the employability skills camp participants who completed

evaluations rated its effectiveness in preparing them for the transition to the world of work as 3 and above. Finally, starting in 2015, the career center added more breadth to graduate study advising as a career planning option, and introduced workshops on writing personal statements and enhancing the graduate study application process. One hundred percent of students, who attended the Personal Statement Workshop and completed evaluations, rated its effectiveness in learning about the content of an effective personal statement as 3 and above. With respect to the Graduate Studies Conquer the Application Process workshop, 92% of participating students rated its effectiveness as 3 and above in understanding the graduate study application process.

Finally, access to Career Opportunities is achieved through employment fairs every semester along with online job postings and campus recruiting visits. A total of 162 companies participated in fall 2016 and spring 2017 employment fairs generating more than 3300 career opportunities to our graduates. As previously reported, AUC's career counseling services represent such a unique and impactful practice that the Ministry of Higher Education of Egypt has adopted it as a best practice at a national level, and has invited AUC to establish its model across the national public university system, with substantial USAID funding.

19. High professional value of the alumni

AUC's outstanding graduates include leaders in various industries – finance, commerce, law, engineering, psychology and computer science - with distinctive qualifications and talents who impact their communities. Many AUC alumni occupy senior positions in local and international organizations and participate in community service and philanthropic activities. AUC alumni have served in Egyptian presidential cabinet positions, foreign governments, the national and international media, and as managing directors of multinational corporations. A sample of AUC distinguished alumni can be found on AUC website (6.19.1).

D. CONCLUSIONS

The American University in Cairo fulfills the criteria set forth by this standard. AUC's history and culture places value on its students' caliber and growth, which has guided the university's selection criteria. AUC is transparent about the majority of policies and procedures, with a successfully rolled-out automation of procedures for student applications. Current efforts are in place to enable automating the remaining 15% of these processes while AUC continues to refine its communications with applicants and their families with regard to admissions decisions.

AUC employs various mechanisms to attract selective students regardless of their ability to pay through its opportunities for financial aid and scholarships. These opportunities are clear and transparent, and published for easy public access, such as on major newspapers. AUC continues to guide its students' academic experience through advising. Although there are different approaches currently employed, the university is determined to improve and streamline this process in a way that works in students' best interest. Faculty should be more involved in this process across disciplines.

In addition, AUC has exceptional standing within the region in its support for students with disabilities, as well as the safety, security, and confidentiality of students records. This is supplemented with dedicated resources in support of students seeking professional opportunities, such as job shadowing, internships, and post-graduation employment. More faculty are also to be involved as advisors to student clubs and associations as the best mentors for students.

Through AUC's strong survey calendar, it is able to gather student opinion in a timely fashion, and empower the university to react and align its strategic initiatives for the further development and growth. To this effect, AUC is working on plans to improve current processes that address student queries and develop a streamlined practice that enables a quick and accurate response. AUC should

also finalize its current communication plan to transparently announce cut-off scores for all degrees, including a minimum score.

Furthermore, an initiative is to be undertaken by the Office of Student Life to automate the student government election process. This eliminates disrupting the continuity of classes and the need for security officer presence, which is caused by holding elections on campus grounds. Automated elections would allow absentee voting for students who are abroad on student exchange or unable to come to campus on election days.

As a valued segment of the AUC community representing difference and diversity, international students are of prime focus for the university. AUC is to employ greater efforts to make international students feel welcome and included in order to promote its own goal of internationalization. Recommendations to directly address these topics during orientation and periodic follow ups and reminders about AUC's values are to under discussion for implementation.

STANDARD 7: EDUCATION

A. STANDARD:

The University provides diverse educational programs consistent with its mission and objectives and in a manner that meets community needs and labor market requirements. The University ensures that its educational programs adopt appropriate academic standards; develops education and evaluation policies and strategies; provides learning resources, enabling learners to acquire the target learning deliverables. The University is further keen to measure the effectiveness of its programs and periodically develop.

B. SUMMARY:

AUC is proud of its diversity in terms of its educational offerings, which allow students to follow their passions and combine areas that shape their characters and prepare them for the professional world or for graduate study. The range of these offerings covers both AUC's mission to provide students with education in the liberal arts and with professional training in programs designed to fulfill a range of community needs. These programs and curricula are annually reviewed, updated, and posted online. Through AUC's Academic Affairs Committee in each School, an automated curriculum proposal system allows faculty and departments at different stages to submit proposals for new courses and programs, develop existing programs, or cancel existing courses or programs.

AUC has graduate programs leading to a degree or other recognized higher education credential, such as a diploma. Programs are of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning.

AUC's educational patterns suit the learning outcomes of its programs and AUC equips faculty to deliver outcomes by providing them with various opportunities to access workshops and consultation services on a variety of mainstream and innovative pedagogies and instructional approaches. AUC faculty use a variety of instructional strategies, including lecturing, cooperative learning, problem-based learning, discussion, and debates.

The University has mechanisms to secure the alignment of educational programs with the labor market requirements. When appropriate, departments, schools, and individual programs offer targeted career advice and training for students in their studies and approaching their graduations. At the institutional-level, the University has a Career Center that provides "*professional career guidance and employment services to students, alumni and employers through a centralized, comprehensive program,*" including an employment fair that brings employers to students.

Representatives from the academic area, mainly deans, meet in the form of a Provost Council, whose role is to review and amend all regulations affecting the academic mission. Decisions made are cascaded down to the schools and then to departments. In addition, the University Senate, composed of faculty members, students, and senior administrators, reviews and amends regulations that impact the academic mission.

In terms of compliance monitoring, all schools, departments, and centers are required to have a strategic plan revised every three years, aligned to the University Strategic Plan. As part of AUC's assessment planning, all AUC degree programs develop specific and measurable learning outcomes. Every six years, programs and departments undergo a self-study review process in which the previous five years of assessment are evaluated. As part of the self-study process, external reviewers are invited to campus, after which they submit a report with their assessment and recommendations.

AUC provides a set of procedures for grievances and appeals on many levels, including examination results. These procedures have clear timelines that guarantee that the matter will be concluded in a timely fashion. In addition, AUC uses the results of student course evaluations to identify concerns requiring further investigation at the department or School level.

AUC maintains controls to secure and safeguard the certification system. The University Registrar ensures the adherence to academic policies, preserves academic integrity, safeguards the security of academic records and effectively provides accessible academic service to constituents. Annual assessment reports submitted by departments and programs provide references of the use of assessment results for the review and advancement of academic programs and support service

AUC has a policy and procedures for making available all graduate-level theses, both at the Master's and Doctoral levels through AUC's Digital Archive and Research Repository, which serves as the "open access home to AUC's scholarly communication."

C. ANALYSIS

1. *Diverse educational programs that align with the University's mission and fulfill community need*

In line with AUC's mission (7.1.1), the University "is committed to teaching and research of the highest caliber, and offers exceptional liberal arts and professional education in a cross-cultural environment." As such, "AUC builds a culture of leadership, lifelong learning, continuing education and service among its graduates, and is dedicated to making significant contributions to Egypt and the international community in diverse fields."

In particular, AUC boasts a variety of educational programs that align with the University's mission and fulfill a broad range of community needs. At the undergraduate level, AUC offers degrees of Bachelor of Accounting, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Musical Arts (BMA), Bachelor of Science, and a number of dual-degree offerings (e.g. BA in Political Science with MA in International Human Rights Law) and minor degrees in a variety of programs. Students are also able to double major and double minor, meaning that they can specialize in more than one area of interest.

At the graduate level, AUC offers the following degrees: Doctorate of Philosophy (PhD), Master of Arts (MA), Master of Business Administration (MBA), Executive Master of Business Administration (EMBA), Master in Computing (MComp), Master of Engineering, Master of Global Affairs (MGA), Master of Laws (LLM) in International and Comparative Law, Master of Public Administration (MPA), Master of Public Policy (MPP), Master of Science (MS), as well as Graduate Diplomas (in most fields). The range of these offerings (7.1.2) fulfills AUC's mission to provide students with education in the liberal arts and covers professional training in programs designed to fulfill a range of community needs. AUC's diverse educational programs of study are clearly and accurately described in official publications of the institution and on the AUC website in a way that students are able to understand and follow degree and program requirements and expectations. These programs and curricula are annually reviewed, updated, and posted online, namely in the University's Academic Catalog (7.1.2). Listed therein are Undergraduate (7.1.3) and Graduate (7.1.4) Programs, other offerings (7.1.5), as well as information about AUC policies and procedures. In line with the University's mission (7.1.1), the Catalog even highlights Community-Based Learning (7.1.6) as a means of fulfilling community needs, both in Egypt and internationally.

2. *Education patterns are compatible with the quality of programs provided.*

AUC, with the support of the Center for Learning and Teaching (7.2.1) , provides faculty with the opportunity to access professional development workshops and consultation services on a variety of mainstream and innovative pedagogies and instructional approaches. These include, but are not limited to, Course Design, Active Learning, Web-Enhanced Learning and Teaching, Assessment for Learning, Blended Learning, Problem Based Learning and Engagement Strategies, etc. Faculty can also request one-to-one consultations on a wide variety of issues and topics relating to the learning and teaching process. CLT supports faculty through a robust team of experienced educational development staff and faculty.

Departments are encouraged to support faculty members to innovate in their teaching and document this in the teaching narrative section of the annual faculty report. In 2017-2018, percentage of full-time faculty using CLT for professional development was 41% and percentage of its adjunct faculty using CLT for professional development was 50% (7.2.2)

AUC's classroom spaces are designed for multiple configurations and class sizes, allowing instructors to arrange set ups as best needed to provide an optimal learning atmosphere. In addition, particularly with labs and language courses, AUC's policies limit enrollment to small numbers (20-30 students) in order to allow for all students to receive hands-on experiences and customized attention necessary to succeed.

AUC uses a learning management system (Blackboard), to provide a platform for faculty to share educational course content, share additional resources, post assignments and provide feedback. The learning management system also facilitates online interaction, communication and access outside the constraints of the classroom.

AUC faculty use a variety of instructional strategies, including lecturing, cooperative learning, problem-based learning, discussion, and debates. In addition, field work is a fundamental component of our educational experiences. Students are required to visit local communities and businesses to obtain first-hand experience and see how academic knowledge of respective disciplines is applied in solving real-life problems. Along these lines, one of the institutional objectives is to introduce more experiential learning in courses across the curriculum (AUC Strategic Plan 19-22) (7.2.3). Faculty are encouraged, when needed, to work with the Center for Learning and Teaching to identify and implement innovative strategies in the design and re-design of courses and activities (7.2.4)

3. *The University has mechanisms to secure the alignment of educational programs with the labor market requirements.*

When appropriate, departments, schools, and individual programs offer targeted career advice and training for students in their studies and approaching their graduations. For example, a number of courses require internships with companies and/or organizations (and thus possible employers) as part of the curriculum. At the institutional-level, the University actively promotes and encourages students to visit frequent employment fairs (where various employers come to recruit students), and AUC has a Career Center (7.3.1, 7.3.2) that is “committed to provide a solid foundation of career development principles, professional career guidance and employment services to students, alumni and employers through a centralized, comprehensive program, setting a model for capacity building in the area of career services.”

Moreover, the University has adopted various institutional goals as part of its Strategic Plan 2019-2022 (7.2.3), in particular to “foster academic excellence in a liberal arts culture, through innovative teaching, and quality research to prepare students for future local and international careers and

lifelong learning.” Along these lines, the institutional target is to maintain or exceed 80% student satisfaction with the educational experience and 80% employability.

In order to secure this alignment and maintain these targets, departments Curriculum Committees that yearly review their offerings and assure, in part, that they are in alignment with employer and alumni surveys to achieve these stated targets. In addition to this, the Provost Initiative and Task Force for Quality of Education (TFQE) action plan (7.3.3) includes plans for focus groups to be conducted with graduating students for each department every 2 years. This assessment allows for feedback from students on a variety of issues pertaining to the learning experience within programs including career preparation.

Industrial Advisory Boards (7.3.4) play a role in aligning programs with market need. They meet on a bi-annual basis and provide feedback on a variety of issues including employment opportunities, collaborative projects, market trends and needs. These advisory boards act as a counseling body that work to maintain and promote levels of academic excellence, quality and prestige at the schools. The board includes members with recognized knowledge, leadership and professional experience in both academia and the corporate world. Board members provide advice on strategic objectives and the development of new initiatives. They play an important role in realizing the mission and vision of the schools. Members are also invited to lecture in the classroom, collaborate with faculty members on research projects, attend debates with graduate students and provide guidance on curriculum development.

4. *The University has a policy and mechanisms to introduce new programs and develop or cancel existing programs.*

AUC has an *Academic Affairs Committee* in each school, which proposes, on an annual basis, modifications to its educational programs. An automated curriculum proposal system (7.4.1) allows faculty and departments at different stages to submit proposals for new courses and programs, develop existing programs, or cancel existing courses or programs. Proposals go through multiple reviews and major changes must receive the approval of the University Senate (7.4.2) through the Curriculum Committee of the Senate.

The Provost’s Council (7.4.3) plays a parallel role in reviewing major curriculum changes including introducing new programs. When new professional programs are proposed to the Provost Council, presentations include the results of studies to demonstrate the impact of the new program on employability and quality of education (7.4.4). Some examples include new programs in the area of Fintech, Data Analytics, and the establishment of a new institute of Public Health and Human Ecology.

In 2018, the Provost’s Council introduced a new set of procedures for evaluating existing programs and making decisions as to their viability. Each program is required to undergo an Academic Program Viability (APV) Review at least once between the beginning of the 2018- 2019 academic year and the end of the 2025-2026 academic year. All programs should have undergone APV Reviews no later than the end of 2022.

5. *The University has higher studies’ policy that serves its mission and objectives. The affiliated institutions and stakeholders took part in its development.*

AUC has graduate programs leading to a degree or other recognized higher education credential, such as a diploma. Programs are of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning (for example, see Graduate Degree Programs - AUC Academic Catalog, 2018-19). (7.1.4)

Graduate Studies at AUC strive to provide a stimulating environment conducive to development and innovation, with opportunities for academic and professional development and advancement. It does this by offering 44 Master's and 2 PhD programs. With its state-of-the-art campus, top-notch faculty, quality research facilities and progressive spirit, AUC is distinguished by its interdisciplinary curricula that bring students and faculty from different academic disciplines together to address challenges in the Middle East and across the world.

The Graduate Advisors Council, the Dean's Councils, the Curriculum Committees, and the University Senate (7.4.2) took part in the design and development of programs and the policies and procedures to govern the fulfillment of requirements. The University admits outstanding graduate students, who demonstrate the ability to do creative and original work. Programs are evaluated regularly for rigor, relevance to the profession, and viability. The Graduate Advisors Council leads initiatives to make changes as needed (7.5.1, 7.5.2). Other policies relate to the awarding of fellowships, the roles and purviews of teaching assistants and research assistants, repeating courses, readmissions, extensions, support grants, and obtaining approvals to do research, including the opportunity to use data from CAPMAS.

In the schools and departments that offer graduate and professional education, there are opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.

6. *Simple definite controls and procedures to review and amend regulations in the affiliated institutions that strengthen the flexibility of regulations and programs.*

In the areas reporting to the Provost, all deans and associate provosts meet in the form of a Provost Council (7.4.3), whose role includes the review and amendment of regulations affecting the academic area. The Provost Council meets on a regular, bi-monthly basis, and decisions made at the Provost Council are cascaded down to the Schools and Academic Departments through school and departmental meetings.

All schools and the departments hold regular councils and meetings under the leadership of the deans and chairs, respectively. These departmental meetings and school councils draft and review governance documents, policies and procedures, and tenure and promotion cases (7.6.1). They also assess the viability and efficacy of programs in their disciplines (7.6.2). Departmental committees are assigned within the department to review issues such as tenure and promotion, curriculum, the awarding of research grants, and professional development of faculty (7.6.3, 7.6.4)

In addition, the University Senate (7.4.2), composed of faculty members, students, and senior administrators, reviews and amends regulations that impact the academic mission, with particular reference to curriculum changes, academic regulations, and faculty affairs. The Senate votes on proposals and sends its results to the President for his/her sign-off.

7. *The University has effective mechanisms to monitor the compliance of its affiliated institutions with the program description and to periodically review these programs.*

All schools, departments are required to have a strategic plan aligned to the University Strategic Plan. These plans are revised every 3 years (7.2.4). In addition, departments and units are required to submit annual assessment plans that include systematically gathered and analyzed data as the basis for making appropriate changes. As part of AUC's assessment planning, all AUC degree programs are required to develop specific and measurable learning outcomes, which are a major component of the assessment plans. The Office of Strategy Management and Institutional Effectiveness (SMIE) reviews the assessment plans and gives feedback to the academic departments (7.7.1). Annual assessment reports are submitted on the Planning and Assessment

software (Compliance Assist) indicating to what extent students have achieved the established targets and what changes, if any, are recommended to improve the program.

To ensure adequate academic depth of content and rigor, every six years, programs and departments undergo a self-study review process in which the previous five years of assessment are evaluated including what had been done to improve students' learning experience (7.7.2, 7.7.3, 7.7.4, 7.7.5, 7.7.6). As part of the self-study process, external reviewers are invited on campus for a formal review visit that usually lasts two days during which they consult with all relevant constituents and with each other. After the visit, the reviewers submit a report with their assessment and recommendations. AUC has solid mechanisms in place to set its goals and to assess their success.

AUC has adequate and appropriate institutional review and approval processes on any student learning opportunities and student support services designed, delivered, or assessed by third-party providers. In addition, many schools and programs are subject to periodic accreditation by third party providers such as ABET, EQUIS, etc (7.6.2)

8. *The University has an instructional and learning strategy that fosters self-learning and students' acquisition of employment skills.*

AUC provides sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress. AUC includes learning outcomes in all courses offered. These outcomes are designed to generate independent thinking and the ability to acquire knowledge independently through various platforms and questions that require critical analysis (7.8.1). Through a comprehensive review of courses and research with employers, AUC identified weaknesses among student "soft skills" such as presentation skills, teamwork, and leadership, and made necessary revisions to programs to incorporate the teaching of these skills into the four and five year plans. Examples include business communication, technical communication, thesis I and thesis II (7.8.2).

Outside the classroom AUC has two areas that are distinguished for their impact on employability. The Career Center, which has been recognized as a model for Egypt, identifies and facilitates internships for students with leading companies. It also has a job-shadowing program, exposing students to the day-to-day life of managers and directors of top companies. The Career Center also runs a large work study program, providing paid opportunities for students to develop their professional skills within the schools, centers, and area of student life, such as the residence halls, athletics, and the office of the dean of students (7.3.1, 7.3.2). The second area of the University that notably assists students in developing their professional skills is the Office of Student Life. This office oversees more than 60 student organizations, which are divided into associations that reflect specific disciplines, and clubs, and organize events in such areas as conferences (e.g., MUN, MAL, Enactus), community service (e.g., Resala, Volunteers in Action), the Pressboard (e.g., the Insider, which has expanded to 17 universities in Egypt; the AUC Times, which is a magazine with editorial content; and the Caravan, which gives students practice in newspaper writing and provides course credit) (7.8.3). Students gain skills in leadership, management, communication, social and civic responsibility, and planning, all of which can be verified and listed on a co-curricular transcript, to be presented to employers upon graduation (7.8.4).

9. *Awareness of the importance of innovation and entrepreneurship; and adoption of earnest steps in support.*

AUC has an Associate Provost for Research and Creativity, whose office funds many initiatives tied to innovation and entrepreneurship, such as Research and Creativity Convention (RCC), an event held every spring (7.9.1). In addition, the Associate Provost supports AUC's faculty support grant system promoting and administering, research, travel, and teaching enhancement grants. Furthermore, AUC has a Venture (V) lab that supports innovation and entrepreneurship (7.9.2).

AUC's Strategic Plan (7.2.3) highlights the importance of the strategic pillar of Innovation, which includes multiple initiatives to introduce innovation, creativity and entrepreneurship into the curriculum (7.9.3). This includes a multi-section entrepreneurship course offered by the Business School, plans for faculty training workshops, student competitions (HULT Prize), and AUC sponsorship of events such as RiseUp '18 (the largest innovation and entrepreneurship summit in the MENA region).

AUC has a Technology Transfer Office (TTO), which works with the University's researchers and inventors to accelerate the process of bringing their developed technologies to the community (7.9.4). They are dedicated to identifying research with potential commercial interest and developing strategies for how to exploit it (7.9.5).

This office supports research at all stages and helps establish a connection between companies and the commercialization of intellectual property. The TTO sets up protection strategies for research and promotes development all the way through successful commercialization. The TTO also helps the community gain access to these cutting edge technologies quickly and conveniently, following suite with our University's strategic vision.

10. Diverse learning resources in conformity with program requirements and learner preparation.

AUC has a general education program, known as the Core Curriculum, partly free-standing and partly integrated into academic disciplines. This curriculum is of a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field. AUC also offers a curriculum to help students acquire and demonstrate essential skills including proficiency in oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy (7.10.1). Consistent with AUC's mission, the Core Curriculum program also includes the study of values, ethics, and diverse perspectives (7.10.2). In programs that require hands-on experience, such as the various programs in the Department of the ARTS (e.g. music performance, theatre, graphic design), Natural Sciences (biology, chemistry, physics); and applied sciences (Engineering), AUC offers students adequate laboratory resources to acquire needed knowledge and skills in an experiential format. In addition, AUC provides opportunities for students to learn off campus, through field visits, study-abroad and exchange programs (7.10.3), and academic community engagement (7.10.4).

AUC libraries' have diverse and constantly expanding collections, including books, journals, videos, microforms, rare collections and a substantial collection of electronic resources through its rich online database (7.10.5). Students and faculty also have access to a variety of services, including information literacy instruction, reference and research guidance, and interlibrary loan systems, student technology assistance, a robust help desk and collaborative workspaces such as the learning commons and multiple study rooms.

11. Controls and tools to guarantee fair and objective student assessment.

AUC provides students through the Catalog with information about all policies pertaining to academic requirements and regulations (7.11.1). AUC requires all instructors to provide course syllabi (7.11.2), which state learning outcomes for the course and show the types of course assessments to be used and how they are weighted. AUC's policy requires that learning outcomes be consistent for all sections of similar courses. Where AUC deems it necessary, courses have unified final exams (7.11.3). Some examples are Physics, Statistics, Electronics and Math courses. In all cases, AUC also uses standardized learning outcomes as a guarantee of fairness and objectivity in student assessment. AUC believes that the mode of assessment should align with the

learning outcomes, some of which are more participatory and creative, and some of which are more comprehension or competency-based.

In addition, AUC, like most US institutions, and unlike the European model, does not heavily weight performance on a final exam. Grading policies dictate that no exam at AUC can weigh more than 30%, meaning that the success or failure of a student in a course cannot be determined by one assessment. AUC's multi-assessment approach, including presentations, discussion/participation, midterms, graded assignments and final assessments which may be in the form of an exam, final paper or project further help to ensure fairness in student assessment by allowing multiple opportunities for students to demonstrate their competencies.

However, AUC does not incorporate blind review into its assessments. Instead it adopts a clear rubric-based approach, allowing students to see in advance how their assessment is broken down into measurable scores, and also allows students the opportunity to review scores with instructors to see exactly how the papers or exams were assessed (7.11.4).

Centralized exam centers are not a feature of AUC schools or departments, yet there exist a number of alternative controls to achieve the same goal (i.e., use of standardized learning outcomes, objective marking of student performance, unified exams in select multi-section courses). While AUC has policies and practices to ensure integrity of assessment, individual departments and schools monitor policies and practices ensuring the integrity of writing, administering, and grading exams in a fair and transparent manner and manage academic grievances. To achieve this, departments with multi-section courses should continue to monitor and provide clear and consistent section expectations and learning outcomes.

Departments lead and contribute to controls and tools to guarantee fair and objective student assessment. For example, the department of English Language Instruction has clear policies and rubrics to control for quality and assessment of student writing assessments and language skills assessment. They assign multiple readers to ensure the scores are comparable. Other procedures used in the ELI include conducting rater training sessions and also collecting inter-rater reliability data. The Department of Rhetoric and Composition multi-section courses have standardized syllabi templates, as well as coordinators over all multi-section courses. The Department of Rhetoric and Composition requires all instructors to use the same rubric broken down into categories and conducts sessions to ensure that everyone is on the same page. The "norming" sessions show samples of various levels of writing (for example, grades of A, B, C) and point out strengths and weaknesses of papers. Within the School of Sciences and Engineering, Scientific Thinking is a large multi-section course, which conducts sessions for mid-term assessment to norm grades by comparing exam questions and grading strategy. In another instance, the Department of Political Science runs its introductory course within seven sections with different faculty. This course is overseen by a coordinator who is responsible for ensuring general syllabus and course criteria, as well as orienting new faculty in that course to expectations.

12. Documented and disclosed rules that deal with students' grievances of the examination results. Mechanisms to monitor application of these rules at the different faculties and colleges.

AUC has a clear grievance process for students, and provides a set of procedures to petition grievances and appeals and clear timelines that guarantee that the matter will be concluded in a timely fashion (7.12.1, 7.12.2).

Furthermore, AUC also provides means by which students can request from their instructor a review of the assessment of their grades and this requires faculty to be available to students (preferably in-person) to review assessments when necessary. Beyond this first stage, students can refer to progressively more responsible authorities (e.g., the Department Chair, School Dean, Dean of Students, and/or Provost) when matters require resolution through a formal grievance policy.

The department hears the case in a meeting with the Department Chair, Undergraduate Director, Course Convenor, and the faculty against whom the grievance was placed. The Convenor assesses the grievance and reports back to the Chair with recommendations for action, which could include a reassessment by the original instructor, a blind assessment by another faculty member, or other suitable outcomes to address the grievance.

In addition to these procedures, and as a means of quality assurance and consistency, relevant parties such as Department Chairs frequently review student evaluations to assess student feedback regarding instruction.

13. The student evaluation results are used in decision-making.

AUC has traditionally used the results of student course evaluations to identify concerns requiring further investigation at the department or school level. Consistent patterns that emerge in student evaluations are used to determine such matters as faculty contract renewal, modifications to curriculum, or reduction/expansion of course offerings. Student evaluation of instruction is conducted every semester for each course at AUC. Results are shared with the chair of each department for review.

In addition, AUC has recently embarked on a major initiative to measure the quality of education at the institution. AUC plans to further use student feedback on the learning experience results as part of this study.

Through a newly introduced Quality of Education Initiative, data was collected from stakeholders (students, faculty, chairs and parents). Focus groups for all stakeholders were also conducted. Based on the analysis of both, the Provost Task Force on the Quality of Education (TFQE) (7.3.3) made recommendations and an action plan (7.13.1) was developed by a working group for the Quality of Education at AUC. AUC plans to include a regular survey of stakeholders in coordination with the Center for Learning and Teaching and the Office of Strategic Management and Institutional Effectiveness. Furthermore, the action plan includes a plan for regular and ongoing focus groups with seniors students, starting fall 2018, within departments to convey issues of concern and strengths of the programs at AUC. AUC also includes peer assessment of instruction within departments for formative assessment of instruction (English Language Instruction, Rhetoric and Composition) and evaluation prior to promotion, renewal and tenure in all departments.

14. Controls to secure and safeguard the certification system.

The University Registrar is dedicated to the principles of service to students and the institution, applying administrative and academic policies and procedures and providing guidance to students with regard to academic program completion (7.14.1, 7.5.1).

The office ensures the adherence to academic policies, safeguards the security of academic records, and effectively provides accessible services to the student body with regard to accessing academic records, liaising with the Dean of Students, the Government of Egypt, and with foreign missions (embassies) with regard to travel permits.

AUC has administrative policies and procedures in place to ensure that students meet the requirements for graduation and certification. AUC also has electronic data policies and procedures to safeguard the integrity of student academic records.

The services provided by the Registrar per unit/office include: maintaining student records, credentials, transcripts and archives in accordance with the University policy while maintaining and operating records management standards and data integrity; ensuring student privacy in accordance with FERPA; processing student requests to restrict directory information; ensuring that electronic

access to record information is secure; and maintaining transcripts and student credentials in a secured fire-safe location or backed up electronically.

The office is also responsible for providing access to student records to campus officials and employees who have legitimate educational interests in such access. Access is only granted after the request is reviewed and approved by the Registrar and the Data Base Administrator for the Banner Student module. Other offices and departments implement procedures as recommended or used by the Office of the Registrar to ensure security of student records/information campus-wide. If needed, the Registrar works with departments and other administrators to clarify security access requested before a decision is made.

Some main strategic modifications occurred since 2008 in the Registrars' strategies to enhance students' records. In 2009, the office increased compliance and security of student records/information through Documentum, which is an imaging software used for student credentials submitted during the admission phase. Access granted to the Registrar office for expedited document retrieval services. The office also expanded towards more online student services, new online credential request form, transcript and certification requests to be submitted online with credit card payment. This has made online requests available 24/7 and minimized the waiting time to receive the credentials requested for.

While in 2010, the Office moved towards an integrated electronic information system for student information/ records. This has been achieved by the implementation of Banner web-based student information system allowing online legitimate access to student information/records for faculty, advisors and students. This resulted in an integrated database for student information analysis and reporting.

The implemented modifications support a more secured system for maintaining student records/information, contribute to overcoming storage space problems, ensure student data integrity and legitimate access to student records/information. These modifications are aligned with the AUC mission, as the University policies and procedures for maintaining student records, preserving student privacy rights and safeguarding the confidentiality of student information and records all support AUC's mission for academic integrity and ensures students a professional learning experience.

Furthermore, the modifications implemented contributed to an efficient flow of student information, which enabled University officials to perform their functions successfully and efficiently. Also, the availability of student information/records was crucial in improving the service level provided.

With regards to transcripts, the student's official AUC transcript is released only on the written request of the student (electronically submitted from student's account or a signed form), and only after all obligations to the University, financial and otherwise, have been fulfilled.

Current students with no holds on their account can print their unofficial transcript online through Banner Self-Service student account. Unofficial transcripts are used to check academic progress, unofficial evaluation for graduate schools, record keeping, etc.

15. Higher studies theses are incorporated in databases available to researchers and the concerned parties.

AUC has policies and procedures for making available all graduate-level theses, both at the Master's and Doctoral levels. More specifically, each thesis is required to be submitted electronically to AUC's Digital Archive and Research Repository (DAR Repository) (7.15.1,

7.15.2) , which serves as the “*open access home to AUC’s scholarly communications, including theses, faculty publications, student projects, and departmental records and publications.*” With “dar” meaning “home” in Arabic, the resource reflects the repository’s role as a “home” for scholarship and institutional records. Beyond this repository, hard-copy submissions are also maintained (and searchable) in the Main Library, as well as in most departments.

16. *Education, Students and Higher Studies Councils are pivotal in the promotion and development of education in the first and second academic stages.*

AUC has a variety of mechanisms to achieve this objective. The Provost Council (7.4.3), the Graduate Advisors Council, the School Councils and the Research Council oversee the standards for the promotion and development of education in the first and second academic stages. These four bodies are pivotal in maintaining standards of programs across the University.

At the Undergraduate level, AUC has a number of committees, such as the Core Curriculum Committee (7.10.1), which review the general education curriculum, select syllabi and recommend changes when needed. At the university-wide level, AUC has a University Senate with procedures (7.16.1) for reviewing and voting on all requested changes to curriculum, as well as supporting recommended policies affecting student affairs.

In addition, each academic school has a Dean’s Council of department chairs, which collectively discusses and recommends proposals to promote and develop the department educational offerings. At the graduate level, the Dean of Graduate Studies chairs a Graduate Advisory Council (GAC) (7.16.2), consisting of the graduate directors for each of AUC’s graduate programs, as well as staff and even graduate student representation. This council oversees the affairs of the graduate programs and makes decisions with regard to promotion of graduate offerings (including the bi-annual Open House recruitment fairs), admissions to the various programs, and the development of students throughout their studies. For example, the GAC approves the requirements for fellowships and funding opportunities (e.g conference grants) that enable students more resources to attend the University, study abroad, present their work internationally, and overall look toward opportunities following graduation. Moreover, the Office of the Dean of Graduate Studies and the GAC collaborate between various stakeholders (such as the individual schools and the AUC Library) to run a series of workshops to compliment the normal graduate students’ curricula.

17. *The University has indicators and tools to measure the educational efficacy of its programs.*

AUC has organized and systematic assessments, conducted by faculty and/or appropriate professionals, which evaluate the extent of student achievement of institutional and degree/program goals.

AUC defines meaningful curricular goals (learning outcomes) and has defensible standards (exams, etc.) for evaluating whether students are achieving those goals. AUC also prepares students in a manner consistent with its mission for successful careers, meaningful lives, and, where appropriate, further education (7.17.1). AUC accomplishes this through a variety of institutional measures in collaboration with the schools, including assessment strategies conducted by the office Strategy Management and Institutional Effectiveness (7.17.2), departmental committees, school committees and a wide range accreditation bodies (7.6.2).

Annual assessment reports submitted by departments and programs provide references of the use of assessment results for the review and revision of academic programs and support services (7.7.1). This is further substantiated by the results of an institutional survey for faculty, in which 69% of faculty agreed that their program or department makes use of assessment results to improve student

learning, 73% agreed that results are used to improve pedagogy and curriculum, 53% agreed that they use results to improve student success indicators and 52% agreed that they use results to plan and budget for improvement of programs and services within the University (7.17.3).

Select programs, such as Architecture, require student portfolios demonstrating both student progression throughout the program learning outcomes across all major courses. This is part of the UNESCO UIA Validation (Accreditation) process. English Language Instruction, CORE courses and Rhetoric and Composition courses are currently using ePortfolios as a reflection and assessment tool to assess achievement of program learning outcomes within select freshman courses (available upon request).

D. CONCLUSIONS:

AUC is structurally set up for productive assessment of student learning and outcomes. The University has the components in place and has been increasing completion rates and quality of strategic and assessment plans and reports. Substantial efforts and progress have been made in improving AUC's practices of assessment since the last Accreditation process.

AUC also maintains strong procedures for surveying stakeholders with a number of questionnaires and evaluations across all educational functions and areas to serve as useful, tailored and/or international indirect assessment mechanisms. Among these assessments are first-year surveys, AUC Quality of Education Surveys, NSSE, exit surveys, international student surveys and various AUC experience surveys. These surveys are run in partnership with various offices to support their assessment and continuous improvement efforts. Furthermore, the implementation of the Business Intelligence project, which was an initiative supported by Senior Management, supports informed-based decision making.

The effort to involve all faculty in annual institutional assessment is ongoing, as the participation and awareness of faculty of annual assessment reports and how the results may be used is uneven across the University. Some departments report high awareness and participation; and in many such cases, the impetus is externally-based departmental or school accreditation, rather than routine compliance with university requirements to submit annual assessment reports. Therefore, university efforts toward making these assessments more meaningful, in addition to increasing incentives would encourage productive and useful assessment. Furthermore, material support of university administration regarding the importance of teaching quality would further motivate faculty and would help enhance teaching quality at the University.

Challenges at the program level include embedding assessment practices into annual program reviews in such a way that all departments are required to view assessment results in the context of improving learning. In addition, more departments need to focus more on developing more expertise in articulating learning outcomes and linking coursework to their assessments. Challenges at the institutional level include prioritizing assessment results in strategic planning such as providing adequate resources for supporting struggling students and increasing resources for faculty development.

Therefore it is important that AUC has institutional plans for a more extensive approach to holistic evaluation of instruction including expanding scope and quality of formative peer evaluation and faculty teaching portfolios beyond the student evaluation of instruction. AUC also plans to further use results of student evaluation of the learning experience effectively to enhance the quality of education at AUC.

Finally, appointing course coordinators to continue to oversee a combined syllabus, as well as to orient faculty in that course to expectations and criteria. Course outlines in multi-section courses should include a clear statement on grievance procedures, and departments should anticipate

possible outcomes of the grievance process, such as, for example, a reassessment by the original instructor, a 'blind' assessment by another faculty member, or other suitable outcome to address the grievance. Also, department chairs, deans, and administration should frequently review student evaluations as a means of addressing any concerns over marking and assessment.

STANDARD 8: SCIENTIFIC RESEARCH AND ACADEMIC ACTIVITIES

A. STANDARD

The University has an approved research plan that contributes to realize its mission; serves national policies; and reflects social needs. The University is keen to provide and develop financial and material scientific research resources; and support researchers to realize its research plan. The University further encourages cooperation and collaboration among the different disciplines in the area of research as well as students' participation in the research activity; monitors compliance with scientific research ethics; protects intellectual property; and creates a supportive environment for academic activities and innovation.

B. SUMMARY

AUC maintains a vibrant ecosystem for academic research and creative endeavors by virtue of its infrastructure, facilities and institutional support resources. The continuous efforts to secure external funding and to optimize the use of its available internal funds has led to a significant research facility establishment in physical, life sciences and social sciences and humanities. AUC pioneered the then uncharted territory of intellectual property protection, patenting and technology licensing. This is in addition to the clear focus on dissemination of research ethics and authorship principles. Students research participation is nurtured through specifically designed programs at both the undergraduate and the graduate level. This is in addition to the already built in liberal arts courses of scientific thinking and critical thinking that prepares students early on to implement research approach in their entire course of knowledge acquisition throughout their study programs. Thanks to internal support programs, researchers at AUC enjoy high level of exposure to the international research community in their respective fields through conferences and other means of collaboration.

This momentum has resulted in AUC securing a noteworthy ranking in international systems such as QS and THE, reflecting a high level of research output despite the size of the institution.

C. ANALYSIS

- 1. The scientific research plan, developed through the participation of the affiliated institutions, is associated with the University's mission, the national policies, and the surrounding community needs.***

AUC's approach to scientific research planning stems from its overarching vision of research and creativity. As a predominantly liberal arts educational institution, AUC ponders its research and creativity strength as a key enabler to achieve its educational goals through promotion of innovation, critical thinking and excellence across the University; elevation of AUC's visibility, reputation and ranking; effective engagement in community challenges; involvement of faculty and students in international collaboration and partnerships. Furthermore, University facilities, infrastructure, environment and institutional resources are continuously enhanced to serve the positioning of AUC as an *innovation campus* with strong foundations in research and creativity.

AUC, defining itself as *Egypt's Global University*, has set its research and creativity priorities on: Global challenges, guided by the UN Sustainable Development Goals (SDG's)

- Livelihood and wellbeing of the African population
- Egypt's National Research Priorities
- Livelihood and wellbeing of the Greater Cairo Community

AUC strives to serve these priorities through the advancement of knowledge in the life sciences, physical sciences and social sciences and humanities, mostly in a cross-disciplinary approach.

AUC adopts and continuously strengthens a structure of institutional resources, such as grants management, physical resources management and intellectual property management, to support its faculty and students in carrying out projects geared towards achieving University goals.

Approaching its second century, AUC remains committed to its core mission of disseminating knowledge (education), generating knowledge (research and creative endeavors) and serving local and global communities through both. More specifically, AUC's commitment to its mission continues through: the nurturing of excellence and adopting the path of innovation; international collaboration; dynamic partnerships with the great city of Cairo; research-driven experiential and community-based learning; and cross-disciplinary research that builds on its strengths.

Each of the schools developed its own vision and strategic plan for research and creativity (8.1.1, 8.1.2), aligned with the University vision and guided by Egypt's national research priorities, as elaborated in the Ministry of Higher Education and Scientific Research (8.1.3).

At an institutional level, AUC administration, through the office of the Associate Provost for Research, Innovation and Creativity (AP-RIC), is providing the proper ecosystem for schools and departments to activate projects that fulfill the above vision with high agility and effectiveness. Such an ecosystem includes its facilities, human caliber and work systems through its support units.

2. *The scientific plan aligns with the available or potential resources and facilities with follow-up mechanisms.*

Generally, the mechanisms for funding and availing resources for research, innovation and creativity are either internal or external. AUC has a significant track record in attracting research funding from regional and international agencies and donors, while less significant with local resources due to eligibility restrictions. Obtained grants over the past two decades have helped AUC establish a solid base of research facilities. In addition, the support system for research grant management and intellectual output management has evolved over the years to become exemplary. AUC also offers its faculty, undergraduate and graduate students several options for securing financial resources to perform their research work or present their research at international conferences. Programs are also in place for attracting experts and prominent scholars in diverse areas of knowledge to visit AUC for periods ranging from a few days to a full academic year.

2.1 Facilities and Institutional Support resources

2.1.1 Facilities

Facilities available for AUC researchers to conduct their research efficiently are either hosted in departments or in centers. The following are examples of the facilities available within various departments and centers:

- **Yousef Jameel Science and Technology Research Center (STRC)**
This center was established to provide a supportive research environment with a supporting infrastructure, where scientists can work collaboratively, building on their strengths, the unique resources of the center and the School of Sciences and Engineering (SSE) in order to provide high quality services for external researchers and industry. (A comprehensive roster of the research equipment is provided in reference (8.2.1).)
- **Kamal Adham Center**
The mission of the center is to advance television and digital journalism by offering first class postgraduate education and tailored practical training. The center strives to expand knowledge in the field of media and communications through scholarship, publishing cutting-edge research and authoritative analysis (8.2.2).

- **Center for Sustainable Development**

The mission of the Center for Sustainable Development is to guide sustainable development efforts in Egypt, the region, and beyond by providing holistic academic programs, applied interdisciplinary research, and community services for improving lives and livelihoods while safeguarding natural resources for the future generations to come (8.2.3).

- **Venture lab**

AUC Venture Lab is Egypt's first university-based incubator and accelerator. The lab enables startups to capitalize on AUC's intellectual capital, world-class facilities and research capacities. It connects innovative startups with AUC's network, which includes alumni, faculty, mentors and investors. Through this, it fosters a thriving ecosystem of innovation, education and responsible business.

The mission of the AUC Venture Lab is twofold: to help Egyptian startups commercialize their innovative technologies and business models into viable ventures that contribute to economic growth, competitiveness and job creation; and to provide a learning and research platform for the AUC community to connect with entrepreneurs.

AUC Venture Lab targets startups that are high-growth and innovation-driven. These are selected through a rigorous process based on the novelty of the idea, scalability and commercial potential as well as the team's track record, cohesion, tenacity and commitment to success. Selected startups play an active role in the AUC community by sharing their entrepreneurial experience with students and staff, in addition to their contribution to Egypt's growth and competitiveness (8.2.4)

- **The School of Humanities and Social Sciences (HUSS) Lab**

The HUSS Lab is a unit within the School of Humanities and Social Sciences (HUSS). It was set up in 2017 to implement a three-year Mellon-funded program to support research, teaching, and public engagement in the humanities. This program promotes community outreach, faculty and student exchanges, publications, and public-oriented humanities research at AUC, its partners in Egypt and across the Global South. This multi-institutional, global initiative coincides with a crucial transition point as AUC and other universities across the Global South consider new ways to serve their constituent communities during a time of profound social, cultural, and political instability. A summary of the programs within this grant is available on HUSS lab website on AUC. Other SSE research facilities, equipment and analytical instruments are compiled in the appended comprehensive list (8.2.5).

2.1.2 Institutional Support Resources (Research support services, Research compliance resources)

AUC provides researchers with the appropriate ecosystem that enables them to pursue their research endeavors effectively. The University continuously enhances the management of this ecosystem by developing policies and guidelines and providing necessary controls to enhance research within departments, in addition to developing an organized research, innovation and creativity unit.

- **University Research Board**

The University Research Board is a standing committee charged by the Provost with the responsibility of creating a culture, within the University, that encourages research. Chaired by the Associate Provost for Research, Innovation and Creativity, the committee is composed of the associate deans of: SSE, HUSS, GAAP and BUS; the dean of graduate studies; Director of the TTO; and Director of the OSP. The associate deans are concerned with improvements

in the quality and impact of research, as well as, the growth of local, national and international research collaborations. Thus, they present their schools in the board as part of fulfilling their mandate. The Associate Provost of Research, Innovation and Creativity, is responsible for leadership, management, and administration of research, innovation and creativity at AUC. Accordingly, managing these periodical meetings and reporting to the BoT on all the issues that requires their input is carried on by his office.

The mission of the University Research Board (URB) is to encourage and support quality research across all disciplines at AUC. The URB promotes basic, innovative and applied research, interdisciplinary and multidisciplinary research, and production of scholarly and creative works. In accordance with the mission of the University, the URB supports research that addresses the multiple challenges faced by Egypt and the region. The URB recognizes the crucial importance of freedom of thought and expression to research excellence and the advancement of knowledge. It serves as an advocate for high standards of research ethics, integrity and conduct, and provides oversight, guidance, and coordination of research activities at the University (8.2.6). The URB committee members have a monthly meeting to discuss the emerging topics as well as decide on initiatives related to research (8.2.7.).

- **Institutional Review Board (IRB)**

The purpose of the IRB is to review all research that involves human participants to ensure the protection of their safety and privacy. The IRB at AUC complies with the guidelines of the United States Department of Health and Human Services. The IRB reviews research proposals to ensure that researchers (investigators) plan to engage in ethical research methods. It is the responsibility of the IRB to assess if the proposed research will be conducted with respect for the participants, maximize the possible benefits, minimize the potential harms, and treat all individuals and groups of participants in a fair and equitable manner. All research involving collecting data from human participants must gain approval from the IRB before research can begin. Examples of data collection methods that require human participation include, but not limited to, questionnaires, interviews, systematic observation, focus groups, blood samples, human tissues, and video-recording.

All research conducted by AUC faculty, students, and staff requires IRB approval even if it will occur outside Egypt, and all research to be done at AUC or supported by AUC must receive IRB approval even if the principal investigator (PI) is not a faculty member at AUC (8.2.8).

- **Technology Transfer Office (TTO)**

The TTO is lead by a director who works with a team of two members and reports to the AP-RIC. The office aims at creating opportunities for AUC's innovators to maximize the impact of AUC innovative technologies, breakthroughs and discoveries through licensing to companies or spin-outs while generating revenue to support research and education.

The Technology Transfer Office (TTO) works with the University's researchers and inventors to accelerate the process of bringing their developed technologies to the community. The office identifies research with potential commercial interest and develop strategies to help exploit it. The TTO supports research at all stages and helps establish a connection between companies and the commercialization of intellectual property. The TTO will set up protection strategies for the research and promote development all the way through successful commercialization. Policies related to the office are published on the AUC website (8.2.9).

2.2 External & Internal Financial resources

Financial resources are crucial for research. AUC works hard to secure internal and external funds and develop means to guarantee the appropriate management of the obtained funds in a way that serves the University strategy and abides by AUC values and ethical standards.

2.2.1 Internal financial resources

The Internal Grants System is managed by the Provost office. These grants have been developed to accommodate the different needs of the researchers.

- **Faculty Research Support Grant**
AUC provides grant support for innovative research activities. Grants are competitively granted to support individual or group research projects and are administered by the Office of the Associate Provost for Research, Innovation and Creativity (AP-RIC) Office (8.2.10).
- **Undergraduate Students Grants**
The Office of Undergraduate Research (OUR) offers partial funding for undergraduate students to support research activity that goes beyond the regular requirements of academic coursework or thesis work. All students seeking financial support for research activities have to come through the office of undergraduate research. Students cannot approach other offices within AUC for funding, without prior communication with the OUR. (8.2.11)
- **Graduate Students Grants**
All enrolled graduate students at AUC are eligible to apply for research, conference, and study abroad grants. Those who have just graduated from both graduate or undergraduate programs, and intend to present the results of their graduate thesis at a recognized professional conference, may also apply (8.2.12).
- **Distinguished Visiting Researchers (DVR) Grant**
Every year, the Distinguished Visiting Researchers Program (DVR) brings eminent scholars to interact with faculty and students. The program is designed to foster a spirit of intellectual and scholarly inquiry among faculty, staff, students and the wider community (8.2.13). Aligned with AUC's strategic plan, the goals of the program are:
 - To foster collaborations and partnerships between AUC and internationally recognized researchers;
 - To enrich the research experience of students by giving them the opportunity to meet and work with leading researchers;
 - To increase the visibility of AUC in the international research community.
- **Artist-in-Residence**
Artist-in-residence provide artists and other creative professionals with time, space and resources to work, individually or collectively, on areas of their practice. Artists' residencies typically offer accommodation, artistic coaching, production support and/or presentation facilities. Increasingly, the artists in residency are able to work with other artists, scientists, and professionals from a range of disciplines and sectors and/or working within defined communities on specific themes. (8.2.14)
- **Post-Doctoral Fellows**
The distinguished Post-Doctoral Fellowship Program aims at attracting young energetic researchers who are interested in pushing their research activities beyond the scope of their prior undergraduate and graduate education. The goal of the program is to train scientists to think broadly about learning, lead innovative scientific areas, and use their outcome to drive research, practice, and policy (8.2.15).
- **Organized Research, Innovation and Creativity Units (ORICU's)**
The Provost Office at the AUC, represented by the Office of Associate Provost for Research, Innovation and Creativity, (AP-RIC) seeks to facilitate the development of all kinds of initiatives that cut across traditional disciplinary boundaries. One effective way of doing this is through the creation of units that serve as links to important constituencies in the community, civil society, government, other universities, the private sector, and multinational agencies in Egypt, across the Arab region and internationally. They contribute to building important new fields of inquiry and academic networks; sponsor

major programs of research at AUC, involving multiple investigators; and producing findings with considerable scientific impact, scientific outreach and public policy influence. These units are commonly identified as centers, institutes or other such terms, which are collectively referred to as *Organized Research, Innovation and Creativity Units* (ORICU). Policies, evaluation criteria and all other governing rules for such units are provided in the appendix (8.2.16).

- **Conference travel grant**

AUC provides financial support to faculty for scholarly and creative presentations at major professional international meetings and conferences. Appendix (8.2.17) provides the governing principles of this grant type.

- **Organization of a conference support grant**

Another type of grants that AUC provides is the financial support to organize conferences, workshops, exhibitions, etc. Conferences are important for research and creative processes because they provide a venue for the dissemination of new information and provide a forum for the exchange of ideas (8.2.18).

- **Mini grant**

AUC provides mini grants to assist with expenses such as the costs of reprints (for a limited number of articles, but not for books), page charges, charges for preparation of manuscripts for publishing, such as copyediting or indexing, supplies and services, the cost of data that must be purchased from external sources, relatively small materials costs related to research and teaching enhancement, etc. Mini grants can also be used to fund the organization of multidisciplinary series of meetings/symposia/seminars between at least two AUC departments (preferably from two different schools (8.2.19).

- **Off-cycle contingency grant**

The Off-Cycle Contingency Support Funds (OCCF) are intended to support: travel to conferences at which faculty have been invited to present research or other creative activities which arise outside the regular funding cycles; and unforeseen research/teaching and learning enhancement opportunities which arise outside the regular funding cycles. Applications for OCCF are reviewed by members of the Departmental Research Committee in every department (DRC) and a recommendation is made to the Dean and the Associate Provost. This type of exceptional fund can be applied to the following grant types: Research Support Grant, Teaching and Learning Enhancement Support Grant, Organization of a Conference Support Grant; Conference Travel Support Grant; Teaching and Learning Enhancement Travel Support Grant (8.2.20).

2.2.2. External financial resources

- ***Resources that come from the Office of Sponsored Programs OSP (Grants)***

A major amount of the financial resources supporting research comes through the efforts of the OSP. The office matches the opportunities allocated with the researchers needs, counsels and assists faculty and staff in the conceptualization, preparation, and delivery of proposals for external funding. Once the funding is approved, the office also carries out all the contractual and budgetary administrative work associated with the award. On annual basis, the OSP presents to the AP-RIC reports on the research proposals received and grants awarded (8.2.21,8.2.22)

- ***Resources from Office of Advancement and Communications (Donations)***

The Office of Advancement and Communications is responsible for the strategic positioning and reputation management of the University. Research centers at AUC secure funds mainly from two sources: the OSP process and donations that come to the Office of Advancement and Communication. In this case the donation serves a specific objective and is followed up by a dedicated team in the office. The office provides the RIC office with needed reports such as

three-year cumulative report to assess the ability of the center to attract funds, and a follow up report on the active donations (8.2.23).

2.3 Follow up mechanism (OSP and IGM)

2.3.1 The Office of Sponsored Programs OSP

The Office of Sponsored Programs represents the University in its dealings with external sponsors. The office assists faculty members in identifying potential funding sources, as well as developing and submitting proposals. Additionally, the office administers all awards and monitors compliance with the sponsor rules and regulations, as well as AUC's policies and procedures.

The Office of Sponsored Programs has been serving AUC at large for more than 25 years. It has managed more than 900 contracts, grants and cooperative agreements from international organizations, foundations, and corporations, in addition to the U.S. federal government and the European Union (8.2.24, 8.2.25).

2.3.2. Internal Grants Management

Managing internal grants is through an automated system by the office of grants and awards within the AP-RIC office. The policies governing each grant are published and awareness e-mails are sent before the beginning of each grant cycle. Review of the proposals are carried out by deans and/or chairs as well as committees such as URB or IRB whenever applicable. The follow up mechanism involves the assessment of the reports submitted against the proposals. This is usually conducted by a specialized committee that provides feedback on their assessment, which is used as evaluative criteria for future applications by the same applicant (8.2.5-8.2.16).

3. *The affiliated institutions had been informed of the scientific plan and their role in its implementation.*

The AUC approach to cascading scientific research plans leans more towards an *iterative* rather than *top-down* approach. The University's research direction is translated to plans at the school and department levels, which receive the needed support for implementation. Affiliated institutions - schools and centers - develop their visions and plans to align with the University strategic directions. Such plans are shared with governing bodies of the academic area, namely the Provost Council and the University Research Board, and discussed to ensure alignment. Moreover, the Internal Grant System considers the University vision and priorities while evaluating proposal submission for all its internal funding programs (8.1.1 - 8.2.5).

4. *The University has effective mechanisms to disseminate awareness about scientific research ethics and secure compliance.*

AUC established norms for academic integrity and authorship guidelines for researchers; this is to ensure clarity of research governing rules, including sharing it with the public, and organizing research involving human interaction. The main references in the area of research integrity are the *Code of Academic Ethics* (8.4.1) and the mandate and rules of the Institutional Review Board [*Policy and Procedure Regarding Use of Human Subjects in Research*] (8.4.2).

The University takes scientific research ethics very seriously. Its general policies on scientific research ethics are summarized in its *Code of Academic Ethics*. This document was produced by a panel of faculty, and approved by the Academic Integrity Council, a multi-disciplinary committee of composed of AUC faculty, which regularly reviews policy in the area of academic integrity (8.4.3).

- **Use of Turnitin**

All students are taught about scientific research ethics and academic integrity in their required courses RHET and CORE. Furthermore, students in these courses routinely submit their written work through Turnitin, an online platform that detects possible plagiarism. This platform is also available, and actively used by instructors in other courses.

The Turnitin account for AUC is administered by the Center for Learning and Teaching, which offers tutorials for instructors when they set up their user accounts. The procedures for the use of Turnitin are stated on the website of the Department of Rhetoric and Composition.

- **Academic Integrity in Course Syllabi**

Furthermore, the following paragraph on academic integrity is routinely inserted in all syllabi at AUC:

“Policy on Academic Integrity, Academic Freedom & Intellectual Interaction

While some activities and assignments will require group collaboration or will involve group discussion, written work submitted for a grade and evaluation by the instructor should be the product of each student’s own work, analysis and reflection. Each student is expected to follow the university’s policy of ethical standards. If group reports are acceptable for any assignment, this will be explicitly stated.

- **Grievance procedures**

All possible violations of academic integrity can be reported confidentially through an online form (8.4.4) (the evidence submitted through this form is processed by the Community Standards Office, and an investigation may be launched according to the policies and procedures outlined in the *Code of Academic Ethics*).

- **Institutional Review Board (IRB)**

IRB organizes activities for new faculty, graduate students, and also visit classes based on invitations from faculty. Furthermore, research ethics training is required from all faculty, staff and students applying for IRB. The board uses NIH training, and recently identified CITI as a possible training provider (8.4.5)

5. ***Appropriate central laboratories in terms of laboratory fixtures and services that meet researchers’ and faculty members’ needs.***

Central laboratories are basically available in the School of Sciences and Engineering (SSE). The list of equipment and facilities available to the AUC research community are provided in references (8.2.1,8.2.5) Other capabilities that serve the campus community and other schools include the Kamal Adham Center (8.2.2), music technology studios, theatres, affiliated workshops, etc.

6. ***The University has a policy and mechanisms to support and incentivize scientific research***

Supporting and incentivizing research and creativity among faculty is mainly through the diverse support grant systems offered to faculty (8.2.13 – 8.2.19).

With regard to student research activities, AUC launched the Undergraduate Research Program as an academic support unit within the Academy of Liberal Arts. Its mission is to institutionalize, support and expand opportunities for undergraduate student research and creative achievement, as well as nurture a culture of research and development. The program is a member of the Council on Undergraduate Research (CUR) – an organization of over 900 higher education institutions, seeking to promote and enhance undergraduate research on their campuses. The program currently runs a number of activities to promote and support student original work:

- Undergraduate support grants: Travel grants, research internship grants, and multi-disciplinary team conference grants. See (8.2.11) for student grant support since 2013.

- Undergraduate Research Journal (URJe) (8.6.1).
- The Newsletter for Undergraduate Research (NUR).
- The Annual Award for Excellence in Undergraduate Research, Entrepreneurship and Creative Achievement (EURECA Award)

The program also supports the EURECA annual conference, where students present their work through oral, multimedia or poster research presentations, published articles, works of fiction, exhibitions of original artwork, musical compositions, documentaries, or scientific inventions. The conference receives a representation from almost all majors at AUC (8.6.2) and the number of students presenting has steadily been increasing since 2013 (8.6.2). The program will also soon introduce the annual EURECA Award to acknowledge the best research output presented by students.

A critical element of AUC's support for research is the American University in Cairo Press, which is the Middle East's leading English-language publisher for academic and fiction books. It aspires to bring Egypt and the Middle East to a global readership as it reflects the intellectual contributions of AUC's educational mission. Building on a global network of authors and editors, the AUC Press publishes reviewed scholarly books, fiction, Arabic teaching books, Egypt-focused books, and general interest publications in both digital and print formats. It operates six bookstores in Cairo including a flagship store in the Tahrir Square campus.

The University, through the Office of the Dean of Graduate Studies, makes available on a competitive basis Graduate Student Support Grants to provide support for graduate students in presenting their work at international conferences (through conference grants); conducting their theses research (research grants); spending a semester or more at an international institution for completing courses and/or conducting research as a research lab/group (study abroad grants).

As mentioned before in section 8.2.1(b), the grants are awarded competitively through a multi-phased evaluation cycle by the Departmental Research Committee (DRC), followed by the school-level and concluding at the level of the Dean of Graduate Studies. In the academic year 2017/2018, 89 graduate students were awarded conference grants; 32 graduate students were awarded research grants, and 10 graduate students were awarded study abroad grants.

7. *The research production is ever-growing in consistency with the number of faculty members.*

Research produced by AUC faculty is disseminated in the form of books, journals, conference proceedings and other discipline-specific media. Faculty research is also publicly showcased, both on and off-campus, on a regular basis via a number of online mechanisms, publications, and community-engagement conferences. Research at AUC is not restricted to discipline-specific academic productions. Each year, AUC's faculty members produce research and creative works in a wide range of disciplines. They conduct basic research and applied fieldwork in Egypt and elsewhere, working in state-of-the-art laboratories, often side by side with students. To promote and strengthen research and teaching, AUC provides its faculty members with various types of research, conference and teaching enhancement grants.

The main mechanism for documenting AUC's research productivity, is the Annual Faculty Report (AFR), which all full-time faculty are required to submit via e-Repertoire, a research and faculty activities database that enables the online creation of annual faculty reports (AFR), and serves as a historical storage unit for faculty activity for personal reporting and tracking purposes (8.7.1). The Office of the Provost prepares an annual list of faculty publications, a series that began in 2006. *The Faculty Publications List* is automatically generated from the AFR and designed to provide a vehicle for AUC's faculty members and others to learn more about the work taking place at AUC, and also to increase interdisciplinary and collaborative research (8.7.2)

AUC's faculty research productivity is showing a continuous and steady increase from year to year. Based on the data extracted from the AFR, the number of articles in refereed journals by AUC faculty was 218 in 2015, increased to 251 in 2016 and 301 in 2017. Also, the number of books published by AUC faculty increased from 18 in 2015 to 25 in 2017. Since the majority of full time tenured faculty are in the School of Sciences and Engineering (SSE) and the School of Humanities and Social Sciences (HUSS), the research productivity of these two schools is relatively high compared to other schools: 83% of AUC's articles in refereed journals are produced by the SSE faculty, while 54% of the Books/Book chapters & Reviews are produced by the HUSS faculty (8.7.3).

The Provost office also oversees the Distinguished Visiting Professor (DVP) and Distinguished Visiting Researcher (DVR) programs, which aim to expand and strengthen AUC's international collaboration; promote AUC's excellence in research and education; and foster a spirit of intellectual and scholarly inquiry among faculty, staff, students and the wider community. These programs bring eminent scholars to AUC for short periods to interact with faculty and students, and the program encourages international research collaborations (8.7.4).

8. *The affiliated institutions develop the research skills of the students, enabling them to participate in the research activity.*

This is achieved through multiple programs at AUC, both implicit and explicit. The following provides examples of the more explicit programs:

- **Capstone Projects**

Students of all majors have the option to register for a capstone course. Under the guidance of a faculty member, the student carries out a research project on a specific topic. The student presents his/her results by submitting a report or passing an examination as determined by the supervisor. Capstone courses are listed in the AUC Catalog (8.8.1)

- **UG Research**

Referring to section 2.2.1(b), the University supports research by undergraduates through its Office of Undergraduate Research.

AUC is a member of the Council on Undergraduate Research (CUR), an organization of over 900 higher education institutions seeking to promote and enhance undergraduate research on their campuses.

AUC's Office of Undergraduate Research promotes research in a variety of ways: travel grants for undergraduates enable students to attend conferences and competitions as presenters; material support for students through its Research Internship program; the annual EURECA conference, which showcases undergraduate research across the University; research Papers by undergraduate students are published in URJe, the Undergraduate Research Journal; occasional workshops and a newsletter promote research activities among undergraduates.

- **Research-based components in Academy of Liberal Arts (ALA) and other courses**

The freshman level of the Core Curriculum requires all AUC students to complete a 3-credit course in Research Writing (RHET1020). In this course, students learn the process of writing an academic research paper. This includes finding a topic, developing a research question, conducting a review of the literature, locating and evaluating sources, citing responsibly and eventually developing a full research paper.

All undergraduate students must also complete two core capstone courses at the senior level, which must include a capstone project, and is often a research paper such as a senior thesis.

Apart from these requirements, all teachers in the core curriculum are encouraged to engage students in undergraduate research as it brings together all of the liberal arts learning outcomes, and is a high impact learning activity.

9. *The University has a policy and mechanisms to raise awareness and implement intellectual property rights.*

AUC takes pride in being the first university in Egypt to adopt an intellectual property policy (8.9.1), along with having the first Technology Transfer Office in the country (8.9.2) to manage the inventions of its faculty and bridge the gap between science and the economical and societal benefit. Over the past 6 years, inventors at AUC filed over 50 international patents and AUC has licensed a handful of technologies to start-up companies.

10. *The University has updated scientific research databases available for stakeholders.*

As mentioned in criterion 7, the main mechanism for documenting AUC's research productivity, is the Annual Faculty Report (AFR), which all full-time faculty are required to submit via e-Repertoire. The e-Repertoire is a research and faculty activities database that enables the online creation of annual faculty reports (AFR), and serves as a historical storage unit for faculty activity for personal reporting and tracking purposes. Full-time faculty are asked to self-report on activities related to teaching, research, practice, professional development and service (8.7.1). The Office of the Provost prepares an annual list of faculty publications, a series that began in 2006. The Faculty Publications List is automatically generated from the AFR and designed to provide a vehicle for AUC's faculty members and others to learn more about the work taking place at AUC, and also to increase interdisciplinary and collaborative research (8.7.2)

AUC publishes two specialized peer-reviewed academic journals: The Arab Media & Society (AMS) and ALIF. AUC also publishes a multidisciplinary journal for undergraduate students URJe.

The Arab Media and Society, published by the Adham Center for Television and Digital Journalism in the School of Global Affairs and Public Policy, is a biannual publication (Arabic & English) published online and in print. It is a specialized journal in media research and analysis on topics related to the Arab world. Founded in the 1998 as *Transnational Broadcasting Studies*, the change to *Arab Media & Society* in 2007 came as a response to the quickly evolving media space. AMS is now an indexed journal in Elsevier's Scopus, the largest abstract and citation database of peer-reviewed literature (8.10.1)

Alif is an annual journal produced by the Department of English and Comparative Literature. It is a bilingual (occasionally trilingual) journal: Arabic, English & French published online and in print. Its first issue appeared in 1981, and it has been appearing continuously since. Each issue revolves around a particular theme and all articles go through a rigorous refereeing process. It publishes original submissions on literature and cultural studies for its annual thematic issues (8.10.2)

The Undergraduate Research Journal URJe (8.6.1) is a multi-disciplinary, refereed annual publication for undergraduate research and creative works. It is managed and published jointly by the Office for Undergraduate Research and the Main Library. URJe is committed to showcasing original student works of inquiry and investigation in a variety of genres – research articles, essays, case studies, reviews, creative writing, documentaries, entrepreneurial proposals, .pdfs of poster presentations and audio/visual recordings of various artistic forms of expression.

11. *A supportive scientific environment (organization of scientific conferences, issuance of scientific journals, support the participation of faculty members in conferences abroad, etc.).*

AUC promotes research and innovation by providing funding, research opportunities, policies and guidelines for faculty and students. During the week-long orientation for new faculty held prior to the start of the fall semester, several workshops are held to orient new faculty on how the University operates; sessions include teaching, research, and campus technology resources. AUC serves and supports faculty and their research agendas through internal and external funding mechanisms. Internally, the Office of the Provost oversees an internal grant system that invests over \$1 million of University funds per year in faculty research. Faculty can access funds, through a grant application process, to attend conferences or conduct research projects. Faculty are engaged at all levels of review (departmental, school, and university) in the process of evaluating grant proposals. This process is coordinated through an online system that ensures collective participation and transparency. To assist faculty in securing external funding to support their research, AUC's Office of Sponsored Programs provides assistance in seeking sources of funding to match proposed projects, drafting, submitting grant proposals, and follow up support for grants that are funded. This office has been extremely successful in helping AUC faculty and programs secure needed funding (8.11.1, 8.1.1).

As mentioned in indicator 2 of this standard, AUC has two internal grant programs to support its faculty allow them to gain exposure to the international scientific community; the conference organization grant program (8.2.17) and the faculty conference travel grant (8.2.18). Over 100 of AUC faculty travel every academic year under the faculty conference travel grant program, and more than 6 conferences are organized on campus under the organization of conferences grant.

Graduate students are offered the opportunity to attend and present their work at international conferences, to conduct research and to study abroad for a semester. Grants are awarded competitively following an evaluation of the submitted proposals at the graduate program level, the school level and the level of the Dean of Graduate Studies. Most schools also have Associate Deans for Graduate Studies and Research whose major responsibility is to oversee graduate students' research projects and provide them with needed support. All enrolled graduate students at AUC are eligible to apply for research, conference, and study abroad grants. Those who have just graduated, and intend to present the results of their graduate thesis at a recognized professional conference, may also apply (8.11.2).

12. *Indicators to measure the effectiveness of scientific research.*

The Office of the Associate Provost for Research, Innovation and Creativity (AP-RIC) is responsible for the metrics of the intellectual output of the University and the indicators. Typical reports of various types of AUC intellectual outputs over a period of 3 academic years are provided in appendix (8.12.1). In addition, AUC has established a complex indicator that is reflecting a university progression in innovation and entrepreneurship by measuring both lead and lag indicators. The leading indicators encompass the components of culture, cooperation and interaction as well as institutional support system. The lagging indicators comprise knowledge, technology and creative endeavors. The aim is to assess the current baseline in all indicators then monitor the annual improvement. This rigorous evaluation system is explained in more details in appendix (8.12.2).

13. *Research partnerships with international institutions and industrial authorities*

Given the focus on research excellence in alignment with addressing the needs of the community and the wider region of the Middle East and Africa, AUC has established over the years successful research partnerships with international organizations and reputable research institutions all over the globe. This is a testament to the capability of AUC faculty in successfully managing large-

scale projects, and performing successfully in terms of deliverables as well as demonstrating impact. AUC faculty have actively engaged with international development organizations such as the United Nations (e.g. United Nations Children's Fund (UNICEF), United Nations Population Fund, and UN Women), European Commission, World Bank Group, Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ, Germany), International Development Research Center (IDRC, Canada), Ford Foundation, Care International, British Council, International Institute for Environment and Development, Institute of International Economics, Institute of International Education, National Endowment for Democracy, and International Centre for Migration Policy Development. They have also engaged with local and regional think tanks such as Bibliotheca Alexandrina, Sawiris Foundation for Social Development and Misr El Kheir. The focus of these research projects was on issues such as informality, women and youth entrepreneurship, gender equity, labor market dynamics, and the knowledge economy.

In addition, intensive research activity in the natural sciences has prospered in partnership with important local institutions such as the Academy of Scientific Research and Technology, Electronic Research Institute, Information Technology Industry Development Agency, and the Bedaya Center for Entrepreneurship and SMEs development (at the General Authority for Free Zones and Investment). The focus was on topics related to Nano technology, pollution abatement, green technologies, renewable energy, and wireless technology. Furthermore, various scientific research projects were launched in close association with industrial partners such as, Valeo Internal Automotive Software Egypt, Helic, Inc., Engineering Company for the Development of Digital Systems, Mentor Graphics Corporation, Safran Morhpo, Lumerical Computational Solutions Inc., Smart Wave, D-Kimia, and Mentor Graphics Corporation.

With respect to engagement with other educational and research organizations in Egypt, AUC faculty have contributed to joint research projects with teams from Cairo University, Ain Shams University, the Zewail City of Science and Technology, October University for Modern Sciences & Arts, Ahram Canadian University, in addition to regional universities such as the American University of Beirut, Khalifa University of Science, Technology And Research, and Qatar University. On a global level, joint research projects were also initiated with the following universities: University of York, Princeton University, Universitat de Valencia, Tufts University, University of Victoria, Massachusetts Institute of Technology (MIT), Bielefeld University, Eberhard Karls Universität Tübingen, Technische Universiteit Eindhoven, University of Glasgow, University of Ottawa, London School of Economics & Political Science, University of California (Davis), University of Cologne, University of California (San Diego), and the University of Malaya.

D. CONCLUSIONS

Overall, the American University in Cairo satisfies the criteria included in Standard 8. As evidenced by the analysis of the criteria, resources, support system, research management and consequently the intellectual output, which all demonstrate a healthy ecosystem for generating and disseminating knowledge.

Institutional support system for grant systems management, for intellectual property protection, research ethics and practice compliance and the governance of research within the University are satisfying the fundamental evaluation indicators.

Established and evolving indicators, and reporting provide tools to assist continuous improvement, in addition to providing a clear view enabling the University to spot potential areas for enhancement.

STANDARD 9: SOCIAL RESPONSIBILITY AND SUSTAINABLE DEVELOPMENT

STANDARD:

The University defines its community priorities, fulfills its needs and seeks to develop. The University further activates community participation in decision-making and its different activities; directs its policies and mechanisms of action to support sustainable development; and is keen to measure the opinions of society on the services and activities provided and utilize the results in development of its performance.

A. SUMMARY

The institution consistently meets this standard through ongoing development and implementation of a clearly articulated University Strategic Plan that is directed toward identifying and addressing the actual needs of the local Egyptian society and its environment and reflects Egypt's national priorities in this regard. This plan clearly outlines the specific objectives and initiatives for the various administrative units, centers and committees responsible for research and education on sustainable development and community engagement. The university utilizes various mechanisms and tools to collect real data on the needs of the community, which regularly informs the development and implementation of this plan and other important decisions which impact the direction of the university, especially in regards to the local community. Various stakeholders have representation and input into these important decision-making processes which determine the forward trajectory of the university.

The university's commitment to social and environmental sustainability is illustrated through its financial support of various affiliated units and centers whose activities are geared toward the development of the local communities and/or environment through research, education and development projects (e.g., Center for Applied Research on the Environment and Sustainability, Social Research Center, and Academic Community Engagement). The university also supports a number of scholarships for deserving students from different sectors of the community based on need and merit.

AUC's fosters a culture of research that identifies and supports the needs of the community, community service and outreach, and professional engagement. The institution's educational and research policies provide a clear framework and support for administrators, staff, faculty, and students participating in community-based research and service. Faculty are strongly encouraged to participate regularly in community service as part of their regular job responsibilities and have access to funding through internal and external grants to develop high-impact teaching practices that involve community-based and service learning. Faculty are also encouraged to regularly engage in local, regional and international programs, projects and conferences to maintain strong ties to the academic community.

B. ANALYSIS

1. *Assessment of the real needs of society and the environment through multiple scientific means.*

To assess the real needs of the Egyptian society and the environment, in diverse fields, over 16 Research Centers have been established at the University (9.1.1). Some notable institutes among them are the Yousef Jameel Science and Technology Research, the John D. Gerhart Center for Philanthropy and Civic Engagement, the Center for Sustainable Development (CSD) developed by the Office of Sustainability, the Social Research Center (SRC), and the Research Institute for a Sustainable Environment (RISE). Since 1958, the Social Research Center has developed scholars who actively participate in *multidisciplinary social science research* with the objective to contribute to the service and development of society (9.1.2). These projects, documented in the Projects

database (9.1.3), illustrate how the varied and extensive efforts to assess the needs of Egyptian society are fully supported at AUC. Established in 1979 as the Desert Development Center (DDC), RISE, a research, education and service unit, *“is dedicated to promoting research of sustainable environments in Egypt, the Middle East, and North Africa.”* Through research on both rural and urban environments, the unit both assesses needs of the society and implements innovative methods to achieve greater sustainability (9.1.4). As part of AUC's continuous efforts to develop the research and educational process in Egypt and to promote sustainable development of the society and environment, the Center for Applied Research on the Environment and Sustainability (CARES) was established to coordinate the CSD and RISE, in order to better meet institutional objectives (9.1.5). In addition, AUC provides continuing, executive, and professional education and entrepreneurship training for the community through the School of Continuing Education, School of Business Executive Education, School of Global Affairs and Public Policy Executive Education, Engineering and Science Services, Kamal Adham Center for Television and Digital Journalism, and Goldman Sachs 10,000 Women Entrepreneurship and Leadership Program. Each of these schools/units assess the need of the society within its domain and provide regular and tailored programs to serve these needs.

2. *The University has an active plan for community and environment service and development directed towards the actual needs, reflecting the national priorities in this respect.*

The University's mission illustrates the commitment of the institution *“to build a culture of leadership, lifelong learning, continuing education, and service among its graduates, and is dedicated to making significant contributions to Egypt and the international community in diverse fields”* (9.2.1). The institutional mission and goals directly impact planning, resources, and institutional development.

AUC had undergone several developments in building its strategic plan based on changing realities and real assessment data. The desire for academic excellence as indicated by the Provost in 2011 outlined five strategic domains: academic excellence, research impact, global experience, *community service* and institutional quality (9.2.2). The objectives of this plan were key in shaping the roadmap of the planning process through 2013, when the four institutional priorities became *education for citizenship and service*, research reflecting innovation and impact, *outreach enhancing engagement and access*, and management with sustainability and integrity (9.2.3). In 2014, AUC further developed its strategic plan for 2014-2019, which outlined several refined objectives (9.2.4):

Objective I: Make Our Place in the World: Egypt's Global University

Objective II: Unleash Learning: Opening the AUC Classroom

Objective III: Location, Location, Location: AUC as an Anchor and a Magnet

Objective IV: Instilling Integrity, Accountability, Sustainability: Managing Continuous Change

While working towards these strategic objectives, the efforts exerted in the planning process and institutional improvement revealed the necessity of sustainable development and information technology to become catalysts for change and means to facilitate the efficiency of operations within the University.

The current strategic plan for 2019-22 consists of five pillars: Quality of Education, Internationalization, AUC Experience, Institutional Effectiveness, and Innovation (9.2.5). The objectives support development of community-based research opportunities for both students and faculty (*Initiative 1.3.4*) and fostering a culture of service to the local community (*Objective 3.1*).

AUC's strategic objectives as stated in its strategic plan are also clearly aligned with the national priorities for higher education as presented in the report published by the Ministry of Higher Education and Scientific Research (MOHESR) entitled *“Egypt Vision 2030 - The Ministry of Higher Education and Scientific Research Strategy”* (9.2.6). The main pillars in the plan are:

1. Quality of Education: one of the 5 pillars in AUC's strategic plan is *Quality of Education*, which focuses on enhancing student learning and preparing students with transferable skills.
2. Scientific Research and Innovation: *Innovation* is one of the main pillars in the AUC's strategic plan, and the main goal is supporting innovation and creativity by allocating all required resources.
3. Building the Character and Personality of Students/Community Service: AUC's third pillar is *AUC Experience*, which aims to foster a culture of service, trust and collaboration in order to enhance local and global outreach, public engagement, academic programs and activities.

The process defined above illustrates one of AUC's major strengths. Over the years, the University has developed strategic plans based on ever-changing needs determined through multidisciplinary forms of research and input from various stakeholders. The University followed up on these plans with detailed assessment procedures and revised the strategic plan to align more closely to the data collected, and in particular with respect to the needs of the local community.

3. *The educational and research policies and activities indicate well-defined tasks and roles for community participation.*

At AUC, there are clearly defined educational policies from admissions to graduation (9.3.1). Several institutional units have roles in setting and implementing educational policies for students such as the Academic Advising Center, the University Registrar, Office of Strategic Enrollment Management, Student Service Center, Office of Dean of Graduate Studies, Office of the Dean of Undergraduate Studies, Office of Student Financial Affairs and Scholarships, Office of Student Well-Being, Office of Residential Life, International Programs Office and the Career Center.

The President restructured Student Affairs in May 2018 by appointing a new Vice President for Student Life. This VP's primary focus is the provision of high-quality programs, services and co-curricular education as integral elements of AUC's mission. These encompass all support services related to students' academic success, including student governance, activities, events, clubs, organizations, conduct and advocacy, student development and leadership, well-being, athletics and residential life. This organizational change has proven successful as critical activities related to students' academics and experience on campus have been addressed and more effective communication channels have been implemented and streamlined.

In regards to institutional units governing research in the community, the University's Research Board (URB) "*develops policies, establishes guidelines and sets forth regulations on matters relating to research*" (9.3.2). The URB further advises the Provost and Associate Provost for Research, Innovation and Creativity on implementation of these policies and other matters related to research and faculty support grants. The University's Institutional Review Board (IRB) also governs research conducted on human participants (9.3.3). AUC faculty, students and staff conducting research on human participants must first receive IRB approval. Additionally, if faculty, students and staff at AUC are conducting surveys or interviews within Egypt, they are required to obtain approval from the Central Agency for Public Mobilization and Statistics (CAPMAS), as noted on both institutional unit websites.

Specific offices devoted to supporting and monitoring undergraduate research at AUC are the Office of Undergraduate Research (OUR) (9.3.4) and Academic Community Engagement (ACE) (9.3.5), which coordinate projects for community-based and service learning research and provides workshops and orientations for faculty and students. The policies and procedures for participation in and presentation of research conducted in the local community are clearly outlined on the websites.

4. *Raising the awareness of the affiliated institutions concerning the role of each in attainment of the plan objectives.*

AUC's "affiliated institutions" with regards to social responsibility and sustainable development may be broadly understood to be those internal AUC units, research centers, and schools which are

aligned with AUC's strategic goals and objectives, specifically in relation to support for community-based research opportunities for both students and faculty and fostering a culture of service to the local community (as AUC has no external, separate affiliated institutions). In relation to the dissemination of the University's 2019-2022 Strategic Plan, during summer and fall 2018, every unit, center, department, and school was required to develop its own strategic plan aligning with the major pillars, goals, objectives, and initiatives set forth in the University's Strategic Plan (9.2.5). To further support this alignment, all budget requests had to be linked to a specific goal and objective showing how the requested budget would serve to further a specific goal. This process ensures that every unit, center, department and school which is connected financially to the University is fully aware of its role in implementing the goals of the University Strategic Plan, which focus on, among other aspects, community-based research and teaching and fostering a culture of service.

There are notable examples of departments within AUC whose goals and objectives are clearly aligned with AUC's strategic initiatives, especially in regard to social and environmental sustainability. For example, the John D. Gerhart Center for Philanthropy and Civic Engagement, established 2006, has served to advance AUC's objectives in regard to the development of social responsibility, civic engagement and philanthropy. The unit's vision is to "*strengthen the culture of social responsibility through philanthropy, as well as effective civic and business engagement in the Arab region.*" Its mission is specifically related to the development of "*knowledge, responsible business practices, civic leadership and capacity building to promote effective social responsibility*" (9.4.1). The Social Research Center has also worked in tandem with AUC's mission in regard to social responsibility and development with the objective to "*contribute to the service and development of society*" (9.1.2). The Engineering and Science Services has been dedicated to serving and developing engineering and science related industrial communities for more than 30 years through a wide variety of services designed to meet the current and future needs of engineers, scientists and the community as a whole (9.4.2). The Goldman Sachs entrepreneurship project in the School of Business is a global initiative supported by the Goldman Sachs Foundation that provides female entrepreneurs around the world with real-world business education, business advising and business networking (9.4.3).

5. *Community service activities are among the promotion requirements for faculty members.*

AUC requires its faculty to regularly demonstrate effectiveness in not only teaching and research, but also in service to the community. The main mechanism for demonstrating this effectiveness is the Annual Faculty Report (AFR) (9.5.1), which all full-time faculty are required to submit at the beginning of each calendar year. AFRs are submitted via e-Repertoire, a database which faculty use to document their activities throughout the year and to archive their work from previous years related to teaching, research, practice, professional development and service. Faculty are asked to reflect on the goals and plans made in the previous calendar year and discuss goals for the new year. Included in the AFR form is a subsection under "Service" which specifically prompts faculty to report "public" service or work done for the local Egyptian community. Department chairs, deans and the Provost use information documented in the AFR to determine salary increases and to evaluate faculty for renewal, promotion and tenure.

Furthermore, as noted in the *Promotion and Tenure Guidelines*, issued in 2011 by the Office of the Provost, one of the three major areas for review under *III. Categories of Accomplishment* is service (9.5.2). In terms of service, "External Activities" for which faculty would provide evidence include academic and professional activities in the local or international communities. Individual departments have specifically articulated this criterion as to service outside of AUC, indicating the local Egyptian, regional or international communities.

6. *Administrative entities (units/centers/committees) entrusted with community service and environment development activities.*

AUC has several entities which are actively involved in community service and environmental development. The School of Continuing Education's mission is to improve the employability of and provide lifelong learning for participants by extending the resources of the University to Egypt and beyond. It offers a wide range of professional certificates in many fields including human resources, translation, language enhancement and information technology programs (9.6.1). Almost every school has units/centers entrusted with community service. For example, the School of Business administers the AUC Venture Lab which enables potential entrepreneurs to incubate and accelerate their business ideas. As a direct result of the Lab's activities, as of February 2018, nine acceleration cycles were completed, 102 startups were accelerated, 49 million LE was generated in revenues by startups, 48 million LE was raised in funding by startups, and 534 job opportunities were created (9.6.2). Another example is the School of Sciences and Engineering, it administers the Sciences and Engineering Services Unit which has been providing services to the science and engineering community for the past 30 years.

To ensure that AUC's outreach efforts are effectively integrated into the curriculum, the Academic Community Engagement office (formerly known as the CBL Program) aims to support and foster Community-Based Learning, which is a methodology that advances articulated learning goals through student service to a partner community. Launched from the classroom, lectures, readings, and discussions, students apply academic theories and innovative thinking in co-developmental, hands-on service with local Egyptian and international communities. This program supports high-impact student learning experiences for AUC students, fosters a culture of service-minded individuals, and also enables AUC members to make positive contributions to the local communities in need (9.3.5).

In regard to environmental and social sustainability, the Office of Sustainability (OS) and CARES are the two primary entities which direct activities related to the AUC campus and the local Egyptian community (9.6.3, 9.1.5). The goals and objectives of the OS are aligned with AUC's overall strategic goals and objectives, which is to integrate environmental and social sustainability into the culture and structure of the University. The office strives to reduce the University's use of natural resources and operating costs and to instill a mindset of sustainability in the AUC community by supporting University programs in education, research, and operations. The newly restructured CARES coordinates and administers all the activities of RISE and CSD, whose primary focus is on research, education and service related to environmental and social sustainability. The goal is to improve the lives and livelihoods in the local Egyptian, regional and international communities while protecting the natural resources for generations to come (9.1.5).

7. *The University has activities directed towards protection of the surrounding environment.*

In recent years, AUC realized the significant impact of adopting sustainability measures and environmental control in relation to operational budget. Since 2012, there has been a great shift towards addressing sustainability measures to all operational systems and facilities within the University. In addition to supporting the financial deficit and the surrounding scarcity of resources, this also led to a growing campus community awareness regarding the importance of the environment. The achievements have surpassed expectations due to increased awareness within the AUC community of its benefits, in addition to the scientific efforts and highly technical approaches utilized in this domain.

Some of the main initiatives are Carbon Footprint, energy management, water management, and waste management. AUC is the first higher education institution in the Middle East and North Africa to conduct a comprehensive study of its own impact on climate change. AUC is committed to tracking and ultimately reducing its carbon emissions, and helping others to do so in order to contribute to sustaining the long-term viability of the Egyptian society. A university carbon footprint is the annual total of carbon dioxide (CO₂) and other significant greenhouse gases emitted into the atmosphere as a result of daily activities and campus operations. In April 2017, AUC published the new Carbon Footprint report showing trends for the past 5 years, and in July 2018, an updated report was published (9.7.1, 9.7.2). Considerable effort has also been undertaken to reduce energy consumption and upgrade operational performance for sustainability and

environmental measures. Further details on the work of the Office of Sustainability to integrate environmental and social sustainability into the culture and structure of the University are available on its website (9.6.3).

Another activity focused on protection of the environment was developed by the Community Outreach Program in 2015. The Neighborhood Initiative, with its message as “*No university is an island*,” was introduced at the AUC–American University in Beirut (AUB) symposium with the intention to spark discussion on universities’ responsibilities toward engagement with local communities. Since then, the initiative has unfolded into a research project aimed at ultimately establishing an official entity dedicated to inspiring engagement on AUC’s campuses and in its local community. Currently, the research team is working on mapping the surrounding communities, both that of AUC New Cairo and AUC Tahrir Square. *The Neighborhood Initiative* is focused on how an urban university can play a transformative role in its city by working toward a livable, just and sustainable neighborhood. The most recent project is the partnership between AUC and Tameer, a real estate and development company to transform the water tower outside campus into a work of art with approval from the municipality. In what promises to be the first beautified water tower in Egypt, AUC students from different majors will be the designers (9.7.3).

8. *The University directs its policies and work mechanisms towards support of sustainable development.*

AUC policies are prepared and initially communicated to the AUC community via email. Once approved, they are published on the University’s website on the University Policies page (9.3.1). AUC has a number of policies directed towards support of sustainable development. The latest policy that was approved and published online is the Tobacco-free community policy. Students, staff, faculty and visitors are prohibited from smoking and using tobacco and nicotine products (other than approved cessation aids) outside of the designated smoking areas effective February 18, 2018 (9.8.1).

AUC’s sustainable campus practices have been featured in the *United Nations Environment Programme’s (UNEP) Greening Universities Toolkit* as a global example of a green, low-carbon institution. AUC is one of only two universities from Africa featured in the toolkit. Moreover, AUC is the only higher education institution outside of North America that has been named in *The Princeton Review’s Green Colleges Guide*, which highlights the “most environmentally responsible green colleges” (9.8.2). Furthermore, AUC’s faculty housing is the first building in Egypt to pursue the *Leadership for Energy and Environmental Design (LEED)* certification from the United States Green Building Council. The building embeds green concepts in its design and structure including a green roof; solar water heaters that provide 100 percent domestic hot water for the whole building; environmentally friendly, non-CFC cooling refrigerants for air conditioners; a green roof that allows residents to practice rooftop farming; and LED light bulbs, which consume less electricity than regular light bulbs and last up to 10 years (9.8.3).

There are 60 academic and non-academic student clubs and programs, many of which are classified as community service organizations. All these organizations are coordinated by the Office of the VP for Student Life (9.8.4). They range from academic clubs, cultural associations, student government committees and community service organizations that work closely with the elderly, the orphans, the underprivileged and the sick, and the environment. AUC recognizes extra-classroom experiences like service-learning, internships or research in designing graduation requirements, encourages community service and rewards extracurricular involvement. The newly introduced *co-curricular transcript* reflects student involvement in co-curricular activities. The first in Egypt and the region, this fully automated system allows students to record their participation in various activities and organizations outside of the classroom, including work focused on service to the community and the environment (9.8.5). What has also illustrated AUC’s commitment to this priority is the expansion of the *AUC Sustainable Campus Program* administered by the Center for Sustainable Development. It is a committee of students, staff and faculty that aims to bring together people from AUC interested in campus sustainability and the environment. It encourages innovative

projects involving students in learning beyond the classroom and demonstrating the University's commitment to sustainability, such as roof gardens, solar energy, carpooling, etc. (9.6.3)

9. *The University has diverse special funds that align with the nature and needs of society.*

One of the University's mandates is providing scholarships and financial aid support to its students in order to further AUC's mission of building a culture of leadership ready to contribute to both Egypt and the international community in diverse fields. Scholarship support enables AUC to attract gifted young men and women, regardless of their financial circumstances, to the University and provide them with an education that empowers them to create positive change in Egypt and the world. AUC offers scholarships based on merit and need. Generally, scholarships are reserved for students with special qualifications, such as academic, athletic or artistic talent and who demonstrate high financial need.

The Office of Student Financial Affairs and Scholarships manages three main methods of financial support: financial aid, scholarships, and fellowships. AUC offers more than 90 named scholarships supported by individuals and corporations. These prestigious funds from donors have allowed AUC to recruit and educate outstanding and deserving students who come from different cities, countries and educational backgrounds (9.9.1).

AUC has also established the Public School Scholarship Fund (PSSF) to support twenty Egyptian public school students with outstanding academic qualifications and financial need. Supported by both individuals and corporations, the PSSF offers full tuition support to Egyptian students from various governorates throughout Egypt. Hundreds of Egyptians have benefited from this annual scholarship since 1990 (9.9.2).

Furthermore, AUC provides in partnership with other organizations several scholarships specifically for Egyptian students (9.9.3). For example, AUC is a partner university in the *Al Ghurair STEM Scholars Program*. In 2015, a total of 42 STEM students, from local programs focusing on science, were admitted to AUC, supported by Misr El Kheir and Al Ghurair Foundation funds. Based on the current gaps in terms of international students, and students from outside Cairo and Giza, the Provost has initiated an objective in his strategic plan to increase the under-represented groups of students by 2019.

Another way that funds are aligned with societal needs is through grants for undergraduate and graduate research. The Office of Undergraduate Research promotes excellence in research by financially supporting student scholars who actively contribute to the socio-economic, scientific and, intellectual development of society. In 2012, the office awarded various grants to support participation of students in relevant conferences and publications in undergraduate research journals and newsletters in an attempt to boost students' research and creative achievements. In 2016, the office expanded its grants to include thesis support. During the 2017-18 academic year, 59 grants were approved totaling \$58,053. In addition, graduate students are offered grants to attend and present their work at international conferences, to conduct research and to study abroad for a semester (9.9.4).

The Office of Sponsored Programs offers a range of external grants to the AUC community to support public service, research and fellowships and scholarships, among other areas (9.9.5).

Faculty members are also invited to apply for various types of research, conference and teaching enhancement grants to promote and strengthen research and teaching at AUC including Teaching and Learning Enhancement Support Grant, Organization of a Conference Support Grant, Conference Travel Support Grant and others (9.9.6). Many community-based learning projects and research were initiated through this grant process.

10. *Effective representation of difference stakeholders in the society in governing board and relevant committees.*

The institution effectively encourages representation from different stakeholders in the society in its governing boards and committees. AUC's governance structure and the various constituents of its leadership and governing body are publicly available on AUC's website (9.10.1).

The principal constituencies of the University community are the Board of Trustees (BoT), the administration, the faculty, the University support staff and the student body. AUC's leadership is composed of the BoT, President, Cabinet (including the Provost, Vice President for Management and Transformation, Vice President for Student life, Vice President for Advancement and Communication, Vice President for Finance and CFO, Counselor, Vice President for University Affairs and Chief of Staff and General Counsel and Chief Compliance Officer), Provost Council (Provost, Associate Provosts, and Deans) and the University Senate.

The BoT is composed of a variety of top caliber academics and professionals from the U.S., Egypt, and the region (9.10.2). This ensures a good understanding of the requirements to effectively manage an academic institution in connection with the market and community needs, in addition to a good understanding of the local context.

AUC's leadership team is composed of a knowledgeable, diverse group of individuals who are dedicated to creating a University environment that promotes excellence in teaching, research, creative expression and service. One member of the cabinet is the Counselor. The Counselor's responsibilities include liaising between Egyptian authorities and AUC to ensure compliance with Egyptian law; maintaining contacts with national universities and the Supreme Council of Universities; helping implement the accreditation process for all academic degrees; and contributing to communications with the national media and private business sector. The newly appointed General Counsel and Chief Compliance Officer is responsible for the University's compliance with international higher education institutional standards in the U.S. and the Middle East.

The University Senate also plays a major role in ensuring the participation of faculty, staff and students in governance of the University. The University Senate is the representative council of the faculty, with the participation of students, staff, and administration. The University Senate has seven student senators who are members of various senate committees with voting power. The University Senate and the administration engage faculty, students, and staff in general open forums where matters of wide impact or concern regarding the University community are discussed (9.10.3).

Members of the local, regional and international communities are also invited to participate in the planning and development of AUC. School advisory boards, made up of CEOs, employers, alumni and other members of the community, have been established *"to foster the school's development, facilitate networking, identify strategic opportunities and cultivate links with other institutions around the world"* (9.10.4).

The administration has also identified the Student Union, Parents Association and Alumni as critically important stakeholders in the success of AUC's enterprise (9.10.5, 9.10.6, 9.10.7).

11. *The University has effective mechanisms to communicate with the academic community in local, regional, and international universities and the professional communities.*

AUC has developed a number of effective mechanisms to maintain open channels of communication with academic and professional communities. One of the most important ways that AUC remains in contact with the community is by hosting several international conferences each year. One of the most important conferences that will take place in September 2019 at AUC is the *AUC International Conference on Research in African Challenges (ICRAC)*, which will focus on Africa and will be guided by the United Nations Sustainable Development Goals (SDGs). The theme will be "No Poverty" to align with the first SDG goal (9.11.1).

The professional community is also regularly engaged at the AUC Campus through employment fairs, workshops, and forums, such as the Provost's Lecture Series (9.11.2).

Many departments also maintain professional partnerships through the study abroad program and exchange programs. AUC has established several partnerships with countries that include India, Scotland, Norway, Netherlands, Switzerland, Tunisia, South Africa, Japan, Singapore, Denmark, France, Germany, Greece, Hungary, Italy, Poland, Portugal, Spain, Sweden, Turkey, Lebanon, Qatar, Canada, and the US. Each year, students from dozens of colleges and universities across North America and around the world enroll at AUC for one or more terms, usually during their third or junior year. In addition, AUC offers its degree-seeking students a wide variety of exchange/study abroad opportunities, for a semester or an academic year. A full listing of the participating universities, in addition to further description of both undergraduate and graduate programs are available on the website (9.11.3).

Faculty are also encouraged to participate in research partnership projects through external grants offered through the Office of Sponsored Programs as well as through internal grants provided through AUC for presenting and/or attending international and local conferences (9.9.5, 9.9.6).

12. *The University has appropriate tools to measure the opinions of society and utilize results in decision-making process.*

AUC regularly employs a number of tools to measure the opinions of society which inform decisions made within the University. The Office of Strategy Management and Institutional Effectiveness (SMIE) regularly administers surveys to elicit the opinions of different members of the community (e.g. AUC Cultural Survey, Student Satisfaction Survey, Alumni Employment Survey, International Student Exit Survey) (9.12.1). This data is collected and used to inform decisions made at nearly all levels of the University. Students, faculty and parents were surveyed in the *Define AUC Survey* conducted in 2017 (9.12.2). The results of this survey were used to inform the new 2019-22 University Strategic Plan. Further, the AUC Career Center works closely to collect information from local and international employers as well as student alumni to collect valuable information for employing AUC students during/after graduation (9.12.3). Several years ago, Egypt's Ministry of Higher Education recognized AUC's career counseling and placement services for students as a best practice, and asked AUC, with USAID funding, to establish three Employability and Career Development Centers (ECDC) in three Egyptian public universities between 2012 and 2017. Recently, USAID awarded AUC a \$20 million cooperative agreement to establish 20 sustainable University Centers for Career Development (UCCD) in 12 Egyptian public universities in Upper Egypt, Delta and Greater Cairo over a four-year duration. In 2017, The Egyptian Minister of Higher Education and Scientific Research joined in AUC's launch of expansion of the UCCD model. AUC has now helped open seven different UCCDs in different universities across Egypt.

Further efforts to collect information from the local community are conducted through the Social Research Center (9.1.2), fully documented in the Projects database (9.1.3), which illustrate the varied and extensive efforts made to understand and assess the needs of Egyptian society. This research informs decisions made at many levels at AUC, from university strategic planning to specific initiatives. Also, the *Center for Applied Research on the Environment and Sustainability* and *Academic Community Engagement* also collects research and feedback from the communities in which they work, which inform their project planning (9.1.5, 9.3.5).

C. CONCLUSION

The concept of long-range planning for sustainability has been well established at AUC. The University involves all its members through integrating planning, budgeting, and communication. The institution fulfills its mission through assessment of needs, ongoing monitoring of the plan and development for greater quality and efficiency. What is notable about the process is that all

members of the community are engaged in setting priorities and goals, making decisions and assessing outcomes for development.

AUC has realized the significant impact of adopting sustainability measures and environmental control in relation to its operational budget and planning. Since 2012, AUC has spearheaded a great shift towards addressing sustainability measures to all operational systems and facilities within the University, as well as in research, student learning and neighborhood initiatives. Achievements have surpassed expectations due to increased awareness within the AUC community of its importance and benefits, as well as the scientific efforts and highly innovative approaches utilized to study and meet the needs of the AUC community and the Egyptian society.

AUC continues to maintain a robust relationship with local, regional and international members of the academic and professional communities, and to engage members of the local AUC and Egyptian community in meaningful ways that further not only the mission of AUC but also address national priorities.

STANDARD 10: QUALITY MANAGEMENT AND DEVELOPMENT

A. STANDARD:

The University has a quality management system with all forms of support. The University conducts a comprehensive and continuous self-evaluation. AUC conducts internal and external audits to secure performance quality, and uses the evaluation and audit results to develop performance. The University is keen to disseminate the culture of quality among its staff, and encourages the Quality Centre to exchange experience and collaborate with the quality units in the affiliated institutions. The University Management encourages the affiliated institutions to apply for accreditation and supports them to fulfill the requirements.

B. SUMMARY:

The Office of Strategy Management and Institutional Effectiveness (SMIE) is AUC's quality assurance unit charged with supporting AUC's commitment to excellence and continuous quality improvement. SMIE ensures that all schools, departments, academic programs, student support services and administrative units engage in a continuous institutional assessment and improvement through an ongoing comprehensive institutional effectiveness and strategic planning process. In addition, SMIE has developed a Business Intelligence (BI) system at AUC, which aims at providing insights and availing data to the business users through highly visual dashboards and advanced analytics features. The office has qualified staff who all have different expertise and skills with which to support AUC in its continuous quality assurance process. In addition, the University has a documented quality assurance policy that describes the planning and assessment processes at the school, department and program level.

Methods of assessment are carried out with regularity and have provided the University with clear understandings of strengths and weaknesses regarding different aspects of institutional effectiveness. This cyclical approach to assessment of quality has ensured that all aspects of operations are routinely examined and assessed. The fact that there are different levels of assessment means that all stakeholders are involved in the assessment process. Additionally, there is a system of checks in place where the progress of each level is overseen by various other levels. The University also has a tracking system in place to track the University strategic plan and assess its progress towards its strategic goals, which allows for a sound assessment process.

Substantial progress has been made in improving AUC's culture of planning and assessment since the last NAQAAE Accreditation. A clear culture of quality has emerged at AUC, where the value of assessment and improvement are constantly communicated and embodied in decisions for change. A newly established Integrated Strategic Planning process integrates assessment, planning and budgeting. This integration has been recently implemented in both academic and administrative departments by linking the strategic planning process to the budgeting process; as well as requiring all departments to assess their strategic goals annually and report on their results. Departments are required to submit a three-year strategic plan, link their goals to their budget, and assess the achievement of these goals annually via an assessment report.

Community members are addressed using diverse methods of communication, and feel more and more included in the process of assessment. Presenting a unified approach to assessment takes coordination among all stakeholders in the community. Meaningful dissemination strategies constantly need to be revised to accommodate emerging needs of the community.

C. ANALYSIS

1. *The University has a documented quality assurance policy/strategy, inclusive of all aspects of its activity*

AUC's Integrated Planning & Assessment Guidelines (10.1.1) provides a summary of the planning and assessment processes at the school, department and program level, including a planning and assessment timeline. Schools, departments and units revise their strategic plans every three years. Each unit aligns its plan to the university strategic plan. The strategic plan of any unit identifies its mission, vision and values. It provides an environment assessment that includes the strengths, weaknesses, opportunities and threats of the unit. The goals of the units, which show where the unit should be at the end of the plan, are presented. Measurable, achievable and realistic objectives are described in the plan along with a time bound. Each goal in the plan may have several objectives. The report of the unit also includes the specific actions (strategies) the unit will take to achieve its goals and objectives. The report will also take into account beginning and completion dates, as well as performance benchmarks. The assessment includes performance indicators that indicate whether or not the objectives have been achieved. Units explain in their annual assessment reports how these results will be used, recommendations for improvement and timeline for their implementation.

The Faculty Handbook (10.1.2) provides clear and accessible information about the principles and procedures that govern faculty life at AUC, such as academic freedom, faculty appointments, assessment and annual reviews, criteria for promotions, instructional, research and service responsibilities, and other important policies relevant to members of the teaching and research faculty.

The Staff Manual (10.1.3) provides clear description of the AUC policies and procedures for support staff within the context of the relevant laws. To ensure that all AUC employees are engaged and challenged to learn and grow purposefully, in addition to making a difference while taking ownership of their professional journey, AUC is using the Success Factors online performance review platform to hold a constructive annual evaluation process that supports its employees in meeting their objectives. The process ensures consistency in performance assessment across the University (clear, consistent and robust performance objectives to align with the University's strategic objectives). Using the Success Factors online performance review platform allows managers to cascade objectives and review their team's performance forms. These forms include employees' personal performance objectives, their self-rating for each of these objectives, employees' skills assessment and career aspirations, and the employees' individual development plan. For more details on the process see (10.1.4 and 10.1.5).

2. *The internal bylaw of the Quality Assurance Centre includes an organizational structure with explicit subordination and relations.*

The Office of Strategy Management and Institutional Effectiveness (SMIE) supports AUC's commitment to excellence and continuous quality improvement by ensuring that all schools, departments, academic programs, student support services and administrative units engage in a continuous institutional assessment and improvement through an ongoing comprehensive institutional effectiveness and strategic planning process. SMIE comprises different functions that work together to advance AUC's mission and promote effective decision-making. Across these specializations, the office offers a variety of services and products to support AUC academic and administrative units, as well as outside constituencies, with strategic planning, assessment, accreditation, research and data analysis needs. In addition, SMIE ensures that AUC is timely in reporting to U.S. and Egyptian government and accreditation bodies with regards to institutional-level accreditations. SMIE reports directly to the Vice President for Management and Transformation and serves all aspects of the university's work with regards to quality assurance, strategic planning and institutional data. In their role as the main source for University data, SMIE staff are committed to a process of transparency, a culture of evidence and open communication in which information is made widely available to the campus community SMIE is also responsible for facilitating the flow of information between the central administration and campus units. The Standard Operating Procedures Manual (10.2.1) describes the internal bylaws of SMIE and how it

supports AUC in its continuous quality assurance process, in addition to how it ensures that AUC is compliant with all standards of accreditation required by its local and international accrediting bodies.

3. *Quality Assurance Centre has qualified cadres and adequate furnishings and fixtures where representatives of different segments participate. The Centre accommodates different expertise and skills to cover the various tasks.*

The organizational chart and description of SMIE can be found in (10.3.1). The document also includes the job descriptions of the following senior administrators: The Chief Strategy Management and Institutional Effectiveness Officer; the Director of Assessment and Accreditation; the Director of Business Process Improvement Officer; the Director of Business Intelligence; the Director of Institutional Research; and the Director of Strategy Management; as well as the job descriptions of the following staff: The Senior Administrative Assistant; the Research Analysts of Assessment and Accreditation; Business Intelligence Analyst; Data Scientist; Data Modular; Extract-Transform-Load Developer; Research Analyst of Institutional Research; and Strategy Manager. SMIE also possesses several tools and software to help the office conduct its functions effectively, detailed in criterion 9 below.

4. *The University has an internal quality system guide that entails definite tasks and mechanisms of work.*

AUC has a clear mechanism for internal quality assurance that requires definite and time-governed tasks. There are several assessment processes that take place concurrently and/or cyclically such that all parts of the institutional enterprise are assessed individually and collectively to yield usable data for improvement.

- **Assessment of Student Learning:** AUC has clear policies and procedures to document progress in student learning, and most departments and units are fully compliant in all assessment requirements.
- **Program level Assessment:** All programs and units follow a six-year assessment cycle and are required to annually report their results, in addition to reporting how they have used the results to increase effectiveness of their programs. Program assessment is conducted annually over the first five years of the cycle ending with a self-study and a review of the program. All academic programs are required to submit a plan at the beginning of the six-year assessment cycle, and report on the findings of their assessment annually. The components of the assessment plans, assessment reports, self-study, and program review reports are available in the Integrated Planning and Assessment Guidelines (10.1.1). Ninety-seven percent of academic programs now have an assessment plan in place and 65% have been assessing their learning outcomes annually in FY18 (10.4.1). Workshops are provided annually to support programs in the assessment process.
- **Department/School Level Assessment:** A newly established Integrated Strategic Planning process integrates assessment, planning and budgeting. This integration has been recently implemented in both academic and administrative departments by linking the strategic planning process to the budgeting process, and requiring all departments to assess their strategic plan goals annually and report on their results. Departments are required to submit a three-year strategic plan, link their goals to their budget, and assess the achievement of these goals annually via an assessment report. AUC began this process by outlining a clear process and timeline and by conducting several workshops to help all departments understand the process. Ninety-eight percent of departments now have a strategic plan in place, linked to the budget, and have begun assessing their goals and reporting on them annually since FY17 (10.4.2).
- **Assessment process for strategic plans:** Departments are now required to assess and report the progress of their strategic plans annually in November, in addition to providing an action plan on how to improve and move forward based on these results.
- **Institutional Level Assessments:**
Institutional Surveys: AUC has an institutional assessment calendar where there is a clear plan of all institutional surveys that assess different constituents within the University (10.4.3). This

plan is aligned with the strategic initiatives of the University and based on a cycle to ensure periodic assessment of the different constituents as follows:

- Regular Annual Surveys: these surveys are conducted annually and include the freshman, alumni, and senior surveys.
- Cyclic Surveys (maximum 2 surveys per year): these surveys alternate in cycles depending on key initiatives and institutional needs and include student surveys, faculty surveys, employer surveys, and satisfaction surveys of different services provided on campus. Among these are first-year surveys, NSSE, exit surveys, international student surveys and various AUC experience surveys. These are run in partnership with offices to support their assessment and continuous improvement efforts. Furthermore, the implementation of the Business Intelligence project, which was an initiative supported by Senior Management, supports informed-based decision making. Annual assessment reports submitted by departments and programs provide evidence of the use of assessment results for the review and revision of academic programs and support services. This is further substantiated by the results of an institutional survey for faculty, in which 69% of faculty agreed that their program or department makes use of assessment results to improve student learning, 73% agreed that results are used to improve pedagogy and curriculum, 53% agreed that they use results to improve student success indicators and 52% agreed that they use results to plan and budget for improvement of programs and services within the University (10.4.4).
- Ad-hoc Surveys: Several surveys are administered for specific purposes such as a collective satisfaction survey that was sent out in Fall 2016 to help the University evaluate every aspect of its programs and services, governing and supporting structures, resources, and educational outcomes in relation to the institution's mission and goals (10.4.4, 10.4.5). In addition, different focus groups with different university constituents are also conducted (10.4.6). These surveys and focus groups also provide opportunities for institutional improvement.

The Office of Strategy Management and Institutional Effectiveness (SMIE) has developed a survey policy to help coordinate and support the development, administration and analysis of surveys at AUC, and can be found on the AUC policies website (10.4.7). In addition, tips on survey development and guidelines can be found in (10.4.8), and survey reports and evaluations conducted by SMIE can be found in (10.4.9).

5. *Quality Assurance Centre seeks to disseminate the culture of quality among the university staff and students through diverse methods.*

There has been clear progress in the development of a culture of quality assurance through multiple methods of assessment, which support the sustainability of quality at the University. Furthermore, the community is aware of the benefits of assessment and how it can be used to improve the quality of student learning and institutional effectiveness. Several strategies are used to create and maintain a culture of quality:

- Committees: The development of several committees to examine the quality of education and services such as the Quality of Education Committee and the AUC Experience Committee.
- Faculty Professional Development: To support faculty teaching, professional development and research, the University funds a Faculty Support Grant program administered by the Provost. These grants support the following activities: Research Support Grant, Teaching and Learning Enhancement Support Grant, Organization of a Conference Support Grant, Conference Travel Support Grant, and Teaching and Learning Enhancement Travel Support Grant (10.5.1). AUC also supports several types of academic leave to promote research and professional development: development leaves for assistant professors, professional development leaves for instructors, and sabbatical leaves (10.1.2).

- **Staff Professional Development:** The Human Resources Office is responsible for providing professional development opportunities for staff members. The professional development budget is calculated based on planned courses for the fiscal year and on the number of participants of previous fiscal year. More details are reported in the Interview conducted with the HR Director (10.5.2)
- **Technology:** AUC has a strong technology infrastructure support for the learning, and teaching, scholarly and administrative needs of students, faculty, and staff. AUC also provides technology support through well-equipped “smart” classrooms, learning management systems, IT support for students with disabilities, and other instructional technologies.
- The focus on learning outcomes encourages faculty to link assessment to learning and instruction. Many departments and schools have assessment groups or committees, which look at student work and perform assessments of program learning outcomes that are communicated to faculty with implications for instructional use.
- **Assessment:** Assessment results are used in most departments to plan for professional development sessions that educate faculty on innovative pedagogy and curriculum, and 73% of faculty responses to an institutional survey mentioned they strongly agreed or agreed that their assessment results were used in this way (10.4.4).
- **Involving the community in data collection for assessment:** for example, institutional surveys for alumni, faculty, students (e.g. NSSE, Freshman survey, Senior survey) and services provided on campus.
- **Community Forums:** All assessment data are regularly presented to the community for discussion in widely publicized forums for all stakeholders. For example, the results of the Quality of Education Survey that was conducted in 2017-2018 were widely shared in more than ten community forums for faculty, students, parents and staff multiple times with opportunities for discussion.
- **Institutional dashboards:** SMIE provides the community with different Institutional Dashboards that are used for assessment by different university constituents. Furthermore, AUC has invested in establishing a state-of-the-art Business Intelligence system infrastructure to support institutional effectiveness. The objective is to avail data, information and knowledge in a timely and accurate manner to all constituents to report on KPIs and assessment measures and support informed-decision making (10.5.3, 10.5.4).
- **Outcomes-based ePortfolios:** AUC has started the implementation of outcomes-based ePortfolios as an assessment tool for student achievement of learning outcomes. A task force was established to standardize the process, promote the benefits, and establish a plan for implementation. A roadmap was developed to implement ePortfolios gradually at the course level, followed by the Freshman, Core, and finally institutional level. In addition, several workshops have been conducted over the past couple of years, through the Center of Teaching and Learning and other venues, to raise awareness and increase faculty buy-in. As a result, faculty buy-in has increased and more faculty members have begun implementing this tool on the course level and freshman program level. AUC is now starting to implement ePortfolios at the core level by having more faculty teaching these courses involved, but are still at the beginning stages (10.5.5, 10.5.6). What is most salient is the steady development of a culture of assessment at AUC, at every level, and among students as well as faculty. It is in this environment that the e-portfolio is emerging as a newly relevant and powerful learning tool in the Freshman Program classes that have so far adopted its use.
- **Standardized skills tests:** AUC has administered the CAAP test to assess critical thinking, writing and reading skills of its students in spring 2015 and again in spring 2017. This test also enabled AUC to compare its students’ academic skills to other students in the U.S. and evaluate the effectiveness of the learning process within the University (10.5.7). This test is no longer being offered worldwide, and so the University began searching for other skill tests and piloted a skill test to assess critical thinking “MACAT” in Spring 2018; however, it was not found to be very effective. AUC continues to search for a substitute to provide information on how our graduates’ skills compare with others.

6. *University activities are periodically reviewed using objective performance indicators and appropriate tools as well as internal and external audits.*

AUC's commitment to using objective performance indicators and tools to assess university activities dates back many years, and cuts across all areas of the university. This has always occurred under the guidance of a well-publicized, concise and evolving statement of AUC's mission.

- **Assessment of Student Learning Outcomes:** All AUC courses are required to list learning objectives that students will have achieved by the end of the course on their syllabi. These learning objectives are linked to course assignments and activities that assess student learning throughout and at the end of the course. Individual course results are reported to departments for program level assessment, discussed below.
- **Program Level Assessment:** The University's first assessment committee was established by the Provost in 1999 (10.6.1), initially as a subcommittee of the Long-Range Planning Committee. In its report in the year 2000, this group formulated a set of educational outcomes, written as core competencies and grouped into personal/interpersonal, cognitive, preparedness for successful careers, and attitude/citizenship outcomes. Most AUC schools, departments, and programs currently have assessment plans (97%), which involve a mission statement, a detailed set of learning outcomes, realistic and defensible assessment measures for each learning outcome that include target levels and benchmarks, and an indication of how often and when assessment will be conducted (10.6.2).
- **Strategic Plans:** All university units are required to submit a strategic plan that links unit objectives to school and university objectives. The University strategic plan is designed to cascade down to each subsequent level, such that all learning and operational activities are linked to the overarching objectives, and planning and budget cycles complement each other. Departments and units are then required to annually assess their progress towards their strategic goals and show how they use the results of this assessment to move forward and improve.
- **External Accreditations:** Apart from the institutional wide accreditation of educational excellence by Middle States Commission on Higher Education re-affirmed in 2018, assessment has been particularly strengthened in certain programs and schools by specialized accreditations. AUC has ABET accreditation for the actuarial science, biology, computer science, computer engineering, construction engineering, electronics and communications engineering, and mechanical engineering programs in the School of Sciences and Engineering. Additionally, AUC has UNESCO-UIA Charter for Architectural Education Accreditation for the architectural engineering program, the Canadian Society for Chemistry Accreditation of the Chemistry program, Triple Crown Accreditation (EQUIS, AACSB and AMBA) for the Business school, the International Association for Continuing Education and Training (IACET) accreditation for the School of Continuing Education (SCE) Moreover, AUC also has accreditation from the Accrediting Council for Education and Training (ACCET) for Executive Education at the Business School. The MPA and MPP programs in GAPP are also Triple Crown Accredited (NASPAA, ICAPA, EAPAA), which is the first of its kind the world. For a full list of accredited programs and accrediting organizations see (10.6.2)
- **Faculty and Staff Periodic Evaluation**
Every faculty member must fill out an Annual Faculty Report which contains information pertaining to the three faculty review criteria that govern all renewal, extension, promotion and tenure decisions. These are: the teaching record, the research record, and the service record of the faculty member. Feedback is provided by the department chair and school dean and shared with the respective faculty member. All initial tenure-track appointments are for four years, subject to a satisfactory first-year review. The first-year review ensures that both the faculty member and the department have an opportunity to assess the faculty member's performance and the department's provision of support and mentoring to a new colleague. Faculty members are typically evaluated again by their departments in the third year of their appointments. The purpose of this review is to provide constructive and developmental feedback to tenure track and term faculty regarding progress in meeting departmental criteria for promotion and/or tenure. AUC has an online staff performance appraisal system, which provides a more accurate

picture of the employee's performance and progress and links it to achievement of personal goals set by the employee's direct supervisor. This is used to hold a constructive annual evaluation for staff, which allows the reward system to be closely linked with individual performance.

7. *The University leadership presents and discusses quality issues in the University Council.*

The Provost's Council, composed of the Provost, associate provosts and school deans oversees the academic mission of the University, including the commitment to quality education. The primary purpose of the Provost's Council is to ensure that all academic aspects of the University's academic mission, strategic plans and programs are implemented appropriately. The Provost's Council is chaired by the Provost. The mandate of the Provost's Council can be found in (10.7.1). Several initiatives started by the university leadership support commitment to quality across all activities and operations.

To foster academic excellence and a culture of quality assurance and continuous improvement through innovative pedagogies and research, in the summer of 2017, the Provost established a task force on the quality of undergraduate education at AUC to offer a solution that would enhance and improve the quality of education across various departments, as well as address other impediments to our students' learning experience. To appraise the quality of education at AUC, different techniques for data collection and analysis were used. All stakeholders were invited to participate in the survey and discuss the results. For full details of the results and the recommendations of the task force see (10.7.2). Results of the work of the Task Force on Quality of Education at AUC were presented and discussed with all stakeholders. This included a presentation to the Board of Trustees during the Board meeting in New York in October 2017, a retreat with all Provost's Council members, deans and associate deans in December 2017, presentations to school deans and department chairs at school councils in Spring 2018 and a forum attended by faculty, students and parents in May 2018. In Spring 2018, a working group comprised of some members of the taskforce on the quality of education developed an action plan that laid the action steps for implementing the recommendations of the Task Force. Implementation of the action plan started in Fall 2018.

To ensure stability for AUC's academic mission and institutional life, the Provost in Spring 2018 invited three highly regarded academics from Princeton University, Rice University and Santa Clara University to come to Cairo and provide feedback on AUC's promotion and tenure policies and processes. The Committee's charge was to help AUC ensure that the tenure and promotion process is based on a clear, consistent, benchmarked procedure so that AUC maintains a rigorous and competitive tenure system that meets the university's strategic objectives and positions it for long-term success. To fulfill this charge, advisory committee members spent a total of approximately two days meeting with various AUC constituencies (BoT, President, Provost, Senate Chair, representatives of the Senate Executive Committee, Academic Affairs Committee and Faculty Affairs Committee of the Senate, Deans, Associate Provosts and selected AUC faculty and administrators). They also reviewed material that the Provost provided to the committee in advance of the visit as well as material provided on-site in response to their requests for additional information. In Fall 2018, the Provost formed a Promotion and Tenure Task Force from different schools to turn the recommendations of the advisory committee into a plan of action. The task force mandate is to analyze the report of the advisory committee and recommend a clear plan of action with corresponding timeline for implementation of the recommendations of the report. The report of the Provost's Advisory Committee for Review of Tenure Process is available at (10.7.3).

An additional initiative is that all new and adjunct faculty are required to attend a teaching enhancement workshops through the university's Center for Learning and Teaching, to ensure that new faculty are well prepared for the standards required of AUC faculty.

The Office of the Associate Provost for Assessment and Evaluation is starting a new Academic Program Viability Review in Fall 2019. The purpose of the program viability process is to examine every academic program on campus in terms of its costs and benefits to the institution. Every academic program will be subjected to a rigorous review to determine (1) the balance between income (primarily from tuition) and direct costs; (2) whether the program in question is of high

quality and/or adds to the university's reputation in substantial ways and/or plays a major role in the university's efforts to fulfill its mission; (3) what can be done to improve the programs in question, and (4) whether a program that is deficient in terms of costs versus benefits should be eliminated. All academic programs at AUC will undergo a viability study once during each of a succession of five-year cycles beginning in 2018-2019. Each program will undergo a financial audit, a reputational audit and an academic output audit. Results of the review will be presented and discussed at the Provost's Council. Samples of Provost's Council meeting minutes can be found in (10.7.4) and (10.7.5).

8. *The evaluation results are discussed with the stakeholders and utilized in guiding planning, decision-making, and taking corrective measures and development.*

AUC has made great progress since its last NAQAEE self-study in terms of sharing evaluation results with stakeholders. Additionally, the results of evaluations of student learning, staff and faculty performance, and the effectiveness of department chairs are more frequently used in the continual development and strengthening of AUC's programs, student outcomes and faculty and staff performance.

The assessment process, which requires all academic programs to submit annual assessment reports, allows departments to reflect on their assessment results and the extent they are achieving their intended learning outcomes. The report also includes a section where departments are required to explain how these results will be used to make improvements within the program. There seems to be consensus that assessment results at AUC are regularly used to assist students in improving their learning, as 69% of responses from faculty to an institutional survey agreed that they use their assessment results this way (10.4.4). Many departments and schools have assessment groups or committees, which look at student work and perform program learning outcomes assessments that are communicated to faculty with implications for instructional use. Assessment results are used in most departments to plan for professional development sessions that educate faculty on innovative pedagogy and curriculum, and 73% of faculty responses to an institutional survey mentioned they strongly agreed or agreed that their assessment results were used in this way (10.4.4).

At an institutional level, several strategies are being used to contextualize assessment, such that its results are meaningful for students and faculty in classrooms, not just for accreditation and administrative purposes:

- Frequent communication about institutional assessment results with entire AUC community, where results from institutional surveys are shared on the AUC Institutional Surveys Website (10.8.1). In addition, surveys related to specific constituents are presented within specific committees. Furthermore, SMIE has developed a new follow up system with regards to surveys, where stakeholders are required to report annually on how the survey results were used for improvement.
- AUC's Assessment and Planning Committee provides a vision for assessment, which is embedded in all institutional processes, and is linked to resource allocation.
- More faculty and stakeholders are becoming involved in assessment processes; this communicates a shared responsibility and ownership of assessment. Further collaboration also emphasizes the need to make it meaningful in how it impacts teaching and learning.

SMIE also offers a number of workshops to help faculty and others involved in the collection and interpretation of assessment data. In addition, the SMIE website has a wealth of resources, including templates, a planning and assessment guide, and sample assessment plans (10.8.2).

Programs and departments are also increasingly expanding data collection efforts to include more stakeholders; SSE and BUS are strong models, relying on input from industry advisors, alumni and students to continuously improve their program and course offerings. Primarily this is a result of ABET accreditation for SSE and the Business School's Triple Crown Accreditations (10.6.2).

Ownership of and investment in the assessment process by programs and departments, and by individual faculty within programs and departments, is likely to increase, given that budgets are now tied to strategic plans, in addition to the efforts of SMIE to raise awareness of the importance of meaningful assessment among the AUC community. Faculty and staff are increasingly aware that assessment results must be employed for the improvement of programs, which necessarily involves resources, as indicated by the 2016 SMIE survey results (10.4.4).

In addition, AUC is very keen on maintaining and improving its global ranking status. Therefore, the ranking data is examined and actions are taken to improve. For example, the Office of the Associate Provost for Research, Innovation and Creativity prepared a set of initiatives to improve AUC's scores in research ranking indicators. These initiatives include giving faculty release time for research, more international collaboration and indexing journals.

The online staff appraisal system is more of a performance journey which ensures all employees take ownership of their professional journey. The employee and manager meet to discuss department objectives, the employee completes the self-rating for each objective, and the manager completes his /her rating and provides comments which are then reviewed by the employee who can provide comments as well.

All full-time faculty are evaluated on an annual basis. Faculty complete the online review report; department chairs review the reports and submit their assessment which includes potential areas of improvement and practical guidance for future development. Deans review all reports, ensure there is consistency of evaluations across departments, and provide their final assessment and recommendation.

Periodically, the dean sends out an evaluation survey through SMIE for faculty to evaluate the department chair. Faculty are asked to assess the performance of the department chair on areas of leadership, communication, management of staff faculty and students as well as planning and organizational skills. The results of this survey are shared with the dean, who discusses areas of strengths and growth with respective department chairs. Notably, the deans use this feedback to make decisions on term renewal and future chair appointments.

9. *The University Centre arranges for exchange of expertise and cooperation among the quality assurance units in the affiliated institutions; and provides technical and consultative support.*

The Office of Strategy Management and Institutional Effectiveness (SMIE) ensures that all schools, departments, academic programs, student support services and administrative units engage in a continuous coordinated institutional assessment and improvement process through creating interdisciplinary committees and common processes to conduct assessment. For example, AUC's Assessment and Planning Committee provides a vision for assessment, which is embedded in all institutional processes, and is linked to resource allocation.

SMIE offers a variety of services and products to support AUC academic and administrative units, as well as outside constituencies, with strategic planning, assessment, accreditation, research and data analysis needs. Information and processes are made widely available to the campus community, as well as facilitating the flow of information between the central administration and campus units. Such coordination allows for regular exchange of expertise and open communication between all campus constituents.

SMIE offers a number of workshops to help faculty and others involved in the collection and interpretation of assessment data, as well as a website with resources and templates, a planning and assessment guide, and sample assessment plans (10.8.2).

SMIE, in cooperation with the Office of Budget & Financial Planning, organized a series of institutional effectiveness sessions and workshops. These sessions provide insights about strategic planning, resource allocation (budgeting) and assessment of strategic goals. The sessions emphasize the importance of the institutional effectiveness process, and how it can inform decision-making and the continuous improvement of the university. Capacity building workshops include: (1) Strategic Planning and Assessment Workshops designed to help department heads, faculty and staff

responsible for developing strategic plans and reporting on its results (Strategic Planning Coordinators and Assessment Coordinators) enhance the quality of their strategic plan, assess the progress towards their strategic goals using KPIs, analyze the results, and use these results for continuous improvement. (2) Academic Program Assessment Workshop designed to help department heads and faculty responsible for developing program assessment plans and reporting the results (Academic Assessment Coordinators) ensure that their assessment plan includes appropriate measures to assess their program learning outcomes, how to “close the loop” by using the results of their assessment plan for decision-making and continuous improvement. (3) Planning Matrix and SAP Training designed to help staff responsible for SAP Budget and Planning Matrix in each department integrate Plans (Goals level) with the FY19 budget in addition to budget preparation on SAP. More details about these integrated workshops can be found in (10.9.1). The Training Application Form can be found in (10.9.2), while the Strategy Presentation- Academic Area Orientation can be found in (10.9.3) and AUC’s Strategic Initiatives and KPIs 2019-2022 can be found in (10.9.4).

SMIE also has several tools and software to help conduct state of the art assessment processes, including Business Intelligence software to guarantee that data is stored in a well-structured and easy to access format. It also helps AUC track its institutional KPIs and consequently improve its processes and ranking. In addition, AUC purchased Survey Monkey Pro to help design, administer and analyze institutional surveys, as well as Compliance Assist, which allows all departments, units and programs to input their strategic plans, assessment plans and reports in the same place for sustainability. In addition, the budget office also uses an in-house developed software, the planning matrix, which links the budget required for resources to the strategic goals.

10. *The University leadership fosters quality assurance in its affiliated institutions and urges these institutions to meet the quality criteria and apply for accreditation.*

The governing body of AUC, the Board of Trustees, helps to set the mission and strategic priorities of the institution and holds fiduciary responsibility over its operations. The Board is composed of a good combination of top caliber academics and professionals from Egypt, the region and worldwide. This ensures a good understanding of the requirements to effectively manage an academic institution in connection with the market and community needs in addition to a good understanding of the local context. Various committees of the Board of Trustees are formed to assist the Board in fulfilling its oversight of matters concerning the mission of the university. These committees are Academic Affairs Committee, Audit Committee, Executive Committee, Finance Committee, Institutional Advancement Committee, Investment Committee, Trusteeship Committee, University Facilities Committee and Student Affairs Committee. For specific responsibilities of each committee and membership see BoT Committee Charter (10.10.1).

AUC's leadership team is made up of a knowledgeable, diverse group of individuals, who are dedicated to creating a University environment that promotes excellence in teaching, research, creative expression and service. AUC's President works with the University Cabinet which includes the Provost, Vice President for Management and Transformation, Vice President for Student life, Vice President for Advancement and Communication, Vice President for Finance and CFO, Counselor, Vice President for University Affairs and Chief of Staff and General Counsel and Chief Compliance Officer. . The Cabinet executes, evaluates, and adapts AUC’s strategic plan in order to ensure operational excellence and institutional sustainability in all areas, including academic and fiduciary strength, tuition and enrollment, investment, master plans, and human capital. The Cabinet exhibits intentional leadership and effective communication as the designated spokespersons who disseminate these approaches to their respective areas. The Cabinet also ensures that the Board and its committees are effectively supported in achieving the overall goals of the university. They are responsible for identifying and resolving systemic issues as well as re-imagining and innovating AUC through examining opportunities and risks. By embodying AUC’s core values and determining our strategic path, the Cabinet institutionalizes change.

The Provost is the chief academic officer of the University, responsible for shaping and implementing the University’s academic vision, building the size and quality of its faculty, and

ensuring that the quality of research and education are at par with the University's mission and goals. The Provost's Council plays an important role in aligning the school's activities with the university vision and mission. All Deans are represented in the Provost's Council and regular meetings are held to ensure a two-way communication and alignment between the schools and the university activities and initiatives.

The VP for Finance and Human Resources works to ensure that there is effective and efficient allocation and use of the University's many resources. The Vice President for Advancement and Communications is responsible for the design and execution of the university's global positioning, alumni engagement and fundraising strategy, in particular as AUC prepares for its centennial in 2019. The Vice President for Management and Transformation provides leadership in creating a service-oriented and innovative environment for information and knowledge management, and technology infrastructure support for the learning, and teaching, scholarly and administrative needs of students, faculty and staff. The Counselor's responsibilities include liaising between the Egyptian authorities and the University. He maintains contacts with national universities and the Supreme Council of Universities to develop good relations with AUC and help implement the accreditation process for all academic degrees. This diverse leadership structure ensures that criteria for quality assurance and various accreditation processes are met and communicated at all levels.

11. University leadership is interested in and the University has a quality management system with all forms of support. The University conducts a comprehensive and continuous self-evaluation; conducts internal and external audits to secure performance quality; and uses the evaluation and audit results to develop performance.

Since 2008, AUC has undertaken an ongoing development process for its institutional assessment. AUC has clear policies and procedures to document progress in student learning and clear assessment processes at different levels within the institution. All programs follow a six-year assessment cycle and are required to report their results annually, in addition to reporting how they use the results to improve their effectiveness. Furthermore, AUC's strategic plan is assessed annually, by tracking institutional KPIs and reporting on progress of these KPIs at all levels.

In addition to regular and planned self-evaluation, a number of ad hoc task forces have been established by the Provost to address a variety of issues across the university. Such task forces have included: Advising, Registration and Mentoring (ARM); Faculty Workload; Promotion and Tenure; Quality of Education at AUC; and Performance of AUC Graduates in the Workplace.

Findings of these task forces are routinely shared with all community members, including students, alumni, parents, faculty, administration, and the Board of Trustees through a variety of channels, including public forums to which all members of the AUC community are welcome and reports posted on the DAIR/SMIE website. Just as importantly, the findings of these task forces are used to further improve operations at AUC. For example, the Task Force on Quality of Education at AUC is currently acting on the recommendations made as a result of its findings. These recommendations include developing a comprehensive teaching evaluation program and improving teaching and learning assessment tools.

As mentioned in the responses to previous criteria within this standard, there are multiple levels of self-evaluation with both internal and external audiences, all of which are supported and encouraged by university leadership.

D. CONCLUSIONS

Overall, the American University in Cairo satisfies the criteria included in Standard 10. As evidenced by the analysis of the criteria, quality management is foremost among all university activities and processes. Managing quality is embedded throughout several structures and routine activities required of all programs and units. All units undergo rigorous self-evaluation as well as internal and external audits to ensure that assessment results are used meaningfully and disseminated among all stakeholders.

Several assessment processes take place concurrently and/or cyclically to make sure that all aspects of the institution are assessed individually and collectively to yield usable data for improvement. University leadership has taken on several initiatives to ensure commitment to sustainable quality, for example, task forces to improve quality of education, faculty promotion and tenure, hiring and student advising and registration processes.

The unified mission and objectives of AUC and the requirement for all units to use them as a basis for their own strategic planning has created seamless and meaningful assessment processes, where all units understand their role in advancing the mission and objectives of the university, and can make connections with the activities of other units within the framework of the university objectives.

There has been clear progress in the development of a culture of assessment at AUC. The sense that assessment is a shared responsibility is steadily increasing among faculty and other stakeholders. Awareness of appropriate assessment procedures and how assessment can be used to improve student learning and institutional effectiveness is also increasing, due to the efforts of SMIE to provide support for faculty, particularly department chairs.

AUC is structurally set up for productive assessment of student learning. The University has the components in place and has been increasing completion rates and quality of strategic and assessment plans and reports. Substantial progress has been made in improving AUC's culture of assessment since the last NAQAAE Accreditation. AUC also has a strong survey calendar that is aligned with the University strategic initiatives to help measure their progress. It is also used across all functions and areas to provide useful, tailored and/or international indirect assessment mechanisms.

While AUC meets the criteria for this standard, there are still some areas for continued growth with regard to assessment and quality control. Generally, the university should continue to work on spreading a culture of assessment and commitment to quality through focus on use of assessment results to inform decision-making and planning, as well as routine communication to the community about assessment processes, their results, and consequently, improvements. This would reinforce the integrated strategic planning approach that is currently used by the university and achieve faculty and stakeholder buy-in for continuous improvement.

At the school level, AUC should continue to implement the process of six-year school and department reviews, in order to ensure that the process of assessment is streamlined, continuous and institutionalized in school processes.

The University should demonstrate clearly what AUC provides in quality of its education that makes it a unique educational experience in the Middle East. In addition, the university should continue to utilize the work of different committees /task forces such as the Quality of Education and Promotion and Tenure task forces to improve and disseminate results of improvement to all stakeholders. Another area for future assessment would be follow-up on AUC graduates four to seven years after graduation so AUC can better gauge achievement of university outcomes and share them with the University community.



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