

**The American University in Cairo**

**Self-Study Design Report Prepared for  
The Middle States Commission on Higher Education**

*April 2016*

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## INSTITUTION OVERVIEW

The American University in Cairo (AUC) 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 around 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, the University 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.

### VALUES

- Excellence Diversity
- Social Responsibility
- Integrity
- Lifelong Learning

### 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.

AUC was founded in 1919 as both a preparatory school and a 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 an institution only for males, AUC enrolled its first female student in 1928, the same year the first university class graduated. In 1950, AUC added its first

graduate programs to its ongoing bachelor of arts, bachelor of sciences, graduate diploma, and continuing education programs, and in 1951, phased out the preparatory school program. By the mid-1970s, the University offered a broad range of liberal arts and sciences programs. In the following years, the University added bachelors, masters, and diploma programs in engineering, management, computer science, journalism and mass communication and sciences programs, as well as establishing a number of research centers in strategic areas, including business, the social sciences, philanthropy and civic engagement, and science and technology. AUC now offers 36 bachelor's degrees, 44 master's degrees, and 2 doctoral degrees in applied sciences and engineering in addition to a wide range of graduate diplomas in five schools: Business, Global Affairs and Public Policy, Humanities and Social Sciences, Sciences and Engineering, and the Graduate School of Education. 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 and the School of Business Executive Education Program.

Academic program enrollments have grown to over 5,500 undergraduates with an additional 1,178 graduate students (Fall 2015). Simultaneously, adult education has also expanded and now serves more than 19,000 students each year in non-credit courses and contracted training programs offered through the School of Continuing Education. Ninety-four percent of AUC students are Egyptian, with the remaining 6% comprised of nationalities from around the world (49 countries).

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 Middle States Commission on Higher Education, AUC is the first university in Egypt to receive accreditation from Egypt's National Authority for Quality Assurance and Accreditation in Education (NAQAAE) at the institutional level; the School of Sciences and Engineering at the school level, as well as the department level; the department of Management. For most of its nearly 100-year history, 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 of building an entirely new campus to

create a “City of Learning”, designed to embody the University’s liberal arts tradition and provide room for growth. The University launched a very successful \$100 million 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 from its downtown campus to a purpose-built 260- acre campus in the Cairo suburbs. The downtown campus was refurbished to secure the growing continuing and professional education programs, as well as to promote cultural and public service programs more widely.

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 and the region following the uprising of 2011 greatly affected the entire AUC community, but also reinforced the importance of AUC’s mission and the role it plays in the region. As engaged 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 different aspects of the academic and social life of the university, such as holding panel discussions, public lectures and integrating the revolution into different course curricula. In addition, course curricula were adapted in order to reflect the new political and economical changes resulting from the 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.

## AUC at a Glance

<b>INCOMING CLASS, FALL 2015</b> <i>Undergraduate Admissions</i>				
Applied			3,150	
Admitted			1,161	
Enrolled			897	
Percentage of applicants admitted (selectivity)			37%	
Percentage of admitted students enrolled (yield)			77%	
<b>ACADEMIC PROGRAM ENROLLMENT, FALL 2015</b> <i>Enrollment figures are given by school; individuals with double majors are counted twice once in each of their respective majors. Totals are given by headcount. AUC offers 36 undergraduate majors, as well as 44 masters and two PhD programs.</i>				
<i>Degree-Seeking Students</i>	<b>Undergraduates</b>	<b>Graduates</b>		
Graduate School of Education	n/a	71		
Interdisciplinary Studies	n/a	34		
School of Business	914	138		
School of Global Affairs & Public Policy	319	350		
School of Humanities and Social Sciences	776	292		
School of Sciences and Engineering	2,033	331		
Undeclared / Undergraduate	1,799	n/a		
<b>DEGREES AWARDED, 2014-2015</b> <i>Degree-Seeking Students</i>				
Graduate School of Education	n/a	20		
School of Business	329	68		
School of Global Affairs & Public Policy	115	88		
School of Humanities and Social Sciences	198	67		
School of Sciences and Engineering	307	66		
Interdisciplinary Studies	n/a	5		
<b>Total degrees awarded</b>	<b>949</b>	<b>314</b>		
<b>RETENTION AND GRADUATION RATES</b>				
First-year Retention Rate (Fall 2014 cohort)			93%	
Six-year graduation rate (Fall 2009)			79%	
<b>STUDENTS IN ACADEMIC PROGRAMS, FALL 2015</b>				
Degree-seeking undergraduate students			5,561	
Degree-seeking graduate students			1,178	
<b>Total degree-seeking students</b>			<b>6,739</b>	
Non-degree students			96	
<b>Total academic students</b>			<b>6,835</b>	
<b>ATTRIBUTES, ALL ACADEMIC STUDENTS, FALL 2015</b>				
<i>Gender</i>				
Male			3,086 (45%)	
Female			3,749 (55%)	
<i>Nationality</i>				
Egyptian			6,453 (94%)	
Non-Egyptian			382 (6%)	
<i>Top Countries</i>				
United States			107	
Saudi Arabia			23	
Germany			18	
<b>FULL-TIME FACULTY, FALL 2015</b>				
Full-time Faculty			440	
<i>Faculty by Tenure Status</i>				
Tenured			140 (32%)	
Tenure Track			87 (20%)	
Not on Tenure Track			213 (48%)	
<i>Faculty by Gender</i>				
Male			225 (51%)	
Female			215 (49%)	
<i>Faculty by Nationality</i>				
American			112 (25%)	
Egyptian			235 (54%)	
Other			93 (21%)	

## Overview of Accreditation

Accreditation is a mark of excellence endorsed by peer reviewers. It is critically important 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 self-study process, which involves participants from every unit of the institution, is an opportunity to examine where the university and/or its programs stand in terms of best practices, focus efforts on areas that need enhancement and changes, and define new challenges in academic endeavors and organizational matters. In this context it is valuable to present the AUC accreditation profile.

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

## NATURE AND SCOPE OF THE SELF-STUDY

As AUC approaches its centennial, conducting a basic comprehensive self-study is 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 will 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. This model will engage the community and will place an emphasis on how institutional goals are aligned with its mission. It will also provide opportunities for institutional improvement based on the ongoing assessment.

AUC will organize seven working groups; one for each of the seven standards. Each of the working groups will review all the criteria and research questions to guide their analysis, research, study, data collection and reports. Working groups are required to provide evidence that the university is meeting each criteria, as well as provide the documents - or their equivalents - to be clearly stated in the Documentation Roadmap. Each working group has two co-chairs with at least one of them serving on the Steering Committee. Co-chair/s will be responsible for any communication with the Steering Committee in addition to ensuring alignment with other working groups. The Requirements of Affiliation will be managed by the chair of the steering committee.

In preparation for the self-study process, AUC has purchased the accreditation module of Compliance-Assist software. This software will serve as the repository for the documentation and evidence supporting the self-study process and will be managed by the Office of Data Analytics and Institutional Research.



## INTENDED OUTCOMES OF THE SELF-STUDY

The Self-Study outcomes were developed based on the Strategic Initiatives of the institution, then reviewed against the Middle States Revised Standards for accreditation, as well as the Self-Study Design samples provided by other institutions in the Collaborative Implementation Project (CIP).

### ***Outcome #1: Compliance***

Assessing how efficiently the university is in compliance with MSCHE's newly revised accreditation standards and requirements for affiliation.

### ***Outcome #2: Achievement of Mission***

Providing evidence that the university is actively monitoring its progress towards its goals, and achieving its mission.

### ***Outcome # 3: Review of University Assessment Processes***

Evaluating assessment processes within the university, and providing evidence that the university is committed to assessment as a tool to improve student learning, and to enhance the effectiveness and efficiency of its academic and non-academic units.

### ***Outcome # 4: Establishing a culture of integrated planning***

Establishing a culture of integrated planning, based on the use of predictive analytics to inform planning, resource allocation, assessment and continuous improvement and innovative university advancement.

### ***Outcome # 5: Reflection and Improvement***

Providing opportunity for reflection and continuous institutional improvement.

### ***Outcome # 6: Recommendations***

Drawing on the findings and recommendations emerging from the self-study process to evaluate current challenges and to explore possible means of overcoming them, in addition to, informing the development of the university's next strategic plan.

## ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

### The Steering Committee

The President and Provost appointed an Accreditation Steering Committee composed of esteemed faculty and staff members from critical and diverse areas, which cover all essential functions of the university and ensure that the university is achieving its mission. Member selection criteria included: knowledge of accreditation processes; expertise in key institutional areas; capability to be both analytical as well as objective; and the capacity to prepare the final self-study report.

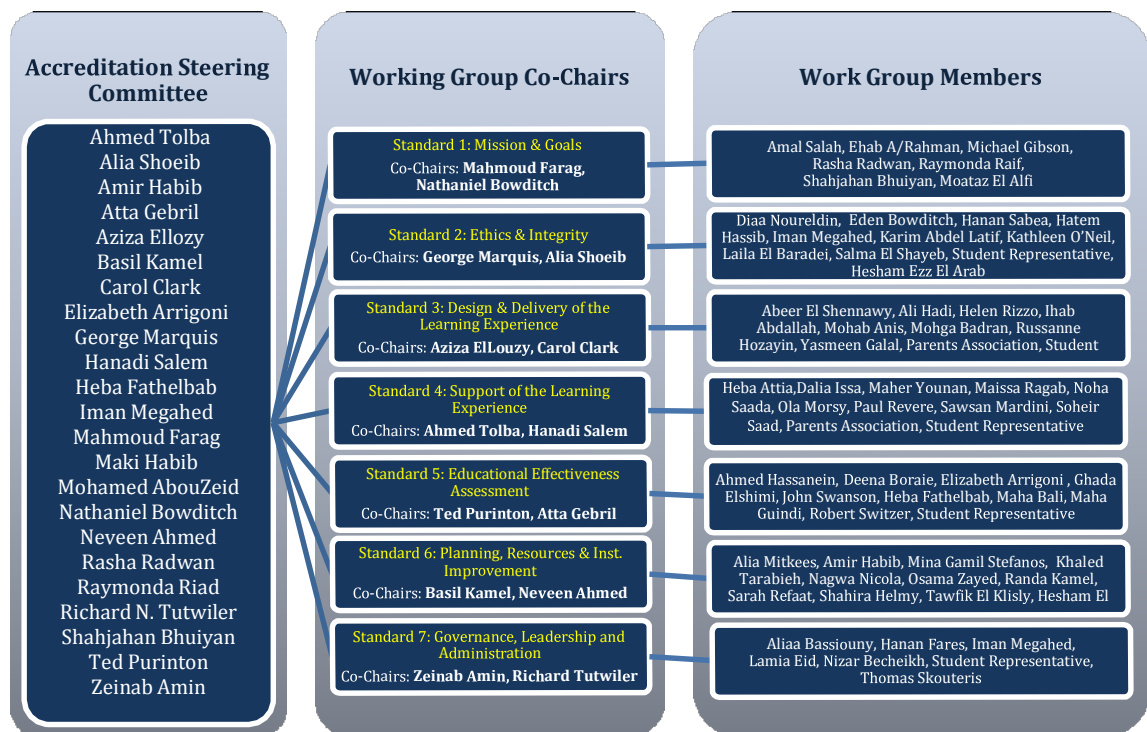
The Steering Committee is charged with providing campus-wide leadership through the process of preparing the self-study and the reaffirmation of accreditation. This includes the following:

- Define accreditation timeline and track progress to ensure deadlines are met
- Prepare the self-study design which is the blue print of the self-study
- Formulate and follow up on work group memberships, mandates and progress to ensure they are on schedule, consistent and meet the standards defined in the self-study plan and accreditation revised standards
- Ensure that overlapping areas are identified early on and managed
- Compile and edit the work group reports to produce the draft and final self-study report
- Prepare and execute an accreditation communication plan to update the community
- Produce the final self-study report to be submitted to the President and Provost for approval

The Steering Committee is composed of:

Name	Title	School/Area
Ahmed Tolba	Associate Provost & Associate Professor	School of Business
Alia Shoeib	Associate Dean	School of Continued Education
Amir Habib	Executive Director	Finance and Administration
Atta Gebril	Associate Professor	School of Humanities & Social Sciences
Aziza Ellozy	Director	Center for Learning and Technology
Basil Kamel	Professor	School of Sciences and Engineering
Carol Clark	Senior Instructor	Academy of Liberal Arts
Elizabeth Arrigoni	Senior Instructor & Assessment Specialist	English Language Instruction
George Marquis	Associate Dean	School of Humanities & Social Sciences
Hanadi Salem	Professor	School of Sciences and Engineering
Heba Fathelbab	Director	Data Analytics & Institutional Research
Iman Megahed	Executive Director	Data Analytics & Institutional Research

Mahmoud Farag	Professor & Director	School of Sciences and Engineering
Maki Habib	Professor and Director	School of Sciences and Engineering
Mohamed AbouZeid ( <i>Chair</i> )	Chair of Senate & Dean	School of Sciences and Engineering
Nathaniel Bowditch	Dean	School of Humanities & Social Sciences
Neveen Ahmed	Assistant Professor	School of Business
Rasha Radwan	Director	Data Analytics & Institutional Research
Raymonda Riad	Executive Director	Advancement and Communications
Richard Tutwiler	Professor of Practice & RISE Founding Director	School of Humanities & Social Sciences
Shahjahan Bhuiyan	Associate Professor	Global Affairs and Public Policy
Ted Purinton	Dean	Graduate School of Education
Zeinab Amin	Associate Chair and Director	School of Sciences and Engineering



## Working Groups

Seven work groups were formed, with each group responsible for one of the seven standards of accreditation. Each work group is co-chaired by members represented in the Steering Committee who act as liaisons between the work group and the Steering Committee. Work group members were selected for their expertise and credible reputation in the community. Maintaining a logical balance between expertise and diversity in each work group was carefully considered.

## Working Group Chairperson Responsibilities

- Develop a clear understanding of the standard assigned and its criteria.
- Review and update the work group mandate to ensure that all aspects of the standard are covered.
- Define group member roles in order to ensure role clarity, with one member designated as the group repertoire.
- Review the 2008 AUC decennial Self-Study, MSCHE feedback and Periodic Review Report (PRR), to be aware of the recommendations and progress achieved.
- Prepare and present quarterly progress reports to the Steering Committee.
- Communicate any updates or requirements to the work group and assign tasks as deemed appropriate.
- Ensure work groups are meeting regularly, one meeting per month at a minimum, and facilitate meetings.
- Ensure that timeline, standards, guidelines and templates are followed.
- Invite specialists to attend meetings when required by the committee.
- Ensure the complete documentation of all relevant documents, evidence, meeting minutes as part of the Documentation Roadmap.
- Ensure that meeting minutes are documented, reviewed and approved by the committee.
- Work with the Steering Committee in preparing and compiling the draft and final self-study report.

## Working Group Responsibilities

- Discuss and review the standard, associated criteria and research questions to make sure that all aspects of the standard are covered by the self-study.
- Define the research needed to analyze the standard, criteria and research questions to ensure alignment with the university's mission and goals.
- Collect information, identify data sources, prepare research and analyze.
- Conduct surveys, focus groups, interviews and models as needed for the research.
- Identify the policies, procedures, practices and evidence related to the standard.
- Define a Documentation Roadmap of the evidence the work group needs to compile.
- Use templates provided to facilitate the compilation of the Documentation Roadmap.
- Identify and prioritize recommendations needed for future improvement.
- Prepare written reports clearly answering each of the research questions while indicating the research methods and data sources used.
- Review assessment processes as they relate to each standard.

## CHARGES TO THE WORKING GROUPS

The Steering Committee provided all co-chairs and work groups with general mandates to ensure regulation of the self-study process. In addition, each work group co-chair was provided with a preliminary charge for discussion at the Steering Committee level. These charges were composed of the standards as defined by Middle States and a set of research questions generated from the criteria associated with the standard.

## Standard I: Mission and Goals

An institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and clarify how the institution fulfills its mission.

### Research Questions:

- What proves that the last version of the Mission and Goals was developed through an appropriate collaborative process?
- How are the institution's mission and goals clearly communicated to internal and external stakeholders?
- How are the mission and goals approved and supported by the governing body?
- How do the mission and goals guide faculty, administrators, staff, and the governing body, in planning, resource allocation, teaching, scholarships, curricular development, and the definition of educational outcomes?
- Demonstrate that the university supports the scholarly inquiry of its students, faculty, and staff to promote institutional priorities.
- To what extent are the mission and goals widely disseminated to the campus community?
- To what extent is the mission fully integrated in the university's operations?
- What evidence supports that the mission and goals are periodically evaluated?
- In what ways are institutional goals realistic, appropriate to higher education, and consistent with its mission?
- What supporting evidence demonstrates that the mission and goals are supported by administrative, educational, and student support programs and services and are consistent with the institutional mission?
- How are the institution's mission and goals assessed to ensure relevance and feasibility?
- What are the university's strengths and challenges with regards to its mission and goals?
- How do the mission and goals guide planning and resource allocation?
- How are the mission and goals evident in curricular offerings?

## Work Group: Mission and Goals is composed of:

### Co-Chairs:

- Mahmoud Farag, Professor/Director of Engineering & Science Services, School of Sciences and Engineering
- Nathaniel Bowditch, Dean, School of Humanities and Social Sciences

### Members:

Name	Title	School/Department
Rasha Radwan	Director of Institutional Research	Data Analytics & Institutional Research
Amal Salah	Director of International Students & Study Abroad	Enrollment Management & Student Life
Ehab A/Rahman	Vice Provost for Research & Professor	School of Sciences and Engineering
Michael Gibson	Senior Instructor	Department of Rhetoric & Composition
Raymonda Raif	Executive Dir., Alumni Eng.& Annual Fund	Advancement and Communication
Shahjahan Bhuiyan	Associate Professor	Dep. of Public Policy & Administration
<i>Moataz El Alfi</i>	<i>Board of Trustees</i>	<i>Board of Trustees</i>

## Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions in all activities, whether internal or external. An institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

### Research Questions:

- What evidence supports that freedom of expression is practiced within the institution?
- What policies ensure respect for intellectual property rights?
- How does the university ensure respect among students, faculty, staff and administrators from diverse backgrounds?
- What grievance policies are in place to address student, faculty and staff complaints and ensure that grievances are addressed in a fair and prompt manner?
- What policies exist that avoid conflict of interest in all activities and among all constituents?
- What policies ensure that hiring, evaluation, promotion and discipline are fairly handled?
- What evidence supports honest and truthful public relations announcements, recruitment advertisements, admissions materials and practices, as well as internal communications?

- What does AUC adopt to promote affordability and accessibility of its education?
- How does AUC ensure that students have sufficient knowledge and understanding of funding resources and options, value received for cost and means to make an informed decision about financial matters?
- What evidence support compliance of AUC with all applicable federal, state and Commission reporting policies, regulations and reporting requirements?
- What evidence suggests the full disclosure of information on institution-wide assessments, graduation and retention?
- What evidence supports the institutions compliance with the Commission’s Requirements of Affiliation?
- Does the university periodically assess ethics and integrity policies, processes, practices and the manner of implementation?

**Work Group: Ethics and Integrity is composed of:**

*Co-Chairs:*

- George Marquis, Associate Dean, School of Humanities and Social Sciences
- Alia Shoeib, Associate Dean for Instructional Affairs, School of Continued Education

*Members:*

Name	Title	School/Department
Iman Megahed	Executive Director, DAIR	Data Analytics and Institutional Research
Diaa Noureldin	Assistant Professor	School of Business
Eden Bowditch	Writing Instructor	Academy of Liberal Arts
Hanan Sabea	Associate Prof of Anthropology	School of Humanities and Social Sciences
Hatem Hassib	Director, Staff Affairs	Administration and Finance
Karim Abdel Latif	Legal Advisor	Administration and Finance
Kathleen O’Neil	Executive Coordinator, Academic Integrity	Provost
Laila El Baradei	Assoc. Dean / Professor of PPAD	Global Affairs and Public Policy
Salma El Shayeb	Director, Student Community Standards	Enrollment Management and Student Life
<i>Hesham Ezz El Arab</i>	<i>Board of Trustees</i>	<i>Board of Trustees</i>

*Student Representative*



## Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

### Research Questions:

- What are the techniques that the institution uses to set its goals and assess their success?
- How are undergraduate, graduate and professional programs designed to achieve the goal of fostering a coherent learning experience?
- How do academic programs' levels demonstrate adequate rigor, breadth, and depth of content, and what mechanisms ensure sufficient academic content and rigor?
- What practices, policies, and evidence demonstrate that academic programs of study 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?
- Is the faculty evaluation process successful at creating and maintaining an atmosphere that values student learning, encourages rigor, and inspires assessment practices as a means to continuous improvement?
- How are sufficient material and financial resources allocated and aligned with the institution commitment to student learning and faculty development?
- Does each program have clearly stated goals that reflect the needs of their students and how are those goals formulated and how is their success evaluated?
- How effective are the processes used by the institution in determining the development, clear articulation (written) and assessment of expected learning outcomes across all programs and courses?
- How sufficient are learning opportunities and resources to support both the institution's programs of study and students' academic progress and how effective are the processes used by the institution in determining the level to which students understand the expected learning outcomes and how they will be measured?

- How does the university offer 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?
- What practices, policies, and evidence demonstrate a curriculum designed so that students acquire and demonstrate essential skills including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy?
- Does the university offer graduate and professional education, opportunities for the development of research, scholarships, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula?
- How adequate and appropriate are institutional review and approval processes regarding student learning opportunities designed, delivered, or assessed by third-party providers?
- How periodically does the university assess the effectiveness of programs providing student learning opportunities?

**Work Group: Design and Delivery of the Student Learning Experience is composed of:**

*Co-Chairs:*

- Aziza Ellozy, Prof. of Practice, Assoc. Dean of LLT & Director of CLT, Provost, CLT
- Carol Clark, Senior Instructor, Academy of Liberal Arts

*Members:*

Name	Title	School/Department
Yasmeen Galal	Research Analyst, AA	Data Analytics & Institutional Research
Abeer El Shennawy	Associate Professor	Economics
Ali Hadi	Distinguished University Professor & Chair	School of Sciences and Engineering
Helen Rizzo	Associate Prof. of Sociology	School of Humanities and Social Sciences
Ihab Abdallah	Director, Programs & Partnership	SCE, Programs & Partnerships
Mohab Anis	Professor	School of Sciences and Engineering
Mohga Badran	Professor	School of Business
Russanne Hozayin	Associate Professor of Practice & Chair	International & Comparative Education
<i>Parents Association</i>	<i>Parents Association</i>	<i>Parents Association</i>
<i>Student Representative</i>		

## Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

### Research Questions:

- To what extent does the university clearly state and communicate the academic cost of attendance and refund policies to prospective as well as currently enrolled students?
- To what extent is the university effective in communicating and informing students about possible financial assistance opportunities?
- How effective is the assessment process of underprepared students? How does the university support those students? How effective is the assessment of the effectiveness of the support provided?
- How do we measure the effectiveness of the students' orientation, advising and counseling processes and how does it affect our retention and graduation rates?
- To what extent does the university promote diversity on campus and support the underrepresented student populations?
- Are the main factors that influence students' decisions to join the university taken into consideration in order to attract and recruit students who are compatible with our mission?
- How do our policies, processes and services support on-time degree completion? Why do students leave the university and how do we use this information improve our processes, policies and procedures?
- How transparent are our processes and procedures for the evaluation of transfer credits? What evidence suggests that we guarantee equitable evaluation to all students?
- How does the university ensure that student information and records are securely maintained and appropriately released? What are the procedures that the university takes to protect students' privacy rights?
- Does the university provide opportunities for students to engage in extra-curricular

activities? To what extent do the university's processes and services support student engagement?

- To what extent do we provide our student athletes with support services that facilitate their academic success as well as their athletic achievements?
- How do we assess the support services provided by third-parties and what corrective actions do we make as a result of these assessments?
- What are the suitable benchmarks for student success in the university? How does the university assess its performance in terms of services that support student success and what evidence suggests that these assessment results are used for continuous improvement?

**Work Group: Support of the Student Experience is composed of:**

*Co-Chairs:*

- Ahmed Tolba, Associate Provost and Associate Professor, School of Business
- Hanadi Salem, Professor, School of Sciences and Engineering

*Members:*

Name	Title	School/Department
Heba Attia	Research Analyst, IR	Data Analytics and Institutional Research
Dalia Issa	Director, Office of Student Development	Enrollment Management and Student Life
Maher Younan	Professor & Associate Dean	School of Sciences and Engineering
Maissa Ragab	Acting Director of Residential Life	Enrollment Management and Student Life
Noha Saada	Director, Academic Advising	Provost, Academic Advising Center
Ola Morsy	Act. Director OSS & Associate Professor	Enrollment Management and Student Life
Paul Revere	University Registrar	Provost, Registrar
Sawsan Mardini	Director Of Graduate Stud. Serv.&Fellow	Graduate Studies
Soheir Saad	Exec. Director, Student Financial Affairs	Enrollment Management and Student Life

*Parents Association*

*Student Representative*

## Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

### Research Questions:

- How well are educational goals/objectives articulated at the institutional and program level?  
How are linkages between institutional and program goals clearly seen?
- What practices, policies and evidence demonstrate organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluate the extent of student achievement of institutional and degree/program goals?
  - How are meaningful curricular goals defined with defensible standards for evaluating whether students are achieving those goals?
  - How are students being prepared in a manner consistent with the missions of the university and degree/program goals for successful careers and meaningful lives?
  - How is data collected and provided regarding the extent to which students are meeting these goals?
  - How is assessment of student achievement supported, sustained and how are results communicated to stakeholders?
- What practices, policies and evidence demonstrate consideration and use of assessment results for the improvement of educational effectiveness? Consistent with the institution's mission, are assessment results used to:
  - assist students in improving their learning?
  - improve pedagogy and curriculum?
  - review and revise academic program and support services?
  - plan, conduct, and support a range of professional development activities?
  - plan and budget for the provision of academic programs and services?
  - improve key indicators of student success, such as retention, graduation, transfer and placement rates?
- How are educational assessment protocols reviewed?
- What practices, policies, and evidence demonstrate periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational

effectiveness? How does the university currently document and organize procedures for assessment of its educational effectiveness? How effective are the university's assessment processes at the university, school, department and program levels including General Education offered?

- To what extent is the community engaged in efforts towards the assessment and continuous improvement of the university's educational effectiveness?

**Work Group: Educational Effectiveness Assessment is composed of:**

*Co-Chairs:*

- Ted Purinton, Dean, Graduate School of Education
- Atta Gebril, Associate Professor, School of Humanities and Social Sciences

*Members:*

Name	Title	School/Department
Heba Fathelbab	Director of Assessment and Accreditation	Data Analytics and Institutional Research
Ahmed Hassanein	Assistant Prof & Associate Dean	School of Business
Deena Boraie	Dean	School of Continued Education
Elizabeth Arrigoni	Senior Instructor & Assessment Specialist	English Language Instruction
Ghada Elshimi	Assoc. Dean of Undergraduate Studies	Academy of Liberal Arts
John Swanson	Associate Provost for Special Projects	Provost
Maha Bali	Associate Professor of Practice	Provost, CLT
Maha Guindi	Executive Director, Career Center	Enrollment Management and Student Life
Robert Switzer	Dean of Undergrad. Studies & Dir. of Core	Academy of Liberal Arts

*Student Representative*

## Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

### Research Questions:

- How are institutional objectives, both institution-wide and for individual units, clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and used for planning and resource allocation?
- Do the planning processes incorporate the use of assessment results? Are they clearly documented and communicated?
- Is the financial planning and budgeting process aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives?
- Are the fiscal and human resources, as well as the physical and technical infrastructure, adequate to support the institution's operations wherever and however programs are delivered?
- What evidence demonstrates having well-defined decision-making processes and clear assignment of responsibility and accountability?
- Does the comprehensive planning for facilities, infrastructure, and technology include consideration of sustainability and deferred maintenance and is it linked to the institution's strategic and financial planning processes?
- What evidence demonstrates having an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter?
- What are the strategies used to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals?
- What evidence demonstrates having periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?

## **Work Group: Planning, Resources, and Institutional Improvement is composed of:**

### *Co-Chairs:*

- Basil Kamel, Professor, School of Sciences and Engineering
- Neveen Ahmed, Assistant Professor, School of Business

### *Members:*

Name	Title	School/Department
Alia Mitkees	Planning Manager	Data Analytics & Institutional Research
Amir Habib	Exec. Director, Budget & Financial Planning	Administration and Finance
Khaled Tarabieh	Assistant Professor	School of Sciences and Engineering
Mina Gamil Stefanos	Change Management Director	Administration and Finance
Nagwa Nicola	Chief Technology Officer	Information Management
Osama Zayed	Executive Director Facilities and Operation	Administration and Finance
Randa Kamel	Executive Director Recruitment and SSC	Enrollment Management and Student Life
Sarah Refaat	Executive Director for Human Resources	Administration and Finance
Shahira Helmy	Director of Planning & Administration	Provost
Tawfik El Klisly	Exec. Director, S.C.M & Business Support	Administration and Finance
<i>Hesham El Khazindar</i>	<i>Board of Trustees</i>	<i>Board of Trustees</i>



## Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves, even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations. The institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

### Research Questions:

- What practices, policies, and evidence demonstrate a clearly articulated and transparent governance structure that clarifies roles, responsibilities and decision making processes that strengthen accountability, fairness, and transparency across the institution?
- What evidence demonstrates the availability of essential governance documentation that meets the needs of the board and the institution as a whole?
- What evidence supports that the governing body serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, is open and accountable?
- What evidence supports that the governing body is accountable for the academic quality, planning, and fiscal well-being of the institution?
- What evidence supports that the governing body has primary responsibility to the accredited institution, has sufficient independence and does not allow political, financial, or other influences to interfere with its governing responsibilities?
- Does the governing body have the authority and autonomy needed to fulfil their responsibilities including: planning, staffing, resource allocation and leading?
- Does the governing body have the appropriate credential and professional experience consistent with the institution mission and their functional roles?
- Does the leadership team (President, Provost, and Deans) have the appropriate credential and professional experience consistent with the institution mission and their functional roles?
- What evidence demonstrates that the search process for leadership positions is broadly consultative and transparent and the board regularly evaluates the performance of the President (Provost? Deans?)?

- What evidence ensures that the governing body does not interfere in the day-to-day operations of the institution?
- Does the governing body maintain sufficient financial oversight to insure the appropriate allocation of resources?
- Are all members of the governing body required to make a declaration of any relevant conflict / potential conflict of interest at the beginning of their service?
- What evidence shows that the various components of the governing body, leadership and administration are working effectively, both individually and as a team, to achieve institutional mission and goals?
- What evidence shows that the governing body and leadership of the institution support professional development for administrators?
- What resources and mechanisms are in place for the different stakeholders to resort to in case of dispute?
- What evidence supports that the leadership of the institution encourages effective dialogue and allows for engagement of all stakeholders in all key activities and decisions?
- What evidence shows the existence of systematic procedures for evaluating administrative units and for using assessment data to enhance operations?
- What evidence shows that the leadership team has the authority and autonomy required to fulfill the responsibilities of their position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission?
- What evidence shows that the leadership team has the assistance of qualified administrators, sufficient in number, to enable them to discharge their duties effectively?
- Is there evidence of the existence of effective methods of selection (election) of students, staff and faculty on university committees and task forces to allow various constituents to express their needs and concerns and to ensure that the representatives are elected by their peers democratically?
- What do we foresee as strategic and feasible means to improve our governance, leadership and administration?

## Work Group: Governance, Leadership, and Administration is composed of:

### Co-Chairs:

- Richard N. Tutwiler, Professor of Practice, Department of History.  
Founding Director of RISE, Research Institute for a Sustainable Environment (RISE)
- Zeinab Amin, Associate Chair & Director of the Actuarial Science Program, School of Sciences and Engineering

### Members:

Name	Title	School/Department
Iman Megahed	Executive Director	Data Analytics and Institutional Research
Aliaa Bassiouny	Assistant Professor and Chair	School of Business
Hanan Fares	Director, Career Development Department	Senate
Lamia Eid	University Ombuds	President Area
Nizar Becheikh	Associate Professor	School of Business
<i>Thomas Skouteris</i>	<i>Associate Professor</i>	<i>Global Affairs and Public Policy</i>
<i>Student Representative</i>		

## REQUIREMENTS FOR AFFILIATION

As for compliance to the requirements of affiliation, each of the working groups dealing with one of the seven MSCHE standards will be ensuring fulfillment of the compliance requirements within their assigned standard. This is also clearly mentioned in the group mandates and has been communicated to all co-chairs during initial meetings. In addition, four of the steering committee members have been assigned to be in direct and continuous contact with the seven working groups, particularly to ensure meeting the criteria on a standard basis, as well as for the institution as whole.

## INVENTORY OF SUPPORT DOCUMENTS

The list of documents included below are a sample of the possible documents pertaining to each of the standards. Work group research will result in other documents needed to address the standards. Documents will be hosted in an electronic repository for all accreditation standards and compliance requirements. Additional security levels may be needed for confidential documents or information.

### **Standard I: Mission and Goals**

- AUC mission, vision, values and institutional priorities
- Institutional Strategic Plan
- Faculty Handbook
- Staff Manual
- Guidelines for Proposals for Academic Programs
- Policies in support of institutional mission
  - Freedom of Expression Policy
  - Non-Discrimination Policy
- Sample departmental missions in support of institutional mission
  - Library mission and policies
  - The Office of the Dean of Undergraduate Studies mission
  - Office of Information Technology mission and core values
  - Office of Student Development mission
- Initiatives and programs in support of the mission
  - University Research Board
  - First Year Experience
  - Community Based Learning Program

### **Standard II: Ethics and Integrity**

- Freedom of Expression Policy
- Staff Manual
- Code of Academic Ethics

- Academic Integrity, Disciplinary Procedures
- Labor Contracts
- Faculty Handbook
- Adjunct Faculty Handbook
- Student Success Handbook
- NSSE Survey Report
- Conflict of Interest Policy
- Senate Handbook
- Student Conduct Policies
- Annual Performance Appraisal process
- Compensation Policies and Procedures
- University Annual Financial Statements and Audit Report
- Registration Policies
- Grievance Policy and Procedures
- Standards of other accrediting bodies
- Affirmative Action Policy
- AUC Factbook

### **Standard III: Design and Delivery of the Student Learning Experience**

- AUC Online Catalog
- Learning Outcomes Report
- Curriculum Committee
- Program Procedure/ Assessment
- Faculty Appointment and Development Procedure
- Evidence of Sufficient Faculty
- Course Evaluation Report
- Annual Performance Review
- Center for Learning and Teaching (CLT) Review Report
- Course Development Process
- Course Offerings and Enrollment

- Student Progress
- Faculty Handbook
- Faculty Credential Data
- Tenure Guidelines
- AUC Website
- First Year Experience - freshman survey reports
- New student Scheduling Material
- Student Time to Graduation Report
- Library and Labs Resources
- Degree Audits

#### **Standard IV: Support of the Student Experience**

- AUC Online Catalog
- Financial Aid website
- Admissions Website
- Student Account's Website
- Student Success Handbook
- International Student Handbook
- Student Orientation Handbook
- Counseling Center Brochure
- Mentoring Center Brochure
- Residential Life Brochure
- Student Housing Policy and Conduct
- Study Abroad and Exchange Handbook
- Faculty Handbook
- Adjunct-Faculty Handbook
- CARE Report on Advising
- Retention Reports
- AUC Factbook
- Consultants Reports on Academic Support and Administrative Units
- First Year Experience survey (Experience with Services)

- NSSE Survey
- Scholarships Website
- Language Placement Webpage
- Transfer Credits Evaluation Website
- FERPA Policy
- Samples of Banner Access Authorization forms
- Organizations and Clubs Website
- Students' Governance Website
- Co-curricular Transcript for Students' Activities
- Assessment Reports for Academic Support and Administrative Units
- Food Committee Report
- Transportation Committee Report

#### **Standard V: Educational Effectiveness**

- Academic programs' assessment plans and reports (which include outcomes, assessment measures, results, and plans for change)
- Non-academic units' assessment plans and reports (which include outcomes, assessment measures, results, and plans for change)
- Academic program review reports
- Samples of syllabi from a variety of programs and courses, showing expected learning outcomes
- Samples of assessment tools such as rubrics, surveys, portfolios, and capstone courses
- AUC Online Catalog
- Curriculum Maps
- Survey Reports
- Assessment Guidelines Document
- Plans and procedures for assessing the assessment process itself including rubrics used to review assessment plans and reports for academic and non-academic units
- Student Course Evaluations
- Annual Faculty Reports (AFRs)
- Planning and Assessment Committee and Sub-Committee Mandates
- Faculty Development Workshops Related to Assessment

## **Standard VI: Planning, Resources, and Institutional Improvement**

- Institutional Strategic Plan
- Units Planning Documents
- The Two Most Recent Externally Audited Financial Statements
- Financial Policies and Procedures
- Supply Chain Management Operating Policies and Procedures
- Planning and Budgeting Memo
- Budgeting Reports
- Planning Matrix Reports
- Planning and Assessment Committee and Sub-Committee Mandates
- Human Resources Forms
- Compensation Policies and Procedures
- Faculty Handbook
- Staff Manual
- Student Governance
- Senate By-Laws
- Board of Trustees Documents

## **Standard VII: Governance, Leadership, and Administration**

- Board of Trustees composition and credentials
- Senior administrators' credentials
- Constitution of the University Senate
- Senate By-Laws
- Senate Committees and mandates
- Senate Resolutions
- Senate Meetings Agendas and Minutes
- Senate Handbook
- University Cabinet
- Deans Council



- Provost Council
- Constitution of the Student Body
- Student Senate By-Laws
- Student Judicial Board
- The Students' Bill of Rights and Responsibilities
- Organizational Chart
- Conflict of Interest Policy

## ORGANIZATION OF THE SELF-STUDY REPORT

### **Executive Summary**

A brief (1-5 page) description of the major findings and recommendations of the Self Study.

### **Introduction**

A brief overview of the institution and description of the Self-Study process.

### **For each Standard for Accreditation (approximately 10 pages in length each)**

- Heading indicating the Standard under consideration.
- Working Group team members and rationale behind the selection.
- Cross-references to relevant documents mentioned in different parts of the report.
- Analytical discussion of the data presented.
- Conclusions, including strengths, weaknesses and recommendations, with references to specific standard criteria.
- Suggestions for ongoing improvement.

### **Requirements of Affiliation:**

A short section describing compliance with the requirements of affiliation. This section will note where these requirements are discussed in the self-study, and will provide a summary of these requirements. Recommendations for improvement will also be included.

## **Conclusion:**

This section will include a summary of the major conclusions reached and the institution's recommendations to ensure future compliance.

## **Appendices**

- Charts and Tables
- Documentation Roadmap
- Other Evidence/Support Documents
- References

## **EDITORIAL STYLE AND FORMAT OF ALL REPORTS**

The final self-study will be compiled using Campus Labs software. The software serves to provide easy access to the report and supporting documentation via the internet or shared electronic files. The software will allow the embedding of hyperlinks to specific documents for the convenience of the evaluation team. Documents should adhere to the following guidelines:

### **Report Length**

- Each working group will be responsible for writing a draft report for its assigned standard. The length of each report should be no more than 10 pages, written concisely. The final self-study report must be no longer than 100 single-spaced pages and will be assembled from the working group reports. The Steering Committee has final editorial authority for the self-study.

## General Guidelines

- Working group reports should be single-spaced, and only double spaced between paragraphs.
- Working group reports should be formatted using Times New Roman, 11-point font, with 1-inch margins all around.
- Page numbers should be inserted in the header, along with the standard being addressed in the working group report (e.g., Standard I).
- Paragraphs should be left justified.
- Alphabetical order should be used when listing names.
- Active voice should be used instead of passive, as much as possible.
- Third person should be used in writing, to ensure uniformity of style in the self-study.
- Contractions should not be used.
- Position and office names should be used rather than names of people. If reference to people is necessary, then they should be referred to by title, not name.
- Acronyms should be written out with the first usage, followed by the acronym in parenthesis.
- A glossary of all acronyms used in working group reports should be included at the end of the report as an Appendix.

## Headings

- Headings should be numbered (e.g., 1.2). Using more than two numbers in a heading should be avoided.
- Main headings should be in bold and in capital letters, left justified; all headers in 12-point font
- Sub-headings should be in italics and in upper and lower case, left justified; all headers in 12-point font

## Figures and Tables

- Figures and tables should be numbered consecutively.
- Figure captions should be in a 10 point font and appear directly below the figure.
- Table headings and descriptions should appear above the table in a 12 point font.

## Citations and References

- Citations should be embedded within the text, with supporting documents listed in an appendix, with reference to an existing document when possible.
- References should follow APA style, with the reference list at the end of the report.
- APA format should be used for parenthetical and bibliographic citations.
- APA guidelines should be followed for titles of articles.

## Work Group Report Template

1. Each report will begin with the name of the standard, an overview of the group's charge, the research questions that were addressed, and a list of the chairs and members of the working group.
2. A one-page Executive Summary listing the major points, strengths, weaknesses, and the extent to which the university meets the addressed standard should be included.
3. The body of the report should contain the following elements:

### **A. *Standard and Charge***

The report should begin with an overview of the standard and the charge, along with the research questions, which should be based on the specific underlying criteria for the standard.

### **B. *Relationship to Other Standards or Criteria***

This section should discuss any connections between the group's charge and those of the other groups, including any collaboration that took place between groups.

**C. Overview of the Documentation Roadmap**

The report should include a brief summary of the data used and documents reviewed, which provide evidence on how the university is or is not meeting the standard. As an appendix, a list of all documents used to evaluate the standard should be provided.

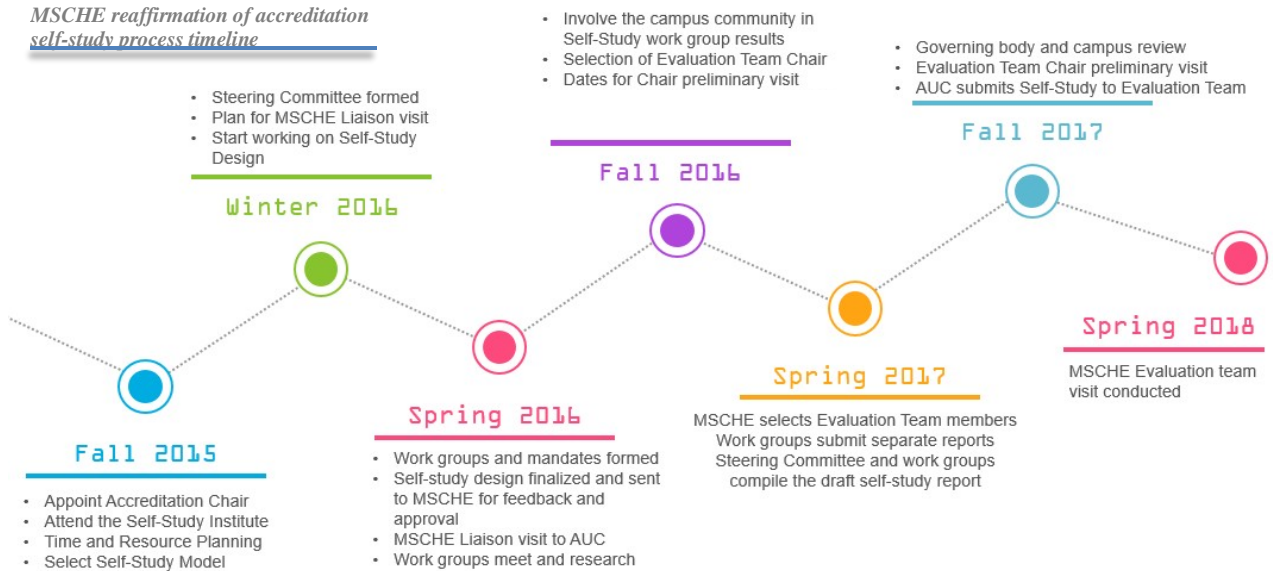
**D. Analysis**

This should include an analytical discussion of the outcomes of the addressed research questions for the standard, including strengths and challenges. Wherever possible, the material should be organized by each of the specific criteria.

**E. Conclusions**

This is the final section of the report and should include a statement explaining the extent to which the university meets the criteria of this standard. It should also include the group’s recommendations for improvement.

**TIME-TABLE FOR THE SELF-STUDY AND EVALUATION**



*Self-Study Process Timeline:*

<b>Organizing, planning and design of self-study</b>	
<i>Fall 2015</i>	Appoint Chair/Co-chairs
	Attend Self-Study Institute
	Time and resource planning
	Select Self-Study model
<i>Winter 2016</i>	Steering Committee formed
	Plan for MSCHE Staff Liaison Visit
	Start working on Preparing the Self-Study Design Document
<b>MSCHE Liaison Visit, Self-study groups meet, research and write</b>	
<i>Spring 2016</i>	Work groups and mandates formed
	Self-Study design finalized and Sent to MSCHE for Feedback and Approval
	MSCHE staff liaison visit
	Work groups meet and research
<i>Summer 2016</i>	Work groups continue work in research and writing self-study chapters
<b>Finalize Self-Study chapters, Community involvement, and Plan for MSCHE visits</b>	
<i>Fall 2016</i>	Involve campus community in self-study work group results
<b>Report Compilation and Review / MSCHE Evaluation Team Selection</b>	
<i>Spring 2017</i>	Selection of Evaluation Team Chair
	Dates for Chair preliminary visit and Evaluation Team visit
	MSCHE selects Evaluation Team members
	Work groups submit separate reports
<i>Summer 2017</i>	Steering Committee and work groups compile draft self-study report
<b>Finalize and submit the self-study</b>	
<i>Fall 2017</i>	Governing board and campus review
	AUC submits draft self-study report to Evaluation Team
	Evaluation Team Chair preliminary visit
	AUC submits final report to MSCHE evaluation team
<b>MSCHE Visit and Decision</b>	
<i>Spring 2018</i>	MSCHE Evaluation team visit conducted
	AUC response and future action items defined
<i>Summer 2018</i>	MSCHE committee takes action
	Action by Middle States Commission on Higher Education

## PROFILE OF THE VISITING EVALUATION TEAM

AUC is a unique institution due to various characteristics: first, it is one of the oldest higher education institutions in the region, as it dates back to almost 100 years. It is also a premier, independent, and not-for-profit institution of medium-size. The university is considered a beacon of American-style liberal arts education offering a spectrum of undergraduate, graduate and professional programs. In Egypt, AUC is the sole university operating 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. As stated earlier, the university is recognized and licensed to grant educational degrees and is incorporated in the State of Delaware, USA.

Accordingly, AUC would benefit from evaluation team members with familiarity in:

- Medium-sized, liberal arts teaching institutions
- American-style international universities
- Culture similar to Middle Eastern culture

## APPENDIX A: Timeline of Highlights in AUC's History

- 1912 Charles Watson completed a report outlining the vision for AUC.
- 1919 AUC was officially incorporated in Washington, D.C.
- 1920 First 142 students began classes equivalent to the final two years of high school. Student Union was formed.
- 1921 School of Oriental Studies was established.
- 1923 First commencement was held.
- 1924 Degrees were recognized by the New York State Board of Regents as equivalent to junior college degrees; Division of Extension (forerunner to the School of Continuing Education) was established; first campus newspaper, AUC Review, was issued.
- 1925 First university-level courses were offered; Ruth Litt donated \$100,000 for an auditorium to be named after her grandfather, William Dana Ewart.
- 1926 Old Boys Club was created for alumni.
- 1927 AUC offers four years of secondary school and four of college.
- 1928 First university-level bachelor's degrees were awarded to three students; AUC welcomed first female student Eva Habib el Masri.
- 1929 Hill family started AUC's first endowment fund with \$450,000.
- 1931 Old Boys Club developed into Alumni Association; Gillespie family donated \$65,000 to build Oriental Hall.
- 1937 Om Kalthum performed in Ewart Hall.
- 1940 King Abdullah of Jordan visited AUC.
- 1941 AUC hosted concerts in Ewart Hall for allied soldiers in Egypt.
- 1942 AUC students petitioned Ministry of War to allow an instructor to teach them military formations, which soon replaced acrobatics and team sports.
- 1950 First graduate degree was awarded.
- 1951 Last preparatory class graduated, making AUC strictly a university-level institution.
- 1952 Helen Keller visited AUC.
- 1953 Hill House was formally dedicated as first student dormitory on campus; Social Research Center was established.
- 1954 Egyptian presidents Mohammed Naguib and Gamal Abdul Nasser attended AUC's Arabic Language Day Convocation.
- 1956 English Language Institute was opened; School of Oriental Studies became the Center for Arabic Studies; AUC obtained Creswell Collection.
- 1959 Hill House was rededicated as a library.
- 1960 AUC Press was established.
- 1961 AUC's name was changed from "at" Cairo to "in" Cairo.
- 1964 Buildings were purchased from the Greek community; Falaki building built for use as a student dormitory.
- 1966 Science Building construction was completed.
- 1967 Center for Arabic Study Abroad was opened; the Egyptian government sequestered AUC.
- 1972 AUC Press obtained exclusive English language rights to the works of Naguib Mahfouz.
- 1974 Ministry of Higher Education recognized AUC degrees as equivalent to those offered by Egyptian universities. Sports program won representation in the National Universities Sports Union.
- 1975 Egyptian government relinquished control of AUC; a protocol between AUC's Board of Trustees and the Egyptian government governed its operations.
- 1978 AUC Press published the first Naguib Mahfouz novel in English.
- 1979 Desert Development Center was established.
- 1982 New library on the Greek Campus was completed; the Middle States Commission on Higher Education granted AUC full accreditation.
- 1985 Opening of Egypt's first university bookstore
- 1988 Mahfouz won Nobel Prize. AUC Press was his English-language publisher (with nine of his novels in print) and worldwide agent.



- 1989 Abdul Latif Jameel Building for Middle East Management Studies was inaugurated; core curriculum was introduced; Model United Nations was started.
- 1990 Model Arab League was started.
- 1991 AUC opened Zamalek building.
- 1992 Rare books library was inaugurated.
- 1993 University Senate was established.
- 1994 AUC celebrated its 75th anniversary; AUC hosted the Fifth International Conference on Population and Development held under the auspices of the United Nations.
- 1995 Grand Mufti Sheikh Muhammed Tantawi and Pope Shenouda III spoke at AUC; AUC Professor Kent Weeks rediscovered KV5 in Valley of the Kings.
- 1996 Naguib Mahfouz Medal for Literature was established.
- 1997 AUC purchased land in New Cairo.
- 1998 U.S. First Lady Hillary Clinton spoke in Ewart Hall. AUC receives reaffirmation of accreditation From the Middle States Commission on Higher Education.
- 2000 Queen Rania Al Abdullah '91 visited AUC. Distinguished guests in first years of the century Included Jimmy Carter, Kofi Annan, Condoleezza Rice, and Nobel laureates Ahmed Zewail and Mohamed ElBaradei.
- 2003 New Cairo Campus design was completed and the cornerstone laid by Egypt's First Lady Suzanne Mubarak '77, '82.
- 2004 AUC established Leadership for Education and Development scholarship program. AUC signed construction contract for New Cairo Campus.
- 2007 AUC Press published its 1,000th book.
- 2008 First day of class was held on the purpose-built, 260-acre New Cairo Campus. AUC received reaffirmation of accreditation from the Middle States Commission on Higher Education.
- 2009 Egypt's First Lady Suzanne Mubarak '77, '82 inaugurated New Cairo Campus. AUC celebrated its 90th anniversary.
- 2010 The University introduced its first PhD program, in the School of Sciences and Engineering. AUC became the first university in Egypt to be accredited by Egypt's National Authority for Quality Assurance and Accreditation of Education (NAQAEE).
- 2011 January 25th Revolution. Demonstrations occurred near AUC's Tahrir campus but the university completed all academic programs. Nobel laureate Joseph Stiglitz lectured at AUC.
- 2012 AUC became the first institution of higher education in the Middle East and North Africa to conduct a comprehensive study measuring its carbon footprint. Distinguished guests included Nobel laureate and former US president Jimmy Carter and former prime minister of Norway Gro Harlem Brundtland.
- 2013 AUC leased Greek Campus to create first technology park in downtown Cairo and licensed four patent-pending technologies to create Egypt's first university spin-off company.
- 2014 AUC awarded first PhD, in engineering, to Yosra El Maghraby. The School of Business established Egypt's first university-based business incubator, AUC Venture Labs, to commercialize technologies and innovations developed by Egypt-based startups.
- 2015 AUC wins accolades for its campus sustainability programs; its public policy and administration programs are among the first outside the US to be accredited by NASPAA; at 345, its QS Global rankings put it among the top universities world-wide.