We are pleased to present the 2018-2019 American University in Cairo Factbook. This annual resource is a compilation of commonly requested data and information about our community and our facilities. We encourage you to read the introduction to each section prior to reading the individual tables and charts, as the introduction will provide you with the definitions you need to understand and correctly interpret the data.

Various university departments partnered with us in collecting and presenting this information. We wish to extend our sincere thanks to everyone who helped us compile the material included in this edition of AUC’s Factbook, and a special thanks to any office whose name we may have inadvertently missed.

| Academic Senate | Office of Student Engagement |
| Center for Learning and Teaching | Office of Student Financial Affairs and Scholarships |
| Community Based Learning | Office of Sustainability |
| Dean of Undergraduate Studies | Office of the Chief Technology Officer |
| Department of Athletics | Office of the Controller |
| Executive Education & External Relations | Office of the President |
| Libraries and Learning Technologies | Office of the Provost |
| Office of Advancement and Communications | Office of the Vice Provost for Research |
| Office of Budget and Financial Planning | Office Recruitment & Student Service Center |
| Office of Campus Planning & Construction Services | School of Continuing Education |
| Office of Facilities and Operations | Technology Transfer Office |
| Office of Residential Life | Undergraduate Research Office |
| Office of Sponsored Programs | University Registrar |
| Office of strategic and International Initiatives | |

We hope you find this Factbook to be a useful source of information. If you have questions, would like to provide us with your feedback, or if there is additional information that you would like to see included, please contact us at dair@aucegypt.edu.

Iman Megahed, Chief Officer
Heba Fathelbab, Director of Assessment and Accreditation
Rasha Radwan, Director of Institutional Research
Alia Mitkees, Director of Strategy Management
Heba Attia, Director, Business Intelligence
Mohamed Ibrahim, Director of Business Process Improvement
Mohamed Ismail, Business Intelligence Developer
Aya Aboul Azm, BI Analyst
Hisham El Razzaz, Data Scientist
Lamia Hassan, Research Analyst, Assessment and Accreditation
Mohamed Mutter, Data Modeler
Yasmeen Galal, Research Analyst, Institutional Research
Nermin Wafa, Senior Administrative Assistant
Aaron Blinderman, Presidential Intern

More information on the Office of Strategy Management and Institutional Effectiveness is available at https://www.aucegypt.edu/about/strategy-management-and-institutional-effectiveness

More resources are available online at https://www.aucegypt.edu/about/auc-profile-and-fact-book
Mission, History and Organization
UNIVERSITY MISSION

The American University in Cairo (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.

A BRIEF HISTORY OF AUC

The American University in Cairo (AUC) is an independent, not-for-profit 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.

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.

Academic program enrollments have grown to 5,586 undergraduates with an additional 970 graduate students (Fall 2018). Simultaneously, adult education has also expanded and now serves more than 24,000 students each year in non-credit courses and contracted training programs offered through the School of Continuing Education. Ninety-five percent of AUC students are Egyptian, with the remaining 5% comprised of 57 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 Middle States Commission on Higher Education, AUC is the first university in Egypt to receive accreditation from Egypt’s new National Authority for Quality Assurance and Accreditation in Education (NAQAAE) at the institutional level, and the School of Sciences and Engineering at the school level. In addition, many of AUC’s academic programs have received specialized accreditation.

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 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, the 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.

**Presidents**

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis J. Ricciardone, Present</td>
<td>2011-2015</td>
</tr>
<tr>
<td>David D. Arnold, 2003-2010</td>
<td></td>
</tr>
<tr>
<td>John D. Gerhart, 1998-2002</td>
<td></td>
</tr>
<tr>
<td>Donald McDonald, 1990-1997</td>
<td></td>
</tr>
<tr>
<td>Cecil K. Byrd, 1973-1977</td>
<td></td>
</tr>
<tr>
<td>Christopher Thoron, 1969-1973</td>
<td></td>
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<tr>
<td>Thomas A. Bartlett, 1963-1969</td>
<td></td>
</tr>
<tr>
<td>Raymond F. McLain, 1955-1963</td>
<td></td>
</tr>
<tr>
<td>John S. Badeau, 1945-1953</td>
<td></td>
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<tr>
<td>Charles Watson, 1919-1945</td>
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</tr>
</tbody>
</table>

**Timeline of Highlights in AUC’s History**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1912</td>
<td>Charles Watson completed a report outlining the vision for AUC.</td>
</tr>
<tr>
<td>1919</td>
<td>AUC was officially incorporated in Washington, D.C.</td>
</tr>
<tr>
<td>1920</td>
<td>First 142 students began classes’ equivalent to the final two years of high school. Student Union was formed.</td>
</tr>
<tr>
<td>1921</td>
<td>School of Oriental Studies was established.</td>
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<tr>
<td>1923</td>
<td>First commencement was held.</td>
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<tr>
<td>1924</td>
<td>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.</td>
</tr>
<tr>
<td>1925</td>
<td>First university-level courses were offered; Ruth Litt donated $100,000 for an auditorium to be named after her grandfather, William Dana Ewart.</td>
</tr>
<tr>
<td>1926</td>
<td>Old Boys Club was created for alumni.</td>
</tr>
<tr>
<td>1927</td>
<td>AUC offers four years of secondary school and four of college.</td>
</tr>
<tr>
<td>1928</td>
<td>First university-level bachelor’s degrees were awarded to three students; AUC welcomed first female student Eva Habib el Masri.</td>
</tr>
<tr>
<td>1929</td>
<td>Hill family started AUC’s first endowment fund with $450,000.</td>
</tr>
<tr>
<td>1931</td>
<td>Old Boys Club developed into Alumni Association; Gillespie family donated $65,000 to build Oriental Hall.</td>
</tr>
<tr>
<td>1937</td>
<td>Om Kalthum performed in Ewart Hall.</td>
</tr>
<tr>
<td>1940</td>
<td>King Abdullah of Jordan visited AUC.</td>
</tr>
<tr>
<td>1941</td>
<td>AUC hosted concerts in Ewart Hall for allied soldiers in Egypt.</td>
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<tr>
<td>1942</td>
<td>AUC students petitioned Ministry of War to allow an instructor to teach them military formations, which soon replaced acrobatics and team sports.</td>
</tr>
<tr>
<td>1950</td>
<td>First graduate degree was awarded.</td>
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<tr>
<td>1951</td>
<td>Last preparatory class graduated, making AUC strictly a university-level institution.</td>
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<tr>
<td>Year</td>
<td>Event</td>
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<tr>
<td>1952</td>
<td>Helen Keller visited AUC.</td>
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<tr>
<td>1953</td>
<td>Hill House was formally dedicated as first student dormitory on campus; Social Research Center was established.</td>
</tr>
<tr>
<td>1954</td>
<td>Egyptian presidents Mohammed Naguib and Gamal Abdul Nasser attended AUC's Arabic Language Day Convocation.</td>
</tr>
<tr>
<td>1956</td>
<td>English Language Institute was opened; School of Oriental Studies became the Center for Arabic Studies; AUC obtained Creswell Collection.</td>
</tr>
<tr>
<td>1959</td>
<td>Hill House was rededicated as a library.</td>
</tr>
<tr>
<td>1960</td>
<td>AUC Press was established.</td>
</tr>
<tr>
<td>1961</td>
<td>AUC's name was changed from “at” Cairo to “in” Cairo.</td>
</tr>
<tr>
<td>1964</td>
<td>Buildings were purchased from the Greek community; Falaki building built for use as a student dormitory.</td>
</tr>
<tr>
<td>1966</td>
<td>Science Building construction was completed.</td>
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<tr>
<td>1967</td>
<td>Center for Arabic Study Abroad was opened; the government of Egypt sequestered AUC.</td>
</tr>
<tr>
<td>1972</td>
<td>AUC Press obtained exclusive English language rights to the works of Naguib Mahfouz.</td>
</tr>
<tr>
<td>1974</td>
<td>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.</td>
</tr>
<tr>
<td>1975</td>
<td>The government of Egypt relinquished control of AUC; a protocol between AUC's Board of Trustees and the government of Egypt governed its operations.</td>
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<tr>
<td>1978</td>
<td>AUC Press published the first Naguib Mahfouz novel in English.</td>
</tr>
<tr>
<td>1979</td>
<td>Desert Development Center was established.</td>
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<tr>
<td>1982</td>
<td>New library on the Greek Campus was completed; the Middle States Commission on Higher Education granted AUC full accreditation.</td>
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<tr>
<td>1985</td>
<td>Opening of Egypt's first university bookstore</td>
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<tr>
<td>1988</td>
<td>Mahfouz won Nobel Prize. AUC Press was his English-language publisher (with nine of his novels in print) and worldwide agent.</td>
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<tr>
<td>1989</td>
<td>Abdul Latif Jameel Building for Middle East Management Studies was inaugurated; core curriculum was introduced; Model United Nations was started.</td>
</tr>
<tr>
<td>1990</td>
<td>Model Arab League was started.</td>
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<tr>
<td>1991</td>
<td>AUC opened Zamalek building.</td>
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<tr>
<td>1992</td>
<td>Rare books library was inaugurated.</td>
</tr>
<tr>
<td>1993</td>
<td>University Senate was established.</td>
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<tr>
<td>1994</td>
<td>AUC celebrated its 75th anniversary; AUC hosted the Fifth International Conference on Population and Development held under the auspices of the United Nations.</td>
</tr>
<tr>
<td>1995</td>
<td>Grand Mufti Sheikh Muhammed Tantawi and Pope Shenouda III spoke at AUC; AUC Professor Kent Weeks rediscovered KV5 in Valley of the Kings.</td>
</tr>
<tr>
<td>1996</td>
<td>Naguib Mahfouz Medal for Literature was established.</td>
</tr>
<tr>
<td>1997</td>
<td>AUC purchased land in New Cairo.</td>
</tr>
<tr>
<td>1998</td>
<td>U.S. First Lady Hillary Clinton spoke in Ewart Hall. AUC receives reaffirmation of accreditation From the Middle States Commission on Higher Education.</td>
</tr>
<tr>
<td>2003</td>
<td>New Cairo Campus design was completed, and the cornerstone laid by Egypt’s First Lady Suzanne Mubarak ’77, ’82.</td>
</tr>
<tr>
<td>2004</td>
<td>AUC established Leadership for Education and Development scholarship program. AUC signed construction contract for New Cairo Campus.</td>
</tr>
<tr>
<td>2007</td>
<td>AUC Press published its 1,000th book.</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
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<tr>
<td>2008</td>
<td>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.</td>
</tr>
<tr>
<td>2009</td>
<td>Egypt’s First Lady Suzanne Mubarak ’77, ’82 inaugurated New Cairo Campus. AUC celebrated its 90th anniversary.</td>
</tr>
<tr>
<td>2010</td>
<td>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 (NAQAAE).</td>
</tr>
<tr>
<td>2011</td>
<td>January 25th Revolution. Demonstrations occurred near AUC’s Tahrir campus but the university completed all academic programs. Nobel laureate Joseph Stiglitz lectured at AUC.</td>
</tr>
<tr>
<td>2012</td>
<td>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.</td>
</tr>
<tr>
<td>2013</td>
<td>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.</td>
</tr>
<tr>
<td>2014</td>
<td>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.</td>
</tr>
<tr>
<td>2015</td>
<td>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.</td>
</tr>
<tr>
<td>2016</td>
<td>First AUC Research Day held; Eduniversal ranks AUC graduate programs among best 200 worldwide.</td>
</tr>
<tr>
<td>2017</td>
<td>AUC takes initiative to transfer nearly 5,000 antiquities to the Egyptian government. AUC awards emergency scholarships to more than 2,200 students due to the floatation of the Egyptian pound. Three AUC community members appointed as Egyptian ministers</td>
</tr>
<tr>
<td>2018</td>
<td>AUC is the first University in the region to offer a blended degree, pairing with the Massachusetts Institute of Technology to grant MITx MicroMasters online learners’ credits that would count toward the completion of a full master’s degree at AUC. The University is the first in the world to collaborate with MIT in recognizing credits for this online program. AUC is the first University in Egypt and among the first worldwide to offer a FinTech program through a new concentration in the field under its Master of Science in finance, with support from Luqman Weise Capital. The Middle States Commission on Higher Education (MSCHE) has reaffirmed its accreditation of AUC through the 2026-2027 academic year. The only University in Egypt that holds this accreditation, AUC received the top level of MSCHE’s reaffirmation of accreditation, without any requirements and noting a number of significant accomplishments. Out of 523 institutions worldwide that are accredited by MSCHE, only 17 — including AUC — are outside of the United States, including four in the Middle East.</td>
</tr>
</tbody>
</table>

**SCHOOLS AND ACADEMIC PROGRAMS**

Through its six schools and the Academy of Liberal Arts, the university offers 37 undergraduate majors and 44 graduate programs, including two doctoral programs. The schools serve 6,556 students and provide educational opportunities to enhance professional and job skills of more than 24,000 non-degree students.

**Academy of Liberal Arts**

The Academy of Liberal Arts (ALA) is the cornerstone of liberal education at AUC. Established July 1, 2013, the ALA is comprised of three departments: The Department of Arabic Language Instruction (ALI), the Department of English Language Instruction (ELI) and the Department of Rhetoric and Composition (RHET). 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.
Graduate School of Education
The Graduate School of Education (GSE) contributes to education reform in Egypt and the region by providing the theoretical and applied components needed to build the capacity of professionals and policymakers in the education system.

Graduate Programs
Educational Leadership (MA)
International and Comparative Education (MA)

School of Business
The School of Business has a focus on professional programs and is widely recognized for its high-quality programs. The school prides itself on building these programs on a solid liberal arts foundation, which provides graduates with the background needed to understand the real world and allows them to bring this perspective into their professional lives.

Undergraduate Programs
Accounting (BAC)
Economics (BA)
Business Administration (BBA)
Management of Information and Communication Technology (BBA)
Graduate Programs
Economics in International Development (MA)
Economics (MA)
Business Administration (MBA)
Finance (MS)

School of Continuing Education
The School of Continuing Education (SCE) provides certificate programs, noncredit semester-long, courses and customized courses of variable length to fulfill the continuing educational needs of individuals and organizations in Egypt and the Middle East. SCE’s regularly scheduled courses and certificate programs are offered in both Tahrir Square and New Cairo. Customized courses may be conducted on site at the organization’s facilities. Ten laboratories allow for state-of-the-art computer and English-language training at AUC’s Tahrir Campus. Special summer youth programs provide academic enrichment and skill development for children.

School of Humanities and Social Sciences
The School of Humanities and Social Sciences (HUSS) focuses on enhancing its students’ ability to analyze opinions and assumptions, become more aware of the past and more open to new ways of thinking, and develop a capacity for critical thinking and creative approaches to problem-solving.

Undergraduate Programs
Anthropology (BA)
Arabic Studies (BA)
Egyptology (BA)
English and Comparative Literature (BA)
Film (BA)
Graphic Design (BA)
History (BA)
Music Technology (BA)
Performance (BMA)
Philosophy (BA)
Political Science (BA)
Honors Program in Political Science (BA)
Psychology (BA)
Sociology (BA)
Theatre (BA)
Visual Arts (BA)
Graduate Programs
Arabic Studies (MA)
Community Psychology (MA)
Comparative Middle East Politics & Society (MA)
Counseling Psychology (MA)
Egyptology and Coptology (MA)
English and Comparative Literature (MA)
Philosophy (MA)
Political Science (MA)
Sociology - Anthropology (MA)
Teaching Arabic as a Foreign Language (MA)
Teaching English to Speakers of Other Languages (MA)

School of Global Affairs and Public Policy
The School of Global Affairs and Public Policy (GAPP) prepares its graduates to take the lead in shaping the future of their nations and the world at large, with a strong belief in the interaction of international and public affairs, an unwavering commitment to ethics and the rule of law, and a recognition of the unique role the media plays in shaping public policy.

Undergraduate Programs
Communication and Media Arts (BA)
Integrated Marketing Communication (BA)
Middle East Studies (BA)
Multimedia Journalism (BA)

Graduate Programs
Gender and Women’s Studies in the Middle East/North Africa (MA)
Journalism and Mass Communication (MA)
Middle East Studies (MA)
Migration and Refugee Studies (MA)
Television and Digital Journalism (MA)
Global Affairs (MGA)
International and Comparative Law (LLM)
International Human Rights Law (MA)
Public Administration (MPA)
Public Policy (MPP)
Public Policy and Administration (MPPA)
Political Science (BA) and International Human Rights Law (MA)¹
Development Practice (MDP) option BSc/CENG-MPA²

School of Sciences and Engineering
The School of Sciences and Engineering (SSE) offers foundational knowledge in the fields of science and engineering. Students are educated to acquire an appreciation of their responsibilities to society, and to prepare themselves for successful careers and leadership. The school provides an environment in which students develop their critical thinking capabilities, problem solving skills, communication skills and proficiency in the tools of learning.

Undergraduate Programs
Actuarial Science (BS)
Architectural Engineering (BS)
Biology (BS)
Chemistry (BS)

¹ Dual degree program, combining a BA in Political Science and an MA in International Human Rights Law
² Dual degree program jointly administered by the Department of Public Policy and Administration in the School of Public Affairs and the School of Sciences and Engineering. Students enrolled in the School of Science and Engineering may apply to complete the MPA on an accelerated basis in conjunction with completion of the BS in engineering. At present, this option is open only to students completing the BS in Construction Engineering.
Computer Engineering (BS)
Computer Science (BS)
Construction Engineering (BS)
Electronics and Communication Engineering (BS)
Mathematics (BS)
Mechanical Engineering (BS)
Petroleum Engineering (BS)
Physics (BS)

Graduate Programs
Biotechnology (MS)
Chemistry (MS)
Computer Science (MS)
Construction Engineering (MS)
Electronics and Communication Engineering (MS)
Environmental Engineering (MS)
Mechanical Engineering (MS)
Nanotechnology (MS)
Physics (MS)
Robotics, Control and Smart Systems (MS)
Sustainable Development (MS)
Computing (M. Comp.)
Construction Engineering (MEng)
Electronics and Communication Engineering (MEng)
Environmental Systems Design (MEng)
Mechanical Engineering (MEng)
Robotics, Control and Smart Systems (MEng)
Global Public Health (MPH)
Development Practice (MDP) option BSc/CENG-MPA

Applied Sciences (PhD)
Engineering (PhD)

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Dual degree program jointly administered by the Department of Public Policy and Administration in the School of Public Affairs and the School of Sciences and Engineering. Students enrolled in the School of Science and Engineering may apply to complete the MPA on an accelerated basis in conjunction with completion of the BS in engineering. At present, this option is open only to students completing the BS in Construction Engineering.
BOARD OF TRUSTEES

The Board of Trustees is AUC’s ultimate governing authority and is responsible for the overall direction of the University. The Board appoints the president, who leads and manages the university; approves AUC’s mission and vision, budgets, campus plans, changes in institutional and academic policies, and campus master plans; supervises the university’s endowment; and sets an example of generous financial support. They serve without compensation and dedicate their efforts and their resources to supporting the University. More information on AUC’s Board of Trustees is available at [http://www.aucegypt.edu/about/leadership/board-trustees](http://www.aucegypt.edu/about/leadership/board-trustees).

### Officers

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Richard Bartlett</td>
<td>Chair</td>
</tr>
<tr>
<td>Dr. David A. Tirrell</td>
<td>Vice Chair</td>
</tr>
</tbody>
</table>

### Trustees

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Nora Aboustait</td>
<td>Founder and CEO of CraftJam Inc.</td>
</tr>
<tr>
<td>Mr. Moataz Al Alfi</td>
<td>Chairman, Egypt Kuwait Holding Company</td>
</tr>
<tr>
<td>Amb. Dr. Hamza AlKholi</td>
<td>Chairman and Chief Executive Officer of the AlKholi Group, Saudi Arabia</td>
</tr>
<tr>
<td>Amb. Yousef Al-Otaiba</td>
<td>Embassy of United Arab Emirates</td>
</tr>
<tr>
<td>Dr. Ziad Bahaa-Eldin</td>
<td>Founder and Managing Partner, Thebes Consultancy</td>
</tr>
<tr>
<td>Mr. Paul H. Bartlett</td>
<td>CEO, Cloudpay, United States</td>
</tr>
<tr>
<td>Ms. Teresa C. Barger</td>
<td>Co-Founder and Managing Director of Cartica Capital</td>
</tr>
<tr>
<td>Mr. Richard A. Bartlett</td>
<td>Chairman, Managing Director, Resource Holdings, Ltd., United States</td>
</tr>
<tr>
<td>Mr. James D. Bond</td>
<td>President, Bond &amp; Associates, United States</td>
</tr>
<tr>
<td>Dr. Barbara Brown</td>
<td>President, Louise H. and David S. Ingalls Foundation, United States</td>
</tr>
<tr>
<td>Dr. Nathan Brown</td>
<td>Professor of Political Science and International Affairs, George Washington University, United States</td>
</tr>
<tr>
<td>Mr. Richard M. Cashin</td>
<td>Managing Partner, One Equity Partners, United States</td>
</tr>
<tr>
<td>Mr. Richard A. Drucker</td>
<td>Partner and General Counsel, Cornell Capital LLC, United States</td>
</tr>
<tr>
<td>Dr. Rana El Kaliouby</td>
<td>CEO and Co-Founder, Affectiva, United States</td>
</tr>
<tr>
<td>Mr. Hisham El-Khazindar</td>
<td>Co-Founder and Managing Director, Qalaa Holdings, Egypt</td>
</tr>
<tr>
<td>Ms. Dina El-Mofty</td>
<td>CEO Injaz Egypt</td>
</tr>
<tr>
<td>Dr. Atef Eltoukhy</td>
<td>Aurum Capital Management, United States</td>
</tr>
<tr>
<td>Mr. Ali Faramawy</td>
<td>Corporate Vice President, Emerging Markets Digital Transformation, Microsoft</td>
</tr>
<tr>
<td>Ms. Katherine Nouri Hughes</td>
<td>Writer, United States</td>
</tr>
<tr>
<td>Dr. Mohammed Ibrahim</td>
<td>Chairman and Founder, Mo Ibrahim Foundation, United Kingdom</td>
</tr>
<tr>
<td>Mr. William B. Inglee</td>
<td>Senior Partner Inglee Sauer Moseley Strategies, LLC</td>
</tr>
<tr>
<td>Mr. Paul J. Lawler</td>
<td>Vice President for Investments and Chief Investment Officer (retired), The W.K. Kellogg Foundation and Trust, United States</td>
</tr>
<tr>
<td>Dr. Kristin Lord</td>
<td>President and CEO of IREX</td>
</tr>
<tr>
<td>Mr. Philip Maritz</td>
<td>Co-founder and President of Maritz, Wolff &amp; Co, United States</td>
</tr>
<tr>
<td>Dr. Tarek Masoud</td>
<td>Professor of Public Policy and Sultan Oman Professor of International Relations, Harvard Kennedy School</td>
</tr>
<tr>
<td>Ms. Hosna Mohamed Rachid</td>
<td>Chairperson, Rachid Mashreq Group, Unilever Mashreq, United Kingdom</td>
</tr>
<tr>
<td>Mr. Francis J. Ricciardone</td>
<td>AUC President</td>
</tr>
<tr>
<td>Dr. David A. Tirrell</td>
<td>Provost, Ross McCollum-William H. Corcoran, Professor of Chemistry and Chemical Engineering, California Institute of Technology, Carl and Shirley Larson Provostial Chair</td>
</tr>
<tr>
<td>Mr. Mark Turnage</td>
<td>CEO of OWL Cybersecurity</td>
</tr>
<tr>
<td>Dr. Sadek Wahba</td>
<td>Managing Partner, I Squared Capital, United States</td>
</tr>
<tr>
<td>Mrs. Gretchen Gerwe Welch</td>
<td>Diplomat, Retired</td>
</tr>
</tbody>
</table>

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### Advisory Trustees

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Thomas A. Bartlett</td>
</tr>
<tr>
<td>Mr. Paul I. Corddry</td>
</tr>
<tr>
<td>Mrs. Elizabeth Driscoll</td>
</tr>
<tr>
<td>Dr. Nabil Elaraby</td>
</tr>
<tr>
<td>Dr. Mohamed ElBaradei</td>
</tr>
<tr>
<td>Mr. C. Stedman Garber</td>
</tr>
<tr>
<td>Mr. Paul B. Hannon</td>
</tr>
<tr>
<td>Mr. Peter A. D. Giblin</td>
</tr>
<tr>
<td>Dr. Elias K. Hebeeka</td>
</tr>
<tr>
<td>Mr. John R. Hayes</td>
</tr>
<tr>
<td>Mrs. Suad Juffali</td>
</tr>
<tr>
<td>Mr. B. Boyd Hight</td>
</tr>
<tr>
<td>Mr. Robert W. Kasten, Jr.</td>
</tr>
<tr>
<td>Dr. Farhad Kazemi</td>
</tr>
<tr>
<td>Mr. Weldon D. Kruger</td>
</tr>
<tr>
<td>Mr. Arthur Lindenauer</td>
</tr>
<tr>
<td>Mr. Troland S. Link</td>
</tr>
<tr>
<td>Mr. Bruce L. Ludwig</td>
</tr>
<tr>
<td>Amb. William A. Rugh</td>
</tr>
<tr>
<td>Amb. Frank G. Wisner</td>
</tr>
</tbody>
</table>
UNIVERSITY SENATE

The Senate is the representative council of the university faculty, with the participation of students, staff, and administration. It ensures faculty participation in governance and in the discussion of issues important to the university community. It aims to facilitate communication among University constituencies and to foster mutual respect and cooperation among the faculty of the various departments and disciplines, students, and staff. The Senate provides a forum for considering matters directly related to the wellbeing of the AUC community. Its resolutions are transmitted to the president of the University for consideration and appropriate action.

Standing and Ad Hoc Committees
- Academic Affairs
- Curriculum
- Executive
- Faculty Affairs
- Students Affairs
- Administrative Affairs
- Budget Review
- Senate Grievance

STUDENT GOVERNMENT

The student government at The American University in Cairo is divided into three branches: an executive branch, represented by the Student Union; a legislative branch, represented by the Student Senate; and a judicial branch, represented by the Student Court.

The Student Union (SU) is the highest executive body and authority of the General Assembly and operates in accordance with the Constitution of the General Assembly of the student body. The SU represents both full-time and part-time students at the university and serves to unite and develop the student body. Members must be enrolled at AUC as full-time students, with good academic and social standing.

The Student Senate is the highest legislative authority and is the link between the SU and the General Assembly. The Student Senate is responsible for overseeing the performance of the SU and initiating legislature for the General Assembly in accordance with the Constitution. SS members are representatives from various constituencies of the student body: undergraduate students from different majors as well as ELI and undeclared students, graduate students and international students. The work of the Senate is divided among several committees: Legislative, Monitoring, External Affairs, Public Opinion, Clubs and Conferences, Large Scale Events, Press Board, Sports, and the Graduate Student Senate Ad-Hoc Committee.

The Student Court is a monitoring body, run by and for students. It addresses specific student concerns, and members are elected on an annual basis. The Student Court ensures that the SU and all clubs abide by the respective independent constitutions, as well as general University policy. The Court also ensures that SU members and club officers fulfill their responsibilities in a transparent and competent manner and monitors the presidential elections, so as to ensure an objective and impartial electoral process. On an individual level, the Student Court hears complaints of students against fellow students and tries to resolve conflicts by acting as a peer mediator. The Student Court is represented in the Student Disciplinary Committee, which addresses students’ misconduct, both in and out of class. The committee also monitors compliance with the University Drug and Alcohol Policy and works in cooperation with the University’s Academic Integrity Committee.

More information on student government at AUC is available at http://www.aucegypt.edu/students/campus-life/students-governance
ACCREDITATION

Accreditation is a mark of excellence indicating endorsement by peer reviewers. Accreditation 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. More information on AUC’s accreditation is available at http://www.aucegypt.edu/about/about-auc/accreditation

<table>
<thead>
<tr>
<th>Accreditation of University</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle States Commission on Higher Education (MSCHE)</td>
<td>National Authority for Quality Assurance and Accreditation in Education (NAQAEE)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accreditation of Schools and Programs</th>
<th>Accrediting Organization</th>
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<tbody>
<tr>
<td><strong>Academy of Liberal Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Intensive English Language Program and English (IEP)</td>
<td>Commission on English Language Program Accreditation (CEA)</td>
</tr>
<tr>
<td>Academic English for the Liberal Arts</td>
<td></td>
</tr>
<tr>
<td>Academic English for Graduates Program</td>
<td></td>
</tr>
<tr>
<td><strong>School of Business</strong></td>
<td>EFMD Quality Improvement System (EQUIS)</td>
</tr>
<tr>
<td>Accounting, BAC</td>
<td>The Association of Certified Chartered Accountants (ACCA)</td>
</tr>
<tr>
<td>Business Administration, MBA</td>
<td>Association of MBAs (AMBA)</td>
</tr>
<tr>
<td>Executive Masters of Business Administration, EMBA</td>
<td></td>
</tr>
<tr>
<td>Executive Education</td>
<td>Accrediting Council for Continuing Education and Training (ACCET)</td>
</tr>
<tr>
<td><strong>School of Continuing Education</strong></td>
<td></td>
</tr>
<tr>
<td><strong>School of Science and Engineering</strong></td>
<td></td>
</tr>
<tr>
<td>Actuarial Science, BS</td>
<td>Applied and Natural Science Accreditation Commission of ABET</td>
</tr>
<tr>
<td>Biology, BS</td>
<td>Canadian Society for Chemistry (CSC)</td>
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<tr>
<td>Architectural Engineering, BS</td>
<td>UNESCO-UIA Validation Council for Architectural Education</td>
</tr>
<tr>
<td>Chemistry, BS</td>
<td></td>
</tr>
<tr>
<td>Computer Science, BS</td>
<td></td>
</tr>
<tr>
<td>Construction Engineering, BS</td>
<td></td>
</tr>
<tr>
<td>Computer Engineering, BS</td>
<td>Canadian Society for Chemistry (CSC)</td>
</tr>
<tr>
<td>Electronics and Communications Engineering, BS</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering, BS</td>
<td></td>
</tr>
<tr>
<td><strong>School of Global Affairs and Public Policy</strong></td>
<td></td>
</tr>
<tr>
<td>Master of Public Administration (MPA)</td>
<td>Network of Schools of Public Policy, Affairs, and Administration (NASPAA)</td>
</tr>
<tr>
<td></td>
<td>European Association for Public Administration</td>
</tr>
<tr>
<td>Master of Public Policy (MPP)</td>
<td>Accreditation</td>
</tr>
<tr>
<td></td>
<td>International Commission on Accreditation of Public Administration Education and Training (ICAPA)</td>
</tr>
</tbody>
</table>

4 AUC is currently in the process of reaffirmation of NAQAEE accreditation.
Students
STUDENTS

Data Sources
Unless otherwise noted, all data used for the student section of this book are from the University Student Information System. Enrollment summaries include headcounts and full-time equivalency (FTE) totals for all students actively enrolled at AUC as of Fall Census, October 4, 2018. Degree summaries include degrees awarded during an entire academic year.

Other Sources
Athletics: Office of Athletics
Student Organizations: Office of Student Engagement

Definitions
Academic Year (Degrees Awarded): Includes four semesters in the following order: Fall, Winter, Spring, Summer. Students who complete their degree requirements during the Summer or Winter semesters graduate the following February.

Career Level:
Undergraduate: Students enrolled as freshman, sophomore, junior, or senior students
Graduate: Students enrolled in Master’s or Doctoral programs
Special Status: Students who are not enrolled in a university degree program

Class Level: Class level is determined by the number of credit hours successfully completed by the student.
Freshman: An undergraduate student who has earned less than 30 credit hours
Sophomore: An undergraduate student who has earned at least 30 and less than 60 credit hours.
Junior: An undergraduate student who has earned at least 60 and less than 90 credit hours.
Senior: An undergraduate student who has earned at least 90 credit hours.

Completion Rate: The percentage of degree-seeking freshman (not including transfers or re-admits) that were enrolled for the first time in the fall and completed requirements and graduated within a specific time period. This report looks at four-year and six-year completion rates.

Degree-Seeking Student: A student enrolled in courses for academic credit and recognized by AUC as seeking a degree.

Duplicated Student Headcount: A student is counted once in each of the programs in which he/she is enrolled.

Exchange Program: Students pay AUC tuition fees and spend a semester or a year abroad.

Faculty to Student Ratio: Student FTE divided by instructional faculty FTE

First-Time, First-Year: A degree-seeking undergraduate enrolled for the first time at AUC who is not transferring credits from any other institution.

Full-time Student: A student who is enrolled in at least 12 credits at the undergraduate level or at least nine credits at the graduate level.

Full-time Equivalent (FTE): Each full-time student is counted once. Part-time students are counted based on the percentage of full-time credit hours attempted.

Gender: The sex, either male (M) or female (F) of the student.
**Headcount:** Each student, full-time or part-time, is counted once, regardless of the number of majors or programs in which he/she is enrolled.

**Major:** AUC offers courses of study leading to bachelor’s degrees in various academic fields. Undergraduates must select a major and fulfill the requirements of the department offering the degree.

**Nationality:** Nationality is reported as primary nationality. If a student has more than one nationality, the primary nationality is the one that appears first on the admissions application.

**International:** Students whose primary nationality is other than Egyptian.

**Re-Admit Student:** A student who was enrolled at AUC, left for one or more semesters, and then re-enrolled at AUC. Re-admit students might or might not have earned credits at a different institution prior to re-enrolling at AUC.

**Retention Rate:** The percentage of enrolled students who return to the university during a specific time frame. In this report, first-year to second-year retention is reported; this is the percentage of first-time first-year students enrolled in the first year who return for their second year.

**Transfer Student:** A transfer student is a student who earned credits at a different institution prior to enrolling at AUC.

**Undergraduate Selectivity:** The percentage of applicants that are admitted.

**Graduate Selectivity:** The percentage of applications that are admitted.

**Study-Abroad Program:** Students pay the tuition fees of the host university and spend a semester or a year abroad.

**Undeclared:** A student who is enrolled at the university but has not yet declared a major.

**Unduplicated Headcount:** Each student, full-time or part-time, is counted once, regardless of the number of majors or programs in which he/she is enrolled.

**Undergraduate Yield:** The percentage of admitted applicants who processed payment.

**Graduate Yield:** The percentage of admitted applications that are matriculated.
ADMISSIONS

Table 1: Undergraduate First-time, First-Year (Freshman) Admissions Activity by Gender, Fall 2016- Fall 2018

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>2,948</td>
<td>2,387</td>
<td>2,933</td>
</tr>
<tr>
<td>Admitted</td>
<td>1,405</td>
<td>1,286</td>
<td>1,564</td>
</tr>
<tr>
<td>Enrolled</td>
<td>942</td>
<td>921</td>
<td>1,125</td>
</tr>
</tbody>
</table>

Chart 1: Undergraduate First-Time, First-Year (Freshman) Admissions Activity, Fall 2014 – Fall 2018

Table 2: Undergraduate First-Time, First-Year (Freshman) Admissions Activity, Fall 2016 - Fall 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>3,042</td>
<td>3,150</td>
<td>2,948</td>
</tr>
<tr>
<td>Admitted</td>
<td>1,560</td>
<td>1,161</td>
<td>1,405</td>
</tr>
<tr>
<td>Enrolled</td>
<td>1,139</td>
<td>897</td>
<td>942</td>
</tr>
</tbody>
</table>

Table 3: Undergraduate First-Time, First-Year (Freshman) Selectivity Rate by Certificate, Fall 2015 - Fall 2018

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Percent Change</th>
<th>Fall 2017</th>
<th>Percent Change</th>
<th>Fall 2018</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Baccalaureate</td>
<td>53%</td>
<td>76%</td>
<td>-43%</td>
<td>91%</td>
<td>20%</td>
<td>73%</td>
<td>-20%</td>
</tr>
<tr>
<td>American Diploma</td>
<td>30%</td>
<td>38%</td>
<td>27%</td>
<td>49%</td>
<td>29%</td>
<td>62%</td>
<td>27%</td>
</tr>
<tr>
<td>French Baccalaureate</td>
<td>48%</td>
<td>61%</td>
<td>27%</td>
<td>52%</td>
<td>-15%</td>
<td>57%</td>
<td>9%</td>
</tr>
<tr>
<td>Abitur</td>
<td>50%</td>
<td>65%</td>
<td>30%</td>
<td>63%</td>
<td>-3%</td>
<td>55%</td>
<td>-13%</td>
</tr>
<tr>
<td>IGCSE/GCSE</td>
<td>35%</td>
<td>51%</td>
<td>46%</td>
<td>51%</td>
<td>0%</td>
<td>54%</td>
<td>7%</td>
</tr>
<tr>
<td>Thanawiya Amma Arts</td>
<td>39%</td>
<td>43%</td>
<td>10%</td>
<td>65%</td>
<td>51%</td>
<td>48%</td>
<td>-26%</td>
</tr>
<tr>
<td>Thanawiya Amma Science</td>
<td>39%</td>
<td>39%</td>
<td>0%</td>
<td>45%</td>
<td>15%</td>
<td>35%</td>
<td>-21%</td>
</tr>
<tr>
<td>Other</td>
<td>46%</td>
<td>48%</td>
<td>4%</td>
<td>45%</td>
<td>-6%</td>
<td>32%</td>
<td>-28%</td>
</tr>
</tbody>
</table>

Table 4: Undergraduate First-Time, First-Year (Freshman) Yield Rate by Certificate, Fall 2015 - Fall 2018

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Percent Change</th>
<th>Fall 2017</th>
<th>Percent Change</th>
<th>Fall 2018</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thanawiya Amma Arts</td>
<td>81%</td>
<td>72%</td>
<td>-11%</td>
<td>65%</td>
<td>-10%</td>
<td>92%</td>
<td>42%</td>
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<tr>
<td>Thanawiya Amma Science</td>
<td>79%</td>
<td>86%</td>
<td>9%</td>
<td>86%</td>
<td>0%</td>
<td>81%</td>
<td>-6%</td>
</tr>
<tr>
<td>IGCSE/GCSE</td>
<td>86%</td>
<td>71%</td>
<td>-17%</td>
<td>75%</td>
<td>6%</td>
<td>78%</td>
<td>5%</td>
</tr>
<tr>
<td>American Diploma</td>
<td>75%</td>
<td>73%</td>
<td>-3%</td>
<td>80%</td>
<td>10%</td>
<td>74%</td>
<td>-8%</td>
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<tr>
<td>Other</td>
<td>77%</td>
<td>68%</td>
<td>-12%</td>
<td>72%</td>
<td>6%</td>
<td>70%</td>
<td>-3%</td>
</tr>
<tr>
<td>French Baccalaureate</td>
<td>67%</td>
<td>50%</td>
<td>-25%</td>
<td>55%</td>
<td>10%</td>
<td>64%</td>
<td>17%</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>72%</td>
<td>46%</td>
<td>-36%</td>
<td>91%</td>
<td>98%</td>
<td>60%</td>
<td>-34%</td>
</tr>
<tr>
<td>Abitur</td>
<td>68%</td>
<td>63%</td>
<td>-7%</td>
<td>58%</td>
<td>-8%</td>
<td>47%</td>
<td>-20%</td>
</tr>
</tbody>
</table>
Chart 2: Reason that Influenced Decision to Join AUC (Very Important or Somewhat Important)

- This university has a very good academic reputation: 97% (Very Important) and 94% (Somewhat Important)
- AUC graduates get good jobs: 94% (Very Important) and 82% (Somewhat Important)
- My parents or relatives wanted me to come here: 69% (Very Important) and 57% (Somewhat Important)
- I wanted to study in the Middle East/ North Africa: 51% (Very Important) and 46% (Somewhat Important)
- I wanted to go to a school about the size of this university: 43% (Very Important) and 43% (Somewhat Important)
- I could not afford my first choice: 25% (Very Important) and 22% (Somewhat Important)

Table 5: Graduate Admissions Activity by Gender, Fall 2016- Fall 2018

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>904</td>
<td>1,001</td>
<td>913</td>
</tr>
<tr>
<td>Admitted applications</td>
<td>425</td>
<td>432</td>
<td>411</td>
</tr>
<tr>
<td>Matriculated applications</td>
<td>232</td>
<td>218</td>
<td>240</td>
</tr>
</tbody>
</table>

Table 6: Graduate Admissions Activity, Fall 2016 - Fall 2018

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of admitted applications (selectivity)</td>
<td>47%</td>
<td>43%</td>
<td>45%</td>
</tr>
<tr>
<td>Percentage of payed applications (yield)</td>
<td>55%</td>
<td>50%</td>
<td>58%</td>
</tr>
</tbody>
</table>

5 Source: First-Time Freshmen Survey, Fall 2018 (total of Very Important & Somewhat Important answers)
6 Graduate admissions figures: Students applying for two degrees are counted twice
## ENROLLMENT SUMMARIES

**Table 7: Headcount[^2] by Career Level, School and Gender, Fall 2018**

<table>
<thead>
<tr>
<th>School and Department</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Special Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
<td>M</td>
</tr>
<tr>
<td><strong>Graduate School of Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>School of Business</td>
<td>348</td>
<td>517</td>
<td>865</td>
<td>51</td>
</tr>
<tr>
<td>School of Global Affairs and Public Policy</td>
<td>72</td>
<td>349</td>
<td>421</td>
<td>89</td>
</tr>
<tr>
<td>School of Humanities and Social Sciences</td>
<td>152</td>
<td>458</td>
<td>610</td>
<td>46</td>
</tr>
<tr>
<td>School of Sciences and Engineering</td>
<td>1,240</td>
<td>719</td>
<td>1,959</td>
<td>142</td>
</tr>
<tr>
<td>Special Status</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Undeclared</td>
<td>711</td>
<td>1,020</td>
<td>1,731</td>
<td>-</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>2,523</td>
<td>3,063</td>
<td>5,586</td>
<td>350</td>
</tr>
</tbody>
</table>

**Table 8: Headcount[^2] by Gender, Fall 2018**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Special Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Male</td>
<td>2,523</td>
<td>45%</td>
<td>350</td>
<td>36%</td>
</tr>
<tr>
<td>Female</td>
<td>3,063</td>
<td>55%</td>
<td>620</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>5,586</td>
<td>100%</td>
<td>970</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 9: Headcount[^2] by Nationality, Fall 2018**

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Special Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Egypt</td>
<td>5,468</td>
<td>98%</td>
<td>877</td>
<td>90%</td>
</tr>
<tr>
<td>USA</td>
<td>14</td>
<td>0%</td>
<td>32</td>
<td>3%</td>
</tr>
<tr>
<td>Arab Nationalities</td>
<td>86</td>
<td>2%</td>
<td>18</td>
<td>2%</td>
</tr>
<tr>
<td>All Other Nationalities</td>
<td>18</td>
<td>0%</td>
<td>43</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>5,586</td>
<td>100%</td>
<td>970</td>
<td>100%</td>
</tr>
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</table>

**Table 10: Full-Time Equivalent Enrollment by Career Level, Fall 2018**

<table>
<thead>
<tr>
<th>Full-time Equivalent Enrollment by Career Level, Fall 2018</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Special</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student headcount</td>
<td>4,817</td>
<td>273</td>
<td>102</td>
</tr>
<tr>
<td>Part-time student headcount</td>
<td>769</td>
<td>697</td>
<td>11</td>
</tr>
<tr>
<td>Total credit hours of all part-time students</td>
<td>5,116</td>
<td>2,511</td>
<td>68</td>
</tr>
<tr>
<td>Full-time equivalent of part-time students</td>
<td>426</td>
<td>279</td>
<td>7</td>
</tr>
<tr>
<td>Total full-time equivalent enrollment</td>
<td>5,243</td>
<td>552</td>
<td>109</td>
</tr>
<tr>
<td>Total full-time equivalent of all students</td>
<td>5,904</td>
<td></td>
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</tr>
<tr>
<td>Faculty-to-student ratio</td>
<td>1:10</td>
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</table>

**Table 11: Enrollment[^2] by School, Department and Career Level, Fall 2018**

<table>
<thead>
<tr>
<th>School and Department</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Special Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School of Education</td>
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</tr>
<tr>
<td>Educational Leadership</td>
<td>-</td>
<td>24</td>
<td>-</td>
<td>24</td>
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<tr>
<td>International and Comparative Education</td>
<td>-</td>
<td>53</td>
<td>-</td>
<td>53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>77</td>
<td>0</td>
<td>77</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
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<td></td>
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<tr>
<td>Sustainable Development</td>
<td>-</td>
<td>27</td>
<td>-</td>
<td>27</td>
</tr>
<tr>
<td>School of Business</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Accounting</td>
<td>162</td>
<td>-</td>
<td>-</td>
<td>162</td>
</tr>
</tbody>
</table>

[^2]: Unduplicated headcount. Each student is counted once, in the School of his/her primary major.
<table>
<thead>
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<th>Undergraduate</th>
<th>Graduate</th>
<th>Special Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>485</td>
<td>39</td>
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<tr>
<td>Economics</td>
<td>170</td>
<td>12</td>
<td></td>
<td>182</td>
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<tr>
<td>Economics in International Development</td>
<td>-</td>
<td>18</td>
<td></td>
<td>18</td>
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<tr>
<td>Finance</td>
<td>-</td>
<td>32</td>
<td></td>
<td>32</td>
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<tr>
<td>Management of Information and Communication</td>
<td>48</td>
<td>-</td>
<td></td>
<td>48</td>
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<tr>
<td>Total</td>
<td>865</td>
<td>101</td>
<td>0</td>
<td>966</td>
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**School of Global Affairs and Public Policy**

<table>
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<th>Graduate</th>
<th>Special Status</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Communication and Media Arts</td>
<td>117</td>
<td>-</td>
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<tr>
<td>Gender and Women's Studies in the Middle East</td>
<td>-</td>
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<td></td>
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<tr>
<td>Integrated Marketing Communication</td>
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<td>228</td>
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<tr>
<td>International and Comparative Law</td>
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<td>International Human Rights Law</td>
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<tr>
<td>Journalism and Mass Communication</td>
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<tr>
<td>Master of Global Affairs</td>
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<td>Middle East Studies</td>
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<td>13</td>
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<tr>
<td>Migration and Refugee Studies</td>
<td>-</td>
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<tr>
<td>Multimedia Journalism</td>
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<tr>
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<tr>
<td>Public Policy</td>
<td>-</td>
<td>42</td>
<td></td>
<td>42</td>
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<tr>
<td>Television and Digital Journalism</td>
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<td>38</td>
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**School of Humanities and Social Sciences**

<table>
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<th>Graduate</th>
<th>Special Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Arabic Studies</td>
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<tr>
<td>Community Psychology</td>
<td>-</td>
<td>18</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Comparative Middle East Politics and Society</td>
<td>-</td>
<td>11</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>-</td>
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<tr>
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<td></td>
<td>1</td>
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<tr>
<td>Egyptology and Coptology</td>
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<td>9</td>
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<tr>
<td>English and Comparative Literature</td>
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<td>12</td>
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<td>38</td>
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<tr>
<td>Film</td>
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<tr>
<td>Graphic Design</td>
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<td>91</td>
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<tr>
<td>History</td>
<td>41</td>
<td>-</td>
<td></td>
<td>41</td>
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<tr>
<td>Honors Program Political Science</td>
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<td>-</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Music Technology</td>
<td>14</td>
<td>-</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Performance</td>
<td>4</td>
<td>-</td>
<td></td>
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<tr>
<td>Philosophy</td>
<td>8</td>
<td>11</td>
<td></td>
<td>19</td>
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<td>265</td>
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<td></td>
<td>15</td>
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<td>Teaching Arabic as a Foreign Language</td>
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<td>Teaching English to Speakers of Other Language</td>
<td>-</td>
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<td></td>
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<td>Theatre</td>
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<tr>
<td>Visual Arts</td>
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<tr>
<td>Total</td>
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**School of Sciences and Engineering**

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<th>Total</th>
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<tr>
<td>Biotechnology</td>
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<td>48</td>
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<td>51</td>
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<tr>
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AUC FACTBOOK 2018-2019 | 21
<table>
<thead>
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<th>Graduate</th>
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<th>Total</th>
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<tbody>
<tr>
<td>Construction Engineering</td>
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</tr>
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<td>11</td>
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<td>-</td>
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<td>-</td>
</tr>
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<td>11</td>
<td>-</td>
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<tr>
<td>Robotics, Control and Smart Systems</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,959</strong></td>
<td><strong>280</strong></td>
<td><strong>0</strong></td>
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</table>

### Special Status

<table>
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<th>Graduate</th>
<th>Special Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic Language Institute</td>
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<td>Center for Arabic Study Abroad</td>
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<td>Non-Degree</td>
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### Undeclared

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<th>Graduate</th>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt</td>
<td>5,468</td>
<td>877</td>
<td>19</td>
<td>6,364</td>
</tr>
<tr>
<td>USA</td>
<td>14</td>
<td>32</td>
<td>26</td>
<td>72</td>
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<td>15</td>
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<td>-</td>
<td>14</td>
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<td>10</td>
<td>11</td>
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<td>4</td>
<td>-</td>
<td>10</td>
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<td>-</td>
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<td>3</td>
<td>-</td>
<td>8</td>
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<td>1</td>
<td>5</td>
<td>7</td>
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<td>Other</td>
<td>13</td>
<td>21</td>
<td>14</td>
<td>48</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>5,586</strong></td>
<td><strong>970</strong></td>
<td><strong>113</strong></td>
<td><strong>6,669</strong></td>
</tr>
</tbody>
</table>

---

Table 12: Enrollment by Nationality\(^a\) and Career Level, Fall 2018

---

\(^a\) Fifty-seven countries are represented as non-Egyptian
**UNDERGRADUATE ENROLLMENT**

Chart 4: Undergraduate Enrollment\(^6\) by School and Gender, Fall 2018

![Undergraduate Enrollment Chart](image)

Undergraduate Enrollment – School of Business

Chart 5: School of Business Undergraduate Enrollment by Major\(^10\), Fall 2014 - Fall 2018

![School of Business Enrollment Chart](image)

Table 13: School of Business, Undergraduate Enrollment by Major\(^10\) and Gender, Fall 2016 - Fall 2018

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Accounting</td>
<td>85</td>
<td>123</td>
<td>208</td>
</tr>
<tr>
<td>Business Administration</td>
<td>137</td>
<td>394</td>
<td>531</td>
</tr>
<tr>
<td>Economics</td>
<td>109</td>
<td>163</td>
<td>272</td>
</tr>
<tr>
<td>Management of Information and Communication Technology</td>
<td>21</td>
<td>17</td>
<td>38</td>
</tr>
</tbody>
</table>

Table 14: School of Business, Undergraduate Enrollment by Major\(^10\), and Class Level, Fall 2016 - Fall 2018

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FR</td>
<td>SO</td>
<td>JR</td>
</tr>
<tr>
<td>Accounting</td>
<td>-</td>
<td>36</td>
<td>79</td>
</tr>
<tr>
<td>Business Administration</td>
<td>3</td>
<td>121</td>
<td>176</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>36</td>
<td>107</td>
</tr>
</tbody>
</table>

---

\(^6\) Unduplicated headcount. Each student is counted once, in the School of his/her primary major.

\(^10\) Duplicated student headcount. Students are counted once in each of their majors.
### Undergraduate Enrollment – School of Global Affairs and Public Policy

#### Chart 6: School of Global Affairs and Public Policy Undergraduate Enrollment by Major\(^\text{11}\), Fall 2014 - Fall 2018

#### Table 15: School of Global Affairs and Public Policy, Undergraduate Enrollment by Major\(^\text{11}\) and Gender, Fall 2016 - Fall 2018

<table>
<thead>
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<th>Major</th>
<th>Male Fall 2016</th>
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#### Table 16: School of Global Affairs and Public Policy, Undergraduate Enrollment by Major\(^\text{11}\) and Class Level, Fall 2016 - Fall 2018

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<th>SO</th>
<th>JR</th>
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</table>

\(\text{11}\) Duplicated student headcount. Students are counted once in each of their majors.
Undergraduate Enrollment – School of Humanities and Social Sciences

Chart 7a: School of Humanities and Social Sciences, Undergraduate Enrollment by Major, Fall 2014 - Fall 2018

<table>
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<th>Major</th>
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<td>11</td>
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Table 17: School of Humanities and Social Sciences, Undergraduate Enrollment by Major and Gender, Fall 2014 - Fall 2018

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Duplicated student headcount. Students are counted once in each of their majors.
Table 18: School of Humanities and Social Sciences, Undergraduate Enrollment by Major\textsuperscript{13} and Class Level, Fall 2016 - Fall 2018

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Undergraduate Enrollment – School of Sciences and Engineering

Chart 8a: School of Sciences and Engineering, Undergraduate Enrollment by Major\textsuperscript{13}, Fall 2014 - Fall 2018

\textsuperscript{13} Duplicated student headcount. Students are counted once in each of their majors.
Chart 8b: School of Sciences and Engineering, Undergraduate Enrollment by Major\textsuperscript{14}, Fall 2014 - Fall 2018

Table 19: School of Sciences and Engineering, Undergraduate Enrollment by Major\textsuperscript{14} and Gender, Fall 2016 - Fall 2018

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<td>382</td>
<td>57</td>
<td>439</td>
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<tr>
<td>Petroleum Engineering</td>
<td>142</td>
<td>23</td>
<td>165</td>
<td>125</td>
<td>27</td>
<td>152</td>
<td>114</td>
<td>25</td>
<td>139</td>
</tr>
<tr>
<td>Physics</td>
<td>73</td>
<td>26</td>
<td>99</td>
<td>49</td>
<td>19</td>
<td>68</td>
<td>44</td>
<td>21</td>
<td>65</td>
</tr>
</tbody>
</table>

Table 20: School of Sciences and Engineering, Undergraduate Enrollment by Major\textsuperscript{14} and Class Level, Fall 2016 - Fall 2018

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2016</th>
<th></th>
<th></th>
<th>Fall 2017</th>
<th></th>
<th></th>
<th>Fall 2018</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FR</td>
<td>SO</td>
<td>JR</td>
<td>SR</td>
<td>Total</td>
<td>FR</td>
<td>SO</td>
<td>JR</td>
<td>SR</td>
</tr>
<tr>
<td>Actuarial Science</td>
<td>12</td>
<td>17</td>
<td>22</td>
<td>23</td>
<td>74</td>
<td>18</td>
<td>10</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>Architectural Engineering</td>
<td>28</td>
<td>50</td>
<td>53</td>
<td>144</td>
<td>275</td>
<td>27</td>
<td>41</td>
<td>68</td>
<td>134</td>
</tr>
<tr>
<td>Biology</td>
<td>8</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>27</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Chemistry</td>
<td>9</td>
<td>8</td>
<td>11</td>
<td>7</td>
<td>35</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>49</td>
<td>46</td>
<td>37</td>
<td>61</td>
<td>193</td>
<td>62</td>
<td>51</td>
<td>53</td>
<td>74</td>
</tr>
<tr>
<td>Computer Science</td>
<td>18</td>
<td>14</td>
<td>16</td>
<td>30</td>
<td>78</td>
<td>33</td>
<td>17</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Construction Engineering</td>
<td>85</td>
<td>106</td>
<td>68</td>
<td>152</td>
<td>411</td>
<td>49</td>
<td>92</td>
<td>92</td>
<td>175</td>
</tr>
<tr>
<td>Electronics and Communication Engineering</td>
<td>34</td>
<td>58</td>
<td>36</td>
<td>68</td>
<td>196</td>
<td>39</td>
<td>41</td>
<td>48</td>
<td>57</td>
</tr>
<tr>
<td>Electronics Engineering</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>36</td>
<td>86</td>
<td>114</td>
<td>218</td>
<td>454</td>
<td>60</td>
<td>64</td>
<td>82</td>
<td>233</td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>27</td>
<td>34</td>
<td>31</td>
<td>73</td>
<td>165</td>
<td>27</td>
<td>35</td>
<td>34</td>
<td>56</td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
<td>39</td>
<td>33</td>
<td>19</td>
<td>99</td>
<td>4</td>
<td>16</td>
<td>29</td>
<td>19</td>
</tr>
</tbody>
</table>

\textsuperscript{14} Duplicated student headcount. Students are counted once in each of their majors.
GRADUATE ENROLLMENT

Chart 9: Graduate Enrollment by School and Gender, Fall 2018

Graduate Enrollment – Graduate School of Education

Chart 10: Graduate School of Education, Graduate Enrollment, Fall 2014 - Fall 2018

Table 21: Graduate School of Education, Graduate Enrollment by Gender Fall 2016 - Fall 2018

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th></th>
<th>Fall 2017</th>
<th></th>
<th>Fall 2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>3</td>
<td>21</td>
<td>24</td>
<td>3</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>International and</td>
<td>9</td>
<td>49</td>
<td>58</td>
<td>11</td>
<td>43</td>
<td>54</td>
</tr>
<tr>
<td>Comparative Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unduplicated headcount. Each student is counted once, in the School of his/her primary major.

Duplicated student headcount. Students are counted once in each of their majors.
Graduate Enrollment – Interdisciplinary Studies

Chart 11: Interdisciplinary Studies, Graduate Enrollment by Program\(^2\), Fall 2014 - Fall 2018

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016 Male</th>
<th>Fall 2016 Female</th>
<th>Fall 2018 Male</th>
<th>Fall 2018 Female</th>
<th>Total 2017 Male</th>
<th>Total 2017 Female</th>
<th>Total 2018 Male</th>
<th>Total 2018 Female</th>
<th>Total 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Development</td>
<td>30</td>
<td>34</td>
<td>32</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 22: Interdisciplinary Studies, Graduate Enrollment\(^2\) by Gender, Fall 2016 – Fall 2018

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016 Male</th>
<th>Fall 2016 Female</th>
<th>Fall 2017 Male</th>
<th>Fall 2017 Female</th>
<th>Fall 2018 Male</th>
<th>Fall 2018 Female</th>
<th>Total 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Development</td>
<td>6</td>
<td>26</td>
<td>32</td>
<td>12</td>
<td>31</td>
<td>9</td>
<td>19</td>
</tr>
</tbody>
</table>

Graduate Enrollment – School of Business

Chart 12: School of Business, Graduate Enrollment by Program\(^2\), Fall 2014 - Fall 2018

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016 Male</th>
<th>Fall 2016 Female</th>
<th>Fall 2017 Male</th>
<th>Fall 2017 Female</th>
<th>Fall 2018 Male</th>
<th>Fall 2018 Female</th>
<th>Total 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>40</td>
<td>17</td>
<td>57</td>
<td>30</td>
<td>40</td>
<td>29</td>
<td>39</td>
</tr>
<tr>
<td>Economics</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>3</td>
<td>16</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Economics in International Development</td>
<td>8</td>
<td>21</td>
<td>29</td>
<td>6</td>
<td>27</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Finance</td>
<td>16</td>
<td>17</td>
<td>33</td>
<td>14</td>
<td>34</td>
<td>15</td>
<td>33</td>
</tr>
</tbody>
</table>

Table 23: School of Business, Graduate Enrollment by Program\(^2\) and Gender, Fall 2016 - Fall 2018

\(^2\) Duplicated student headcount. Students are counted once in each of their majors.
Graduate Enrollment – School of Global Affairs and Public Policy

Chart 13a: School of Global Affairs and Public Policy, Graduate Enrollment by Program, Fall 2014 - Fall 2018

![Bar chart showing enrollment by program from Fall 2014 to Fall 2018]

Chart 13b: School of Global Affairs and Public Policy, Graduate Enrollment by Program, Fall 2014 - Fall 2018

![Bar chart showing enrollment by program from Fall 2014 to Fall 2018]

Table 24: School of Global Affairs and Public Policy, Graduate Enrollment by Program and Gender, Fall 2016 - Fall 2018

<table>
<thead>
<tr>
<th>Program</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender and Women’s Studies in the Middle East/North Africa</td>
<td>15</td>
<td>11</td>
<td>11</td>
<td>30</td>
<td>31</td>
<td>31</td>
<td>29</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Global Affairs</td>
<td>30</td>
<td>33</td>
<td>31</td>
<td>29</td>
<td>28</td>
<td>28</td>
<td>19</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>International and Comparative Law</td>
<td>46</td>
<td>45</td>
<td>44</td>
<td>19</td>
<td>14</td>
<td>21</td>
<td>19</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>International Human Rights Law</td>
<td>50</td>
<td>52</td>
<td>37</td>
<td>35</td>
<td>37</td>
<td>72</td>
<td>52</td>
<td>18</td>
<td>44</td>
</tr>
<tr>
<td>Middle East Studies</td>
<td>1</td>
<td>29</td>
<td>41</td>
<td>16</td>
<td>13</td>
<td>29</td>
<td>18</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Migration and Refugee Studies</td>
<td>2</td>
<td>11</td>
<td>13</td>
<td>22</td>
<td>13</td>
<td>22</td>
<td>13</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Public Administration</td>
<td>79</td>
<td>73</td>
<td>72</td>
<td>46</td>
<td>47</td>
<td>93</td>
<td>47</td>
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<tr>
<td>Public Policy</td>
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<td>20</td>
<td>18</td>
<td>14</td>
<td>22</td>
<td>10</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Public Policy and Administration</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Television and Digital Journalism</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>15</td>
<td>14</td>
<td>29</td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
</tbody>
</table>

| Gender and Women’s Studies in the Middle East                          | 1    | 10     | 11    | 11   | 11     | 22    | 11   | 11     | 22    |
| Global Affairs                                                         | 15   | 16     | 31    | 13   | 13     | 26    | 14   | 14     | 28    |
| International and Comparative Law                                     | 26   | 13     | 39    | 29   | 16     | 45    | 26   | 18     | 44    |
| International Human Rights Law                                        | 1    | 10     | 11    | 1    | 12     | 13    | 2    | 19     | 21    |
| Journalism and Mass Communication                                     | 6    | 36     | 42    | 3    | 32     | 35    | 5    | 32     | 37    |
| Law                                                                    | -    | -      | -     | -    | -      | -     | -    | -      | -     |
| Middle East Studies                                                    | 4    | 16     | 20    | 6    | 15     | 21    | 4    | 6      | 10    |
| Migration and Refugee Studies                                          | 2    | 11     | 13    | 1    | 17     | 18    | 6    | 12     | 18    |
| Public Administration                                                  | 14   | 30     | 44    | 13   | 33     | 46    | 15   | 32     | 47    |
| Public Policy                                                          | 17   | 23     | 40    | 15   | 29     | 44    | 13   | 30     | 43    |
| Public Policy and Administration                                      | 3    | 3      | 6     | 7    | 3      | 10    | 7    | 3      | 10    |
| Television and Digital Journalism                                     | 4    | 10     | 14    | 15   | 16     | 15    | 4    | 15     | 19    |

18 Duplicated student headcount. Students are counted once in each of their majors.
Graduate Enrollment – School of Humanities and Social Sciences

Chart 14a: School of Humanities and Social Sciences, Graduate Enrollment by Program\(^\text{19}\), Fall 2014 - Fall 2018

<table>
<thead>
<tr>
<th>Program</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic Studies</td>
<td>4041</td>
<td>3134</td>
<td>3134</td>
<td>2938</td>
<td>2727</td>
</tr>
<tr>
<td>Community Psychology</td>
<td>1415</td>
<td>1718</td>
<td>1718</td>
<td>1411</td>
<td>1119</td>
</tr>
<tr>
<td>Comparative Middle East Politics and Society</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Egyptology and Coptology</td>
<td>1411</td>
<td>119</td>
<td>119</td>
<td>119</td>
<td>119</td>
</tr>
<tr>
<td>English and Comparative Literature</td>
<td>2321</td>
<td>186</td>
<td>186</td>
<td>186</td>
<td>186</td>
</tr>
<tr>
<td>Total</td>
<td>353</td>
<td>285</td>
<td>285</td>
<td>285</td>
<td>285</td>
</tr>
</tbody>
</table>

Chart 14b: School of Humanities and Social Sciences, Graduate Enrollment by Program\(^\text{19}\), Fall 2014 - Fall 2018

<table>
<thead>
<tr>
<th>Program</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>9</td>
<td>16</td>
<td>10</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Political Science</td>
<td>53</td>
<td>46</td>
<td>34</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>Sociology Anthropology</td>
<td>31</td>
<td>22</td>
<td>14</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Teaching Arabic as a Foreign Language</td>
<td>41</td>
<td>38</td>
<td>27</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Teaching English as a Foreign Language</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages</td>
<td>35</td>
<td>33</td>
<td>34</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>153</td>
<td>137</td>
<td>137</td>
<td>137</td>
<td>137</td>
</tr>
</tbody>
</table>

Table 25: School of Humanities and Social Sciences, Graduate Enrollment\(^\text{19}\) by Program and Gender, Fall 2016 - Fall 2018

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic Studies</td>
<td>Male 7</td>
<td>Female 24</td>
<td>Male 11</td>
</tr>
<tr>
<td>Community Psychology</td>
<td>-</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>Comparative Middle East Politics and Society</td>
<td>5</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>-</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Egyptology and Coptology</td>
<td>1</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>English and Comparative Literature</td>
<td>2</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Political Science</td>
<td>17</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Sociology Anthropology</td>
<td>5</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Teaching Arabic as a Foreign Language</td>
<td>13</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages</td>
<td>5</td>
<td>29</td>
<td>34</td>
</tr>
</tbody>
</table>

\(^{19}\) Duplicated student headcount. Students are counted once in each of their majors.
Graduate Enrollment – School of Sciences and Engineering

Chart 15a: School of Sciences and Engineering, Graduate Enrollment by Program\(^{20}\), Fall 2014 - Fall 2018

![Graduate Enrollment Chart]

Table 26: School of Sciences and Engineering, Graduate Enrollment by Program\(^{20}\) and Gender, Fall 2016 - Fall 2018

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>13</td>
<td>34</td>
<td>47</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Computer Science</td>
<td>15</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Computing</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Construction Engineering</td>
<td>26</td>
<td>20</td>
<td>46</td>
</tr>
<tr>
<td>Electronics and Communication Engineering</td>
<td>17</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Environmental Systems Design</td>
<td>-</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>26</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Nanotechnology</td>
<td>17</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>PhD in Applied Science</td>
<td>8</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>PhD in Engineering</td>
<td>7</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Physics</td>
<td>10</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Robotics, Control and Smart Systems</td>
<td>12</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

\(^{20}\) Duplicated student headcount. Students are counted once in each of their majors.
GRADUATION PATTERNS

Table 27: Annual Graduation Patterns

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Annual Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>778</td>
<td>257</td>
<td>1,035</td>
<td>75.20%</td>
<td>24.80%</td>
</tr>
<tr>
<td>2010</td>
<td>860</td>
<td>294</td>
<td>1,154</td>
<td>74.50%</td>
<td>25.50%</td>
</tr>
<tr>
<td>2011</td>
<td>847</td>
<td>247</td>
<td>1,094</td>
<td>77.40%</td>
<td>22.60%</td>
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<tr>
<td>2012</td>
<td>919</td>
<td>308</td>
<td>1,227</td>
<td>74.90%</td>
<td>25.10%</td>
</tr>
<tr>
<td>2013</td>
<td>1,068</td>
<td>296</td>
<td>1,364</td>
<td>78.20%</td>
<td>21.70%</td>
</tr>
<tr>
<td>2014</td>
<td>1,097</td>
<td>314</td>
<td>1,411</td>
<td>77.75%</td>
<td>22.25%</td>
</tr>
<tr>
<td>2015</td>
<td>949</td>
<td>314</td>
<td>1,263</td>
<td>75.14%</td>
<td>24.86%</td>
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<tr>
<td>2016</td>
<td>1,050</td>
<td>351</td>
<td>1,401</td>
<td>74.95%</td>
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<tr>
<td>2017</td>
<td>1,163</td>
<td>330</td>
<td>1,493</td>
<td>77.90%</td>
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<tr>
<td>2018</td>
<td>1,191</td>
<td>316</td>
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<td>79.03%</td>
<td>20.97%</td>
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Table 28: Undergraduate Six-Year Completion Rate, Fall 2005- Fall 2012 Cohort

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<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
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<tbody>
<tr>
<td>2005</td>
<td>82%</td>
<td>82%</td>
<td>82%</td>
<td>80%</td>
<td>79%</td>
<td>73%</td>
<td>76%</td>
<td>82%</td>
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</table>

Chart 16: Undergraduate Four-Year and Six-Year Completion Rates by Gender, Fall 2012 Cohort

Table 29: Undergraduate Graduation Patterns by Major, 2015 - 2018

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<td>33</td>
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<td>68</td>
<td>104</td>
<td>87</td>
<td>114</td>
<td>77</td>
<td>92</td>
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<tr>
<td>Total</td>
<td>144</td>
<td>185</td>
<td>145</td>
<td>195</td>
<td>181</td>
<td>196</td>
<td>182</td>
<td>180</td>
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</tbody>
</table>

School of Global Affairs and Public Policy

| Communication and Media Arts | 18    | 19    | 22    | 15    | 15    | 15    |
| Integrated Marketing Communication | 17    | 26    | 39    | 26    | 49    | 25    | 63    |
| Journalism               | 1     | 1     | 2     | -     | -     | -     | -      |
| Middle East Studies      | 3     | 4     | 1     | 2     | 1     | -     | -      |
| Multimedia Journalism    | 14    | 12    | 20    | 22    | 21    | 17    | 13     | 11     |
| Total                    | 53    | 62    | 67    | 85    | 75    | 81    | 53     | 92     |

21 The six-year completion rate is the percentage of degree seeking freshman (not including transfers and readmits) that were enrolled for the first time in the Fall and completed requirements and graduated within a six-year period.

22 Many AUC students take more than four years to complete their undergraduate studies because of the need for one or more semesters of remedial English before starting their coursework. In addition, AUC’s popular engineering programs require five years of study to complete.

23 Students who complete their requirements during Winter and Summer semesters graduate the following February.
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<th>Feb-15</th>
<th>Jun-15</th>
<th>Feb-16</th>
<th>Jun-16</th>
<th>Feb-17</th>
<th>Jun-17</th>
<th>Feb-18</th>
<th>Jun-18</th>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135</strong></td>
<td><strong>172</strong></td>
<td><strong>110</strong></td>
<td><strong>223</strong></td>
<td><strong>154</strong></td>
<td><strong>234</strong></td>
<td><strong>148</strong></td>
<td><strong>255</strong></td>
</tr>
<tr>
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<td>540</td>
<td>430</td>
<td>520</td>
<td>529</td>
<td>634</td>
<td>523</td>
<td>668</td>
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</table>

Table 30: Graduate Graduation Pattern by Major, 2015-2018

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<td><strong>33</strong></td>
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<td><strong>30</strong></td>
<td><strong>21</strong></td>
<td><strong>22</strong></td>
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</tbody>
</table>

---

24 Students who complete their requirements during Winter and Summer semesters graduate the following February.
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### STUDENT ACTIVITIES

**Table 31: Student Organizations, Academic Year 2018-2019**

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<td>Accounting Association (ACCA)</td>
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<td>Architecture Association</td>
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<td>Biology Association</td>
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<td>Business Association (BA)</td>
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<td>Computer Science Engineering Association</td>
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<td>Construction Engineering Association</td>
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<td>Electronics and Communications Engineering Association</td>
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<td>History Association</td>
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<td>Mass Communication Association</td>
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<td>Society of Petroleum Engineers</td>
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<td>Animal Rights Association</td>
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<td>Heya: The Feminist Initiative</td>
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<td>Musicana</td>
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<td>Sabeel</td>
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<td>The Agency</td>
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<td>Theater and Film Club</td>
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<td>Finance and Economics Club</td>
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<td>Model Council of Ministers-MCM</td>
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### Graduate Clubs

- Black Student Association
- Business Graduate Association
- Egyptology Association
- Graduate Student Association
- Helm
- Literature Club
- Philosophy Club
- STAR

### Chart 17: AUC Athletics Team Membership -- Competitive Sports (2017-2018)

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<th>Track &amp; Field (W)</th>
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<th>Tennis (M)</th>
<th>Squash (W)</th>
<th>Squash (M)</th>
<th>Rowing (W)</th>
<th>Rowing (M)</th>
<th>Water polo (M)</th>
<th>Handball (M)</th>
<th>Volleyball (M)</th>
<th>Volleyball (W)</th>
<th>Basketball (M)</th>
<th>Basketball (W)</th>
<th>Swimming (M)</th>
<th>Swimming (W)</th>
<th>Squash (M)</th>
<th>Squash (W)</th>
<th>Volleyball (W)</th>
<th>Volleyball (M)</th>
<th>Swimming (M)</th>
<th>Swimming (W)</th>
<th>Track &amp; Field (M)</th>
<th>Track &amp; Field (W)</th>
<th>Football 11th (M)</th>
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<td>Squash (M)</td>
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</tr>
<tr>
<td>Track &amp; Field (M)</td>
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<tr>
<td>Football 11th (M)</td>
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</tr>
</tbody>
</table>

**Note:** The chart shows the number of members in each sport. For example, Football 11th (M) has 30 members, while Basketball (M) and Basketball (W) have 15 members each. The chart includes all the sports listed above.
STUDY ABROAD PROGRAMS

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. Applicants for the Exchange/Study Abroad Program must be enrolled in a program of study at a college or university that has an exchange/study abroad agreement with AUC. Exchange/Study Abroad students may attend AUC for no more than two semesters and a summer session. In addition, AUC offers its degree-seeking students a wide variety of exchange/study abroad opportunities, for a semester or an academic year. AUC has established several exchange and study abroad agreements, 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. A full listing of the participating universities, in addition to further description of both undergraduate and graduate programs are available at: http://www.aucegypt.edu/academics/international-programs

Chart 18: Outgoing Study Abroad Undergraduate Students, Fall 2014-Fall 2018

CONTINUING AND PROFESSIONAL EDUCATION

School of Continuing Education

Chart 19: School of Continuing Education Enrollment Trend (Fiscal Years 2014-2018)
Table 32: School of Continuing Education Enrollment by Gender (Fiscal Year 2018)

<table>
<thead>
<tr>
<th>Department</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development Department</td>
<td>2,065</td>
<td>1,564</td>
<td>3,629</td>
</tr>
<tr>
<td>Language Department</td>
<td>7,893</td>
<td>9,367</td>
<td>17,260</td>
</tr>
<tr>
<td>Program Partnership Department</td>
<td>1,514</td>
<td>2,214</td>
<td>3,728</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,472</strong></td>
<td><strong>13,145</strong></td>
<td><strong>24,617</strong></td>
</tr>
</tbody>
</table>

Table 33: School of Continuing Education Enrollment by Nationality (Fiscal Year 2018)

<table>
<thead>
<tr>
<th>Department</th>
<th>Egyptian</th>
<th>Non-Egyptian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development Department</td>
<td>3,555</td>
<td>74</td>
<td>3,629</td>
</tr>
<tr>
<td>Language Department</td>
<td>16,534</td>
<td>726</td>
<td>17,260</td>
</tr>
<tr>
<td>Program Partnership Department</td>
<td>3,453</td>
<td>275</td>
<td>3,728</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23,542</strong></td>
<td><strong>1,075</strong></td>
<td><strong>24,617</strong></td>
</tr>
</tbody>
</table>

PROFESSIONAL EDUCATION

Engineering and Science Services (ESS)

Engineering and Science Services (ESS) The Engineering and Science Services unit provides high-quality training and services to the Industrial community in Egypt and the Middle East. Its programs include intensive courses, professional certificate programs, distance education, customized training, collaborative certification programs with international agencies, technical assistance and applied research to help the local industry meet the challenges of the international market. In the fiscal year, 2017-2018, the Engineering & Science Services offered 16 professional programs, 10 international certificates and more than 200 course between intensive, tailor made in-campus & off-campus. It served 6,000 engineers and scientists. ESS is now a Registered Service Provider "RSP" for Project Management Institute "PMI", The American Society for Engineering Management (ASEM), The American Society of Mechanical Engineers (ASME), and The International Medical Technologist Certification (ASCPi).

Global Affairs and Public Policy (GAPP) Executive Education

Global Affairs and Public Policy (GAPP) Executive Education founded in May 2010. Predominantly through a diverse portfolio of partnerships with academic and funding institutions GAPP Executive Education dedicates its programs to building capacities of professionals ranged from civil servants, members of civil society, media professionals, think tanks and decision support centers, young diplomats, members of parliament, the national council for women, the judiciary, and officials in government in Egypt and the region.

GAPP Executive Education programs aim to cater to the current needs of the region and to create impact. The Future Generations in Economic Development in Egypt and the Arab Region (FGE_DEAR) regional program received the UETLA Talloires Network Award for its reach and impact.

GAPP Executive Education offerings include: the Media Management Certificate (MMC) in collaboration with WIN WAN-IFRA for media leaders in the region, the Fashion Communication Certificate (FCC), Transforming Public Service program (TPS), in addition to its open-enrollment and customized programs. Additionally, GAPP Executive Education initiated several publications to expand outreach of knowledge, including: Political Participation Challenges facing Women in Egypt, Future Generations in Economic Development, Empowerment of Women through Parliament, Effective Diplomacy for the 21st Century.

The Goldman Sachs 10,000 Women Entrepreneurship and Leadership Program

10,000 Women is a global initiative supported by The Goldman Sachs Foundation that provides women entrepreneurs around the world with practical business education, business advising, and networking. Designed in partnership with Babson College, one of the top-ranked entrepreneurship schools in the world, the 10,000 Women curriculum focuses on practical skills in topics such as planning, negotiation, marketing, and employee management that can immediately be put into practice. Applicants selected for the 10,000 Women program in Egypt receive a world-class business education at The American University in Cairo (AUC) and connections to a professional support network. The program at AUC has graduated 412 entrepreneurs since its inception in 2008 to date.
Executive Education (ExecEd)
The AUC School of Business Executive Education (ExecEd) offers globally-recognized executive education programs in four areas: open enrolment, customized programs, collaborative programs, and executive programs. The programs feature management curricula that are customized for the needs of executives at all levels who are working in diverse companies: such as multinationals, banking institutions, government agencies, and small and medium sized enterprises. The programs empower executives with the knowledge, relationships, and leadership tools necessary to drive results at all levels of management. ExecEd collaborates closely and engages with corporate clients to identify key business challenges and develop tailored and innovative solutions with a real business impact. Program impact is measured after the completion of the program to assess the learning experience on the business results of the participants’ organizations. Currently, the School of Business Executive Education conducts 26 open enrollment post-graduate degree programs, about 57 customized courses this year, and 3 executive development forums.
A total of 515 classes are offered annually. Currently, ExecEd trains about 4,000 participants per year representing a seat count of 10’905, both in Egypt as well as the Gulf.
Faculty
FACULTY

Data Sources

Faculty: University Financial and HR System, University Student Information System, the Office of the Provost and the Office of Human Resources

Definitions

Category:

Active teaching: All full-time faculty members who teach at least one course during the reporting period.

Non-teaching: All full-time faculty members who are not classified as staff with faculty status who do not teach at least one course during the reporting period. These faculty members include researchers with no teaching responsibilities and others.

Paid leave: All full-time faculty members on paid leave during the reporting period. This includes sabbatical leave, professional development leave, pre-tenure leave, and others. It does not include leave without pay.

Admins with faculty status: All full-time faculty members with administrator or staff status. This includes librarians, deans, and others.

Faculty:

Adjunct faculty: Adjunct faculty members are hired on a per-course basis and typically teach fewer than nine credit hours per semester.

Full-time faculty: All full-time faculty including teaching faculty, non-teaching faculty, faculty on paid leave and staff and administrators with faculty status.

Full-time equivalent faculty: Each full-time instructional faculty member is counted once. Part-time faculty members are counted based on the percentage of full-time course workload assigned. Full-time unduplicated headcount is added to part-time FTE.

Instructional faculty: Full-time faculty whose major regular assignment is instruction. This includes faculty on paid leave and their replacements, as well as non-teaching faculty. It excludes Admins with faculty status.

Gender: The sex, either male (M) or female (F) of the faculty member

Headcount: The number of faculty members

Duplicated headcount: Adjunct faculty members with joint assignments are counted once in each department

Unduplicated headcount: Each faculty member is counted once regardless of whether he/she is teaching in one or more department.

Nationality: Nationality is reported as primary nationality. If a faculty member has more than one nationality, the primary nationality is the one that appears first on the contract.

International: Faculty members whose primary nationality is other than Egyptian.

Tenure status: Faculty members may be tenured, in a tenure-track appointment, or not on the tenure track. The latter are primarily professors and associate professors of practice, lecturers, visiting professors, and others hired on fixed term contracts.
## FULL-TIME FACULTY

### Table 1: Faculty by Category: Fall 2014 – Fall 2018

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Active Teaching</td>
<td>422</td>
<td>86%</td>
<td>377</td>
<td>86%</td>
<td>378</td>
</tr>
<tr>
<td>Non-Teaching</td>
<td>7</td>
<td>1%</td>
<td>4</td>
<td>1%</td>
<td>3</td>
</tr>
<tr>
<td>Paid Leave</td>
<td>22</td>
<td>4%</td>
<td>26</td>
<td>6%</td>
<td>20</td>
</tr>
<tr>
<td>Admins with Faculty Status</td>
<td>40</td>
<td>8%</td>
<td>33</td>
<td>8%</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>491</td>
<td>100%</td>
<td>440</td>
<td>100%</td>
<td>436</td>
</tr>
</tbody>
</table>

*25 All persons holding paid full-time faculty appointments in unduplicated headcount. This includes temporary faculty and replacements for faculty on leave. Totals do not include faculty on leave without pay. Faculty members with joint appointments are counted once.*

---

### Chart 1: Faculty by Category, Fall 2014 – Fall 2018

- **Active Teaching**
- **Non-Teaching**
- **Paid Leave**
- **Staff with Faculty Status**

### Chart 2: Faculty Headcount by Gender, Fall 2018

- **Male**: 53%
- **Female**: 47%

### Chart 3: Faculty by Nationality, Fall 2018

- **Egyptian**: 51%
- **US**: 29%
- **Other Nationalities**: 20%
Chart 6: Full-time equivalent of all students, Fall 2014 - Fall 2018

Chart 7: Faculty-to-Student Ratio, Fall 2014 - Fall 2018
### INSTRUCTIONAL FACULTY

#### Table 2: Instructional Faculty by Gender, Fall 2018

<table>
<thead>
<tr>
<th>Department</th>
<th>Male</th>
<th>Female</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate School of Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>Academy of Liberal Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic Language Instruction Department</td>
<td>3</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Core Curriculum</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>English Language Instruction Department</td>
<td>4</td>
<td>50</td>
<td>54</td>
</tr>
<tr>
<td>Rhetoric and Composition Department</td>
<td>11</td>
<td>25</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>97</td>
<td>118</td>
</tr>
<tr>
<td><strong>School of Business</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting Department</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Economics Department</td>
<td>11</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Management Department</td>
<td>16</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>33</td>
<td>20</td>
<td>53</td>
</tr>
<tr>
<td><strong>School of Global Affairs and Public Policy</strong></td>
<td></td>
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<tr>
<td>Gender &amp; Women's Studies Institute</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Journalism &amp; Mass Communications Department</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Law Department</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Middle East Studies Program</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Public Policy &amp; Administration Department</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
<td>15</td>
<td>34</td>
</tr>
<tr>
<td><strong>School of Humanities and Social Sciences</strong></td>
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</tr>
<tr>
<td>Applied Linguistics Department</td>
<td>1</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Arab &amp; Islamic Civilizations Department</td>
<td>4</td>
<td>6</td>
<td>10</td>
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<tr>
<td>Arts Department</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>English and Comparative Literature Department</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>History Department</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Philosophy Department</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Political Science Department</td>
<td>11</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Psychology Department</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Sociology, Egyptology &amp; Anthropology Department</td>
<td>4</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>47</td>
<td>54</td>
<td>101</td>
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<tr>
<td><strong>School of Sciences and Engineering</strong></td>
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<tr>
<td>Architecture Department</td>
<td>8</td>
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<td>10</td>
</tr>
<tr>
<td>Biology Department</td>
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<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry Department</td>
<td>8</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Computer Science &amp; Engineering Department</td>
<td>13</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>Construction Engineering Department</td>
<td>9</td>
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<td>9</td>
</tr>
<tr>
<td>Electronics &amp; Communications Engineering</td>
<td>9</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics &amp; Actuarial Science Department</td>
<td>6</td>
<td>2</td>
<td>8</td>
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<tr>
<td>Mechanical Engineering Department</td>
<td>16</td>
<td>2</td>
<td>18</td>
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<tr>
<td>No Department Affiliated</td>
<td>6</td>
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<td>7</td>
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<tr>
<td>Petroleum and Energy Engineering Department</td>
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<td>-</td>
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</tr>
<tr>
<td>Physics Department</td>
<td>12</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>98</td>
<td>13</td>
<td>111</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>222</td>
<td>203</td>
<td>425</td>
</tr>
</tbody>
</table>

26 Full-time faculty whose major regular assignment is instruction. This includes faculty on paid leave and their replacements, as well as non-teaching faculty. It excludes Admins with faculty status.
### Table 3: Instructional Faculty by Rank, Fall 201827

<table>
<thead>
<tr>
<th>Department</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Instructor</th>
<th>Researcher</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate School of Education</strong></td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td><strong>Academy of Liberal Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Arabic Language Instruction Department</td>
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<tr>
<td>Core Curriculum</td>
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<tr>
<td>English Language Instruction Department</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Rhetoric and Composition Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>20</td>
<td>18</td>
<td>110</td>
<td>-</td>
<td>118</td>
</tr>
<tr>
<td><strong>School of Business</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Accounting Department</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>Economics Department</td>
<td>2</td>
<td>10</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>19</td>
</tr>
<tr>
<td>Management Department</td>
<td>10</td>
<td>7</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>20</td>
<td>18</td>
<td>110</td>
<td>-</td>
<td>118</td>
</tr>
<tr>
<td><strong>School of Global Affairs and Public Policy</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Gender &amp; Women’s Studies Institute</td>
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</tr>
<tr>
<td>Journalism &amp; Mass Communications Department</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>Law Department</td>
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<td></td>
</tr>
<tr>
<td>Middle East Studies Program</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Policy &amp; Administration Department</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>10</td>
<td>13</td>
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27 Full-time faculty whose major regular assignment is instruction. This includes faculty on paid leave and their replacements, as well as non-teaching faculty. It excludes Admins with faculty status.
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<th></th>
<th>Professor</th>
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Table 4: Instructional Faculty by Tenure Status, Fall 2018

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<td><strong>11</strong></td>
<td><strong>14</strong></td>
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</table>

28 Full-time faculty whose major regular assignment is instruction. This includes faculty on paid leave and their replacements, as well as non-teaching faculty. It excludes Admins with faculty status.
Table 5: Instructional Faculty by Nationality, Fall 2018\[^{29}\]

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<td>Electronics &amp; Communications Engineering</td>
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\[^{29}\] Full-time faculty whose major regular assignment is instruction. This includes faculty on paid leave and their replacements, as well as non-teaching faculty. It excludes Admins with faculty status.
### FULL-TIME EQUIVALENT FACULTY

#### Table 6: Full-Time Equivalent (FTE) Faculty by Department/Unit, Fall 2019

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<th>Department</th>
<th>Full-Time Headcount</th>
<th>Part-Time FTE</th>
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</tr>
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<td><strong>School of Business</strong></td>
<td>7.00</td>
<td>3.00</td>
<td>10.00</td>
</tr>
<tr>
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<td>19.00</td>
<td>6.00</td>
<td>25.00</td>
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<tr>
<td>Management Department</td>
<td>27.00</td>
<td>12.89</td>
<td>39.89</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>53.00</td>
<td>21.89</td>
<td>74.89</td>
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<tr>
<td><strong>School of Global Affairs and Public Policy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Migration and Refugee Studies</td>
<td>0.00</td>
<td>0.33</td>
<td>0.33</td>
</tr>
<tr>
<td>Gender &amp; Women’s Studies Institute</td>
<td>1.00</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Journalism &amp; Mass Communications Department</td>
<td>14.00</td>
<td>11.33</td>
<td>25.33</td>
</tr>
<tr>
<td>Law Department</td>
<td>7.00</td>
<td>0.33</td>
<td>7.33</td>
</tr>
<tr>
<td>Middle East Studies Program</td>
<td>1.00</td>
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<tr>
<td>Public Policy &amp; Administration Department</td>
<td>11.00</td>
<td>0.33</td>
<td>11.33</td>
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<tr>
<td><strong>Total</strong></td>
<td>34.00</td>
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<td>Applied Linguistics Department</td>
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<td>5.33</td>
<td>15.33</td>
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<tr>
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<tr>
<td>History Department</td>
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<td>7.00</td>
</tr>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Philosophy Department</td>
<td>9.00</td>
<td>0.00</td>
<td>9.00</td>
</tr>
<tr>
<td>Political Science Department</td>
<td>17.00</td>
<td>2.67</td>
<td>19.67</td>
</tr>
<tr>
<td>Psychology Department</td>
<td>11.00</td>
<td>8.00</td>
<td>19.00</td>
</tr>
<tr>
<td>Sociology, Egyptology &amp; Anthropology Department</td>
<td>16.00</td>
<td>1.67</td>
<td>17.67</td>
</tr>
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<td><strong>Total</strong></td>
<td>100.00</td>
<td>45.69</td>
<td>145.69</td>
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<td>17.42</td>
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<td>8.33</td>
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<tr>
<td>Construction Engineering Department</td>
<td>9.00</td>
<td>6.78</td>
<td>15.78</td>
</tr>
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<td>Chemistry Department</td>
<td>11.00</td>
<td>6.22</td>
<td>17.22</td>
</tr>
<tr>
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<td>13.00</td>
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<td>16.56</td>
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<td>Electronics &amp; Communications Engineering</td>
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<td>12.22</td>
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<td>Mathematics &amp; Actuarial Science Department</td>
<td>8.00</td>
<td>13.00</td>
<td>21.00</td>
</tr>
<tr>
<td>Mechanical Engineering Department</td>
<td>18.00</td>
<td>1.33</td>
<td>19.33</td>
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<tr>
<td>No Department Affiliated</td>
<td>7.00</td>
<td>9.67</td>
<td>16.67</td>
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<tr>
<td>Petroleum and Energy Engineering Department</td>
<td>6.00</td>
<td>1.11</td>
<td>7.11</td>
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<td>Physics Department</td>
<td>12.00</td>
<td>3.78</td>
<td>15.78</td>
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<tr>
<td><strong>Total</strong></td>
<td>111.00</td>
<td>56.43</td>
<td>167.43</td>
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<tr>
<td><strong>Dean of Undergraduate Studies</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Core Curriculum</td>
<td>1.00</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>425.00</td>
<td>140.67</td>
<td>565.67</td>
</tr>
</tbody>
</table>

---

Each full-time instructional faculty member is counted once. Part-time faculty members are counted based on the percentage of full-time course workload assigned. Full-time unduplicated headcount is added to part-time FTE.
Teaching and Academic Support
## TEACHING
### Table 1: Credit Hours Taught by School and Type of Faculty, Fall 2018

<table>
<thead>
<tr>
<th>School and Department</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate School of Education</strong></td>
<td>No. of Credit</td>
<td>% of Total Credit</td>
<td>No. of Credit</td>
</tr>
<tr>
<td>Graduate School of Education</td>
<td>693.00</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>The Academy of Liberal Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic Language Instruction Department</td>
<td>1,037.00</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Core Curriculum</td>
<td>1,871.00</td>
<td>76.18%</td>
<td>585.00</td>
</tr>
<tr>
<td>English Language Instruction Department</td>
<td>870.00</td>
<td>100.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Rhetoric and Composition Department</td>
<td>5,424.00</td>
<td>99.07%</td>
<td>51.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9,202.00</td>
<td>93.54%</td>
<td>636.00</td>
</tr>
<tr>
<td><strong>School of Business</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting Department</td>
<td>1,667.00</td>
<td>65.48%</td>
<td>879.00</td>
</tr>
<tr>
<td>Economics Department</td>
<td>3,630.00</td>
<td>70.02%</td>
<td>1,554.00</td>
</tr>
<tr>
<td>Management Department</td>
<td>5,101.00</td>
<td>61.34%</td>
<td>3,215.00</td>
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<tr>
<td><strong>Total</strong></td>
<td>10,398.00</td>
<td>64.80%</td>
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<tr>
<td>Gender &amp; Women's Studies Institute</td>
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<td>100.00%</td>
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<tr>
<td>Journalism &amp; Mass Communications Department</td>
<td>2,448.00</td>
<td>52.08%</td>
<td>2,252.52</td>
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<tr>
<td>Law Department</td>
<td>366.00</td>
<td>91.04%</td>
<td>36.00</td>
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<tr>
<td>Public Policy &amp; Administration Department</td>
<td>678.00</td>
<td>95.36%</td>
<td>33.00</td>
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<tr>
<td><strong>Total</strong></td>
<td>3,549.00</td>
<td>59.96%</td>
<td>2,369.52</td>
</tr>
<tr>
<td><strong>Humanities and Social Sciences</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Applied Linguistics Department</td>
<td>156.00</td>
<td>55.32%</td>
<td>126.00</td>
</tr>
<tr>
<td>Arab &amp; Islamic Civilizations Department</td>
<td>1,032.00</td>
<td>49.35%</td>
<td>1,059.00</td>
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<tr>
<td>Arts Department</td>
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<td>36.96%</td>
<td>3,381.40</td>
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<td>English and Comparative Literature Department</td>
<td>795.00</td>
<td>100.00%</td>
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<td>History Department</td>
<td>828.00</td>
<td>82.63%</td>
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<td>12.00</td>
<td>100.00%</td>
<td>0.00</td>
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<tr>
<td>Philosophy Department</td>
<td>1,749.00</td>
<td>100.00%</td>
<td>0.00</td>
</tr>
<tr>
<td>Political Science Department</td>
<td>2,253.00</td>
<td>81.45%</td>
<td>513.00</td>
</tr>
<tr>
<td>Psychology Department</td>
<td>1,119.10</td>
<td>41.35%</td>
<td>1,587.00</td>
</tr>
<tr>
<td>Sociology, Egyptology &amp; Anthropology Department</td>
<td>1,803.00</td>
<td>85.98%</td>
<td>294.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11,729.70</td>
<td>62.18%</td>
<td>7,134.40</td>
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<tr>
<td><strong>School of Sciences and Engineering</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture Department</td>
<td>1,051.52</td>
<td>44.46%</td>
<td>1,313.68</td>
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<tr>
<td>Biology Department</td>
<td>1,347.90</td>
<td>94.73%</td>
<td>75.00</td>
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<tr>
<td>Construction Engineering Department</td>
<td>2,197.39</td>
<td>58.86%</td>
<td>1,535.66</td>
</tr>
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<td>Chemistry Department</td>
<td>1,615.00</td>
<td>54.34%</td>
<td>1,357.00</td>
</tr>
<tr>
<td>Computer Science &amp; Engineering Department</td>
<td>2,849.00</td>
<td>77.02%</td>
<td>850.00</td>
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<td>Electronics &amp; Communications Engineering</td>
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<td>74.81%</td>
<td>324.00</td>
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<td>Mathematics &amp; Actuarial Science Department</td>
<td>1,464.00</td>
<td>30.85%</td>
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</tr>
<tr>
<td>Mechanical Engineering Department</td>
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<td>93.61%</td>
<td>270.00</td>
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<td>No Department Affiliated</td>
<td>839.00</td>
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</tr>
<tr>
<td>Petroleum and Energy Engineering Department</td>
<td>892.00</td>
<td>78.38%</td>
<td>246.00</td>
</tr>
<tr>
<td>Physics Department</td>
<td>1,649.50</td>
<td>74.15%</td>
<td>575.00</td>
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</table>
LIBRARIES AND LEARNING TECHNOLOGIES

AUC Libraries and Learning Technologies consist of the Libraries (Main Library, the Rare Books and Special Collections Library, and the Tahrir Library).

**Main Library:** The AUC Library contains the largest English-language research collection in the region and is an active and integral part of the University’s pursuit of excellence in all academic and scholarly programs. The mission of the AUC Library is to support the instructional and research needs of the AUC community, facilitating the transformation of information to knowledge, by providing personalized services and a robust online environment. AUC Library is accessible online at: [http://library.aucegypt.edu/](http://library.aucegypt.edu/).

**AUC Tahrir Library:** The AUC Tahrir Library provides academic support primarily for the eligible students of the School of Continuing Education, the Engineering and Science Services, the Management Center and the Graduate School of Education. Located on the third floor of the Falaki Academic Center at AUC’s downtown campus, the library operates as an electronic library providing direct access to the AUC Library’s LibraryOne Search, catalog and academic databases, as well as the full scope of the Internet.

**Rare Books and Special Collections Library:** The Rare Books and Special Collections Library supports research and teaching in 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, the focus of extensive rare and contemporary book collections. The library also collects archival and manuscript collections reflecting modern Egyptian social, cultural, and intellectual life. The library also houses AUC’s University Archives, which maintains records relating to the university’s history dating to the early twentieth century.

### Table 2: LLT by the Numbers

<table>
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<tr>
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</tr>
<tr>
<td>Total print volumes (books, bound journals, etc.)</td>
<td>559,372</td>
</tr>
<tr>
<td>Total E-Books</td>
<td>284,498</td>
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<tr>
<td>Electronic Database subscriptions</td>
<td>155</td>
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<tr>
<td>Microforms: Books, theses</td>
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</tr>
<tr>
<td>Audio materials (all formats)</td>
<td>18,284</td>
</tr>
<tr>
<td>Video materials (all formats)</td>
<td>16,589</td>
</tr>
<tr>
<td>Maps (all formats)</td>
<td>4,911</td>
</tr>
<tr>
<td><strong>Electronic information resources and access</strong></td>
<td></td>
</tr>
<tr>
<td>Searches performed using library catalog</td>
<td>5,614,469</td>
</tr>
<tr>
<td>Total full text documents retrieved from databases</td>
<td>595,156</td>
</tr>
<tr>
<td><strong>Services</strong></td>
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</tr>
<tr>
<td>Number of Library Visits per day</td>
<td>1394</td>
</tr>
<tr>
<td>Circulation of Library Materials</td>
<td>26,032</td>
</tr>
<tr>
<td>Reserve items used</td>
<td>15,939</td>
</tr>
<tr>
<td>Library instruction sessions</td>
<td>710</td>
</tr>
<tr>
<td>Reference questions answered</td>
<td>6,229</td>
</tr>
</tbody>
</table>
Center for Learning and Teaching: The mission of the Center for Learning and Teaching (CLT) at AUC is to create a stimulating learning environment by promoting excellence in teaching, facilitating the effective application of technology to the teaching and learning process, providing support and resources, and engaging in outreach activities. The center keeps a spotlight on teaching through a variety of programs, services and events, including weekly workshops, faculty development institutes, a biweekly newsletter, instructional design consultations, formative assessment activities, Classroom Action Research (CAR) and the Student Technology Assistant (STA) program which provides one-to-one training and support for faculty members on a variety of instructional technologies. CLT is also a strong advocate of academic integrity on campus and contributes to its enhancement by administering the plagiarism detection software Turnitin.com as well as conducting dedicated workshops. Information on the Center for Learning and Teaching is available online at:  http://schools.aucegypt.edu/llt/Pages/default.aspx

INFORMATION TECHNOLOGY SERVICES

The Office of Information Technology (IT) serves the AUC community through providing the technology needed to support AUC’s goals and objectives. The Office of IT is responsible for the AUC network, telecommunication, Internet services, systems, data centers, central data storage and IT security and for technology in all AUC premises, including student and faculty housing and AUC buses. IT is also responsible for technology in the classrooms and event halls, in addition to video conferencing and video streaming services. IT staff plan, design, develop, implement and maintain AUC’s critical administrative and academic systems, including the student information system, learning management systems, AUC financial system, web services and web development. The office also manages campus wide software licensing and provides desktop support and IT training to the AUC community. IT supports open access labs, including those located in the student housing, a specialized multimedia lab and a lab for the special needs students (visually impaired and hearing impaired).

The IT team consists of:

- **University Technology Infrastructure (UTI):** Responsible for the AUC network, telecommunication, Internet services, systems and data centers, central data storage and IT security
- **University Academic Computing Services (UACT):** Responsible for academic services (Learning management systems and course evaluation), in addition to all web services, open access labs, multimedia labs, labs for special needs, software licensing and campus-wide desktop support
- **University Information Systems (UIS):** Responsible for administrative systems (Student Information System, Enterprise Resource Planning System, funds management system, and content management system) in addition to AUC’s central database administration
- **Classroom Technologies and Media Services (CTMS):** Responsible for technology in classrooms and event halls, in addition to video conferencing and video streaming services
- **IT Service Help Desk Team:** AUC’s one-stop shop for IT problem-solving

More information is available at  http://schools.aucegypt.edu/it/Pages/default.aspx
Table 3: Classroom Technologies and Media Services (CTMS), Academic Year 2016-2018

<table>
<thead>
<tr>
<th></th>
<th>AY2016</th>
<th>AY2017</th>
<th>AY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic spaces</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology-equipped classrooms</td>
<td>277</td>
<td>278</td>
<td>278</td>
</tr>
<tr>
<td>Active learning classrooms</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Spaces supported with circulation resources</td>
<td>309</td>
<td>320</td>
<td>320</td>
</tr>
<tr>
<td><strong>Video Conferencing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Conference rooms</td>
<td>5</td>
<td>18&lt;sup&gt;31&lt;/sup&gt;</td>
<td>18</td>
</tr>
<tr>
<td>Mobile units</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Number of VC sessions</td>
<td>94</td>
<td>195</td>
<td>98</td>
</tr>
<tr>
<td>Number of Zoom Web-Conferencing sessions&lt;sup&gt;32&lt;/sup&gt;</td>
<td>54</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>136</td>
<td>450</td>
<td>660</td>
</tr>
<tr>
<td><strong>Media production and event support services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course sessions captured</td>
<td>333</td>
<td>479</td>
<td>445</td>
</tr>
<tr>
<td>Special events captured and streamed</td>
<td>18 (78 hrs)</td>
<td>18 (46 hrs)</td>
<td>23 (59 hrs)</td>
</tr>
<tr>
<td>Total events supported</td>
<td>2,225</td>
<td>2,282</td>
<td>2,493</td>
</tr>
</tbody>
</table>

**COMMUNITY-BASED LEARNING**

The Academic Community Engagement Program (ACE), in the Office of the Dean of Undergraduate Studies, advocates for and helps organize a wide range of community engagement activities for the AUC community, and has played a key role in developing the co-curricular transcript and a variety of outreach projects. Its main focus, however, is on Community-Based Learning (CBL). CBL is an educational approach that is incorporated into a course or series of courses by way of a project that has both learning and community action goals, and that is designed and implemented through collaboration among faculty, students and community partners, such as non-governmental organizations or government agencies. The project asks students to apply course content to community-based activities, and to reflect critically on how they, and the community, have been transformed. This gives students experiential opportunities to learn in real world contexts and develop skills of community engagement, while affording community partners opportunities to address significant needs. Active engagement is at the heart of how AUC understands its educational mission: ACE aims to foster responsible citizenship and active participation among our students, instilling in them social awareness, confidence in shaping a brighter future, and a passion for life-long learning.

Table 4: CBL Activities, Academic Years 2013-2018

<table>
<thead>
<tr>
<th></th>
<th>AY2013</th>
<th>AY2014</th>
<th>AY2015</th>
<th>AY2016</th>
<th>AY2017</th>
<th>AY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of CBL courses offered</td>
<td>31</td>
<td>25</td>
<td>16</td>
<td>51</td>
<td>34</td>
<td>41</td>
</tr>
<tr>
<td>Number of enrolled students/CBL projects</td>
<td>889</td>
<td>856</td>
<td>520</td>
<td>1,112</td>
<td>933</td>
<td>1,289</td>
</tr>
</tbody>
</table>

<sup>31</sup> This number reflects all AUC rooms having VC equipment, 8 of them operated by CTMS
<sup>32</sup> New Web-Conferencing facility
UNDERGRADUATE RESEARCH
Awakening the spirit of inquiry, engaging in creative adventure

Public Website: http://aucegypt.edu/research/undergraduate-research
Internal AUC Website with login: http://in.aucegypt.edu/research-auc/office-undergraduate-research
Email: uresearch@aucegypt.edu

The Office of Undergraduate Research (OUR) is an academic support unit within the Office of the Dean of Undergraduate Studies. Its mission is to

- institutionalize, support and expand opportunities for undergraduate student research and creative achievement
- nurture amongst the academic community, across the disciplines, a culture of research and development, and the drive to advance the liberal education outcomes of undergraduate inquiry and critical and creative competence

OUR envisions a vibrant, undergraduate-centered campus that fosters independent, creative, life-long researchers, passionate for innovation and the sharing of knowledge.

OUR 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. CUR defines undergraduate research as:

"An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline."

The Office of Undergraduate Research currently runs a number of activities to promote and support student original work:

- Excellence in Undergraduate Research, Entrepreneurship and Creative Achievement (EURECA) annual conference, now integrated with AUC Research Week
- Undergraduate Research Journal (URJe): http://urje.aucegypt.edu
- The Newsletter for Undergraduate Research (NUR)
- Workshops and information sessions
- Currently being developed: The Annual Award for Excellence in Undergraduate Research, Entrepreneurship and Creative Achievement (EURECA Award)

Student scholars 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.

Table 5: Undergraduate Research, Summary of Grants Approved Academic Years 2013-2017

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<tr>
<td>Approved</td>
<td>32</td>
<td>30</td>
<td>40</td>
<td>52</td>
<td>59</td>
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<td>Total $</td>
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<td>26,550</td>
<td>34,700</td>
<td>30,758</td>
<td>58,053</td>
</tr>
<tr>
<td>Total LE</td>
<td>69,202</td>
<td>0</td>
<td>0</td>
<td>88,700</td>
<td>0</td>
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</table>

Table 6: EURECA Participants and Presentations:

<table>
<thead>
<tr>
<th>Number of presentations (Creatopia, FYRe, Oral Presentations)</th>
<th>13th</th>
<th>12th</th>
<th>11th</th>
<th>10th</th>
<th>9th</th>
<th>8th</th>
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</thead>
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<td></td>
<td>157</td>
<td>122</td>
<td>88</td>
<td>59</td>
<td>92</td>
<td>39</td>
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</table>
Research
RESEARCH CENTERS

Access to Knowledge for Development Center (A2K4D)
The Access to Knowledge for Development Center (A2K4D) was launched in 2010 as a culmination of collaborative research and advocacy with Yale Law School’s Information Society Project (ISP) and other international partners on the equitable production and distribution of knowledge goods and tools. A2K4D fosters rigorous policy-oriented research that conceptualizes and investigates the economic and legal challenges that face access to knowledge, and their implications on human development in Egypt, the Arab world and Africa. The center’s research investigates business models that address the tension between the interests of knowledge users and producers, and offer novel entrepreneurship opportunities and knowledge governance solutions. A2K4D also investigates sustainable solutions that overcome barriers to knowledge access, may they be legal, economic, technical, and sociocultural. The center adopts a bottom up, evidence-based approach to address national and regional developmental needs.

Center for Migration and Refugee Studies
The Center for Migration and Refugee Studies (CMRS) is an interdisciplinary center of the School of Global Affairs and Public Policy at AUC. Situated at the heart of the Middle East and North Africa, it aims at furthering scientific knowledge of the large, longstanding, and more recent, refugee and migration movements in this region. It is also concerned with questions of refugees and migration in the international system as a whole, at theoretical and practical levels. CMRS functions include education, research, training and outreach. It offers an MA in migration and refugee studies as well as a graduate diploma in the same field, working with other AUC departments to offer diversified multidisciplinary courses to its students. Its research bears on issues of interest to the region and beyond. In carrying it out, CMRS collaborates with reputable regional and international academic institutions, as well as international and nongovernmental organizations. The training activities CMRS organizes are attended by researchers, policymakers, bureaucrats and civil society activists from countries all over the world. It also provides tailor-made training programs on demand. CMRS outreach involves working within its environment, disseminating knowledge and sensitization to refugee and migration issues. It also provides services to the refugee community in Cairo and transfers its expertise in this respect to other international institutions.

Centre for Sustainable Development
The mission of the Center for Sustainable Development (CSD) 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. In support of its mission, CSD strategy has three main pillars: education, research, and community services.

With respect to education, CSD offers an interdisciplinary Graduate Diploma and Masters of Science in sustainable development. The main aim of the program is to create a whole new generation of business and social entrepreneurs by offering a comprehensive and in-depth study of sustainability, covering three dimensions; economy, environment and society. The graduate program in sustainable development is an outcome of a 3-year EU Tempus project Green Innovation and Entrepreneurship Program (GIEP).

With respect to research, CSD focuses on the most urgent problems in Egypt and the region through innovative, sustainable, and interdisciplinary solutions. Ensuring sustainable sources of fresh water for food production is one of the most significant challenges facing the whole region nowadays. CSD is a strong advocate of the concept that Water-Energy-Food Nexus is the sustainable approach to ensure water, energy and food security not only in Egypt but also in the whole Arab region. Thus, CSD research includes innovative low-energy seawater desalination methods using renewable energy to produce freshwater for food production through aquaponics and hydroponics. CSD has recently established a WEF lab and prototype for studying all the interconnections and interdependencies between water, energy and food to ensure food, water and energy security for an ever-growing population. The Knowledge-Triangle platform (TriNex) is a 3-year EU Tempus multidisciplinary project that put WEF nexus at the forefront.

In CSD’s quest to serve the community and contribute to helping informal areas in Egypt overcome many of their problems, CSD contributes to large-scale national projects that focus on educational and capacity-development
activities and actions. Education for Sustainable Development beyond the Campus (EduCamp) is the first initiative in Egypt to bring universities and schools together in a structured mechanism to introduce Education for Sustainable Development in public schools nationwide. EduCamp is a long-term project with multi phases; two phases, EduCamp I and EduCamp II, already completed (EU Tempus and GIZ funding successively) while EduCamp III project is due to be completed by end of 2018 (GIZ funding).

**Center of Nanoelectronics and Devices (CND)**
The Center of Nanoelectronics and Devices (CND) is an Educational and Research Center supporting the growth of Electronics and Devices industry in Egypt. It conducts its research in its central labs at the American University in Cairo and Zewail City of Science and Technology. CND hires top junior VLSI researchers who work on industry relevant research topics advised by industry engineers and CND Senior faculty and researchers. Research projects span the fields of Electronic devices, Custom digital VLSI, Analog, RF and mixed-signal circuits, MEMs, optics and optoelectronics, EDA, Innovative Design Methodologies and Verification Techniques, Hybrid Systems Integration. CND graduated a large number of students for their Masters and offers Summer Internship Programs every year for undergrads. CND Alumni are sent to top Universities worldwide on scholarships such as MIT, Georgia Tech, USC, UCSD, Caltech. Seven Patents were granted since 2012 (some work was done in US). Many Prototypes and fabricated chips are developed by CND team e.g. Asynchronous and Security Chip, Sunrise Chip, Biochip with Microfluidics control circuitry built in real time sensor, Integrated Biochip for Virus C and Cancer detection, Low-cost solar characterizer, Low cost solar Inverter, etc…. CND publications in excess of 220 over the past three years (since its establishment in 2012). CND formed many relations and partnerships in Egypt, the region, and with international entities.

**The Center for Translation Studies (CTS)**
The Center for Translation Studies is a research facility that fosters collaborative outreach programs and research in translation and translation studies within an interdisciplinary context.

**John D. Gerhart Center for Philanthropy and Civic Engagement**
Established in honor of AUC’s former president, the John D. Gerhart Center for Philanthropy and Civic Engagement consolidates university activities aimed at encouraging engaged citizenship and service and promotes philanthropic giving in the Arab region. Combining learning, research, service and advocacy, The center works to expand the boundaries of philanthropy, moving it beyond charity toward social justice and development. In 2014, the center become a part of the School of Business, consequently, a new pillar added to its core mission which Responsible Business. Through the Responsible Business unit, the center will play a vital role as linkage between civic society and private sector by identifying the social requirements and guide the private sector in their social investments plans for better effective civic business practices. Gerhart Center Mission: To serve as a regional incubator for knowledge, responsible business practices, civic leadership and capacity building to promote effective social responsibility. Gerhart Center Vision: To strengthen the culture of social responsibility through philanthropy, as well as effective civic and business engagement in the Arab region.

**Kamal Adham Center for Television and Digital Journalism**
The Kamal Adham Center for Television and Digital Journalism is the premier center in the region advancing broadcast journalism. Through its master’s in television and digital journalism, the center prepares graduate students for broadcast careers. The center’s Professional Development Program is designed for training professionals and offering new skills. The center publishes Arab Media & Society journal, a main resource of information on the region’s dynamic media landscape. Arab Media & Society publishes biannual refereed research articles, in addition to regular analysis pieces, podcasts, reports, long-form journalism and narrative writing. The center is also a vehicle for AUC TV, the student-run broadcast station administered by undergraduate and graduate students, under the supervision of the Director of the Kamal Adham Center. The station broadcasts through closed-circuit, a website, and a YouTube channel. It is served by production units from courses offered by the center.
**Middle East Studies Center (MESC)**
The Middle East Studies Center is part of the School of Global Affairs and Public Policy at The American University in Cairo. MESC supports research, teaching, and outreach across a range of disciplines. MESC administers the BA, Diploma, and MA program in Middle East Studies, whose alumni span academia, the private sector, NGOs and government service. Through a variety of curricular and extra-curricular activities, we aim to build on our international reputation and location as a natural hub for Middle Eastern studies. Our organization and participation in conferences, lectures, and workshops serve to present ground-breaking research on anthropology, religion, history, political science, economics, gender, law, and literature.

**Prince Alwaleed Bin Talal Alsaud Center for American Studies and Research**
The Prince Alwaleed Bin Talal Alsaud Center for American Studies and Research serves as a catalyst for independent research in American studies both within the university and with the outside community by providing intellectual and information resources to support those wishing to study the United States more fully.

**Research Institute for a Sustainable Environment (RISE)**
RISE is a multidisciplinary institute dedicated to promoting research in sustainable environment in Egypt, the Middle East and North Africa. Housed on the New Cairo campus, RISE is the successor of the former Desert Development Center (DDC) and carries forward its legacy. The institute represents a reaffirmation and strengthening of AUC’s commitment to sustainable environmental education and research in Egypt and the region. Building on the accomplishments of the DDC in natural resource management, renewable energy and sustainable agriculture in desert areas, RISE has the expanded mission to promote sustainability in a diversity of environments in Egypt and the region, including rural and urban, desert and temperate, through applied research, education and training programs. The institute is designed to provide new opportunities for AUC students to learn and engage with the environment and related sustainability issues. RISE research facilities on campus provide students with a living learning laboratory in which to seek solutions to real-life resource and environment problems.

**Social Research Center**
The Social Research Center strives to inform policy formulation and implementation while contributing to knowledge in the social sciences. It aims to contribute to developing skills and building institutional capacity in the region, as well as to advancing public debate about important issues. The center’s mission is to conduct high-quality, cutting-edge and policy-relevant multidisciplinary social science research that contributes to the service and development of society. This mission is fulfilled through the center’s two main activities, namely conducting research and building capacities. The center is engaged in many research projects both at the national and regional levels and has distinct reputation in carrying out high quality field studies and in depth analytical research. The center engages in a wide range of social topics but has, over the years, pursued programmatic directions in five thematic areas: Gender and Women’s Empowerment, Health Inequities and Policy Implications, Poverty and Social Policies, Investment Climate Assessment and Agriculture and Rural Development.
The SRC has also excelled in the area of building social research capacities and is currently offering a professional diploma in: “Research Methods and their Applications in Guiding and Evaluating Policies and Programs”.
SPONSORED RESEARCH

Sponsored Programs
The Office of Sponsored Programs represents the university in its dealings with governments, foundations and corporations that sponsor projects. The office helps faculty members to identify potential funding sources, develop proposals and administer their grants in compliance to sponsors’ requirements.

Table 1: External Grants by Total Amount and Number of Awards, Fiscal Years 2014-2018

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Grants</td>
<td>$3,834,443</td>
<td>28</td>
<td>$3,103,950</td>
<td>32</td>
<td>$2,495,229</td>
</tr>
<tr>
<td>Total Grants</td>
<td>$14,038,903</td>
<td>75</td>
<td>$9,697,721</td>
<td>58</td>
<td>$11,342,761</td>
</tr>
</tbody>
</table>

Source: Office of Sponsored Programs. Non-research grants are grants for functions other than research such as fellowships, non-teaching activities, and auxiliary services.

Chart 1: External Grants by Total Amount, Fiscal Years 2014-2018

Chart 2: External Grants by Total Number of Awards, Fiscal Years 2014-2018
TECHNOLOGY TRANSFER

The Technology Transfer Office (TTO) was established to benefit the global public by 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:

- manages and protects intellectual property rights (IPR) of inventors and the university
- manages AUC’s patent portfolio
- evaluates patentable ideas and assesses their commercial value
- provides advice and consultation focused on IP and technology commercialization related aspects
- actively prospects and negotiates licensing opportunities on behalf of AUC
- licenses AUC Intellectual Property to companies or entrepreneurial teams with high potential to successfully commercialize the technology into a high impact product or service
- advises and develops IP management policies, strategy, and procedures on campus
- assists and informs researchers and inventors on invention disclosure
- holds general awareness meetings, events, and presentations discussing intellectual property, technology commercialization and other related subjects

**Chart 3: Innovation Disclosures by Department FY2014-FY2018**

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
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<tbody>
<tr>
<td>Architecture &amp; Construction</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Biology</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Chemistry</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Computer</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Electronics &amp; Communications</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Mechanical</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Petroleum &amp; Energy</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Physics</td>
<td>1</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Source: Office of Technology Transfer
Alumni
ALUMNI

Data Source:
The data used for the alumni section of this Fact Book are from the university’s Alumni Information System and are provided by the Office of Institutional Advancement.

Definitions:

Alumni: This is defined as persons who have enrolled at the American University in Cairo and have completed at least one semester of classes and all persons who have received an honorary degree from the university. This includes students enrolled in programs that do not result in a degree, such as study-abroad, special, and diploma programs.

Active: Active alumni are those who are not deceased and maintain a current postal or email address.

Alumni contributions: All voluntary support – gifts and payments on pledges – from AUC’s alumni.
ACTIVE ALUMNI

Table 1: Active Alumni, Fiscal Years 2014 – 2018

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Alumni</td>
<td>34,719</td>
<td>35,898</td>
<td>36,651</td>
<td>38,069</td>
<td>38,368</td>
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</table>

GEOGRAPHICAL DISTRIBUTION

Chart 1: Alumni by Geographical Distribution, Fall 2018

<table>
<thead>
<tr>
<th>Country</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
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<tr>
<td>Egypt</td>
<td>1,198</td>
<td>7,934</td>
<td>25,063</td>
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<tr>
<td>USA</td>
<td>818</td>
<td>482</td>
<td>442</td>
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<tr>
<td>Other</td>
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<tr>
<td>United Arab Emirates</td>
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<tr>
<td>England</td>
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<tr>
<td>Canada</td>
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<tr>
<td>The Kingdom of Saudi Arabia</td>
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<td>Jordan</td>
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<td>Norway</td>
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<td>Japan</td>
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<td>Germany</td>
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<td>Kuwait</td>
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<td>Qatar</td>
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<td>Greece</td>
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<td>Palestine</td>
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<td>Italy</td>
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<td>Sudan</td>
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<tr>
<td>India</td>
<td></td>
<td></td>
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<tr>
<td>Australia</td>
<td></td>
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</tbody>
</table>

ALUMNI CONTRIBUTIONS

Table 2: Alumni Contributions, Fiscal Years 2014-2018

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Contributions</td>
<td>$4,079,104</td>
<td>$8,552,522</td>
<td>$1,719,497</td>
<td>$1,794,447</td>
<td>$2,832,122</td>
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<tr>
<td>Donor Count</td>
<td>1,241</td>
<td>763</td>
<td>965</td>
<td>1,013</td>
<td>1,789</td>
</tr>
</tbody>
</table>

Chart 2: Alumni Contributions in US Dollars, Fiscal Years 2014-2018
Finances
FINANCES

Data Sources

Operating Revenues and Expenditures: Office of Budget and Financial Planning
Exchange Rates: Student Accounting
Voluntary Support: Institutional Advancement

Definitions

Academic year: Fall and Spring semesters of a given academic year

Fiscal year: The twelve-month period of July 1 of one year to June 30 of the following year. Prior to FY2013, the fiscal year was September 1 of one year to August 31 of the following year. A change in the fiscal year was made in 2013, which was a transitional 10-month period of September 1, 2012 to June 30, 2013.

Operating revenues and expenditures:

Operating revenue:

Academic program tuition: Undergraduate and graduate tuition

Endowment income and annual gifts: Endowments are permanent funds established to provide institutions with a regular source of investment income. A portion of the income earned from endowment fund investments is returned to the endowment so that the endowment can be maintained in real terms to provide a hedge against inflation. Annual giving and AID/ASHA support are two separate sources of funds, where the former represents funds from private sources in the form of gifts from corporations, alumni, supporters, members of the governing board and friends, and the latter is institutional support awarded on a competitive basis by the US government.

Auxiliaries: Income from self-supporting activities, including student housing and the AUC Press and Bookstores.

Adult education: Income from adult and continuing education services

Research and sponsorships: Income that supports specific research activities. This category includes restricted and unrestricted grants and contracts provided by governments, international agencies and private organizations and individuals.

Miscellaneous: Includes income generated from other sources and supplementary activities.

Operating expenditures:

Instruction and academic support: This category include expenditures for all activities that are part of an institution’s instructional programs and for activities that directly support the instruction function, such as the Library, Deans’ offices, audiovisual and media services, and others.

Administration and general: The expenses of all activities of administrative offices, regardless of executive level, including student services that are not related to instruction and academic support

Auxiliaries: Expenditures from self-supporting activities, including student housing and the AUC Press and Bookstores
**Operations and maintenance of plant:** This category includes all expenditures of current operating funds for the operation and maintenance of the university’s physical plant. It includes all expenditures for operations established to provide services and maintenance related to grounds and facilities.

**Adult education:** Expenditures related to providing adult and continuing education services

**Research and Sponsorship:** This category includes all expenditures for activities specifically organized to produce research outcomes, whether commissioned by an agency external to the institution or separately budgeted by an organizational unit within the institution.

**Contingency and miscellaneous:** All expenditures that are incurred from other uses and supplementary activities. The contingency fund is used for unplanned expenses.

**Tuition:** The amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit. For undergraduate and graduate students, tuition is charged per credit hour.

**Total Cash Received:** The actual cash received from pledge payments and outright gifts.

**Total Fund Raised:** The amount of new pledges and outright gifts.

**Alumni:** This is defined as persons who have enrolled at the American University in Cairo and have completed at least one semester of classes and all persons who have received an honorary degree from the university. This includes students enrolled in programs that do not result in a degree, such as study-abroad, special, and diploma programs.
OPERATING BUDGET

Table 1: Operating Budget\textsuperscript{35}, Fiscal Years 2015-2019 (‘000s USD)

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Foreign Exchange rate EGP:USD</td>
<td>7.25</td>
<td>7.75</td>
<td>10.00</td>
<td>20.00</td>
<td>17.50</td>
</tr>
<tr>
<td>Gross Tuition and Fees</td>
<td>122,068</td>
<td>122,025</td>
<td>118,505</td>
<td>97,880</td>
<td>113,762</td>
</tr>
<tr>
<td>Endowment Income and Annual Gifts</td>
<td>29,500</td>
<td>32,280</td>
<td>31,552</td>
<td>29,837</td>
<td>31,790</td>
</tr>
<tr>
<td>Auxiliaries Services</td>
<td>11,640</td>
<td>10,540</td>
<td>8,029</td>
<td>4,923</td>
<td>6,580</td>
</tr>
<tr>
<td>Education Extension services</td>
<td>12,275</td>
<td>12,146</td>
<td>10,456</td>
<td>5,576</td>
<td>7,286</td>
</tr>
<tr>
<td>Research &amp; External grants</td>
<td>8,145</td>
<td>7,011</td>
<td>6,682</td>
<td>5,779</td>
<td>9,844</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>4,909</td>
<td>4,567</td>
<td>4,501</td>
<td>3,903</td>
<td>4,454</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>188,837</td>
<td>188,570</td>
<td>179,724</td>
<td>147,898</td>
<td>173,716</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Foreign Exchange rate EGP:USD</td>
<td>7.25</td>
<td>7.75</td>
<td>10.00</td>
<td>20.00</td>
<td>17.50</td>
</tr>
<tr>
<td>Instruction and Academic Support</td>
<td>73,784</td>
<td>75,588</td>
<td>72,667</td>
<td>65,748</td>
<td>70,039</td>
</tr>
<tr>
<td>Administration and General</td>
<td>32,465</td>
<td>32,674</td>
<td>33,714</td>
<td>26,627</td>
<td>31,544</td>
</tr>
<tr>
<td>Auxiliaries Services</td>
<td>15,884</td>
<td>15,384</td>
<td>12,798</td>
<td>9,658</td>
<td>11,491</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>28,880</td>
<td>25,686</td>
<td>23,921</td>
<td>21,496</td>
<td>25,975</td>
</tr>
<tr>
<td>Operations and Maintenance of Plant</td>
<td>19,581</td>
<td>20,953</td>
<td>19,994</td>
<td>12,515</td>
<td>17,287</td>
</tr>
<tr>
<td>Education Extension services</td>
<td>9,375</td>
<td>8,006</td>
<td>7,153</td>
<td>4,642</td>
<td>5,526</td>
</tr>
<tr>
<td>Research/Sponsorship</td>
<td>4,931</td>
<td>4,542</td>
<td>4,140</td>
<td>2,954</td>
<td>5,165</td>
</tr>
<tr>
<td>Contingency and Miscellaneous</td>
<td>5,094</td>
<td>4,764</td>
<td>5,337</td>
<td>4,257</td>
<td>6,688</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>189,994</td>
<td>188,396</td>
<td>179,724</td>
<td>147,898</td>
<td>173,716</td>
</tr>
</tbody>
</table>

\textsuperscript{35} Previous years reports netted financial aid against tuition while the current reports show gross tuition and financial assistance separately.
Chart 2: Distribution of Operating Revenues, Fiscal Year 2019 Budget

- Gross Tuition and Fees: 65%
- Endowment Income and Annual Gifts: 18%
- Research & External grants: 6%
- Education Extension services: 4%
- Auxiliaries Services: 4%
- Miscellaneous: 3%

Chart 3: Distribution of Operating Expenditures, Fiscal Year 2019 Budget

- Instruction and Academic Support: 40%
- Administration and General: 15%
- Financial Assistance: 10%
- Operations and Maintenance of Plant: 7%
- Auxiliaries Services: 4%
- Contingency and Miscellaneous: 3%
- Education Extension services: 4%
- Research/Sponsorship: 3%
UNDERGRADUATE AND GRADUATE TUITION

Table 2: Undergraduate and Graduate Tuition, Academic Year 2018-2019

<table>
<thead>
<tr>
<th></th>
<th>Egyptians and Qualified Residents</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EGP</td>
<td>USD</td>
</tr>
<tr>
<td><strong>Undergraduate Tuition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Credit Hours</td>
<td>123,480</td>
<td>14,556</td>
</tr>
<tr>
<td>15 Credit Hours</td>
<td>154,350</td>
<td>18,195</td>
</tr>
<tr>
<td><strong>Graduate Tuition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Credit Hours -- All</td>
<td>83,025</td>
<td>10,917</td>
</tr>
<tr>
<td>9 Credit Hours -- MBA or LLM</td>
<td>96,976</td>
<td>10,917</td>
</tr>
<tr>
<td>12 Credit Hours -- All</td>
<td>110,704</td>
<td>14,556</td>
</tr>
<tr>
<td>12 Credit Hours -- MBA or LLM</td>
<td>129,301</td>
<td>14,556</td>
</tr>
</tbody>
</table>

FUNDRAISING

Table 3: Total Cash Received by Source (Gifts and Pledge Payments), Fiscal Year 2014-2018

<table>
<thead>
<tr>
<th>Purpose</th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Operations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>$3,471,872</td>
<td>$2,682,307</td>
<td>$2,354,854</td>
<td>$1,569,106</td>
<td>$2,933,710</td>
</tr>
<tr>
<td>Other Individuals</td>
<td>$1,670,868</td>
<td>$1,440,046</td>
<td>$731,934</td>
<td>$820,477</td>
<td>$472,942</td>
</tr>
<tr>
<td>Foundations</td>
<td>$60,848</td>
<td>$157,987</td>
<td>$39,652</td>
<td>$889,550</td>
<td>$2,243,143</td>
</tr>
<tr>
<td>Corporations</td>
<td>$576,313</td>
<td>$785,890</td>
<td>$1,390,380</td>
<td>$1,375,720</td>
<td>$1,121,238</td>
</tr>
<tr>
<td>Other Organizations</td>
<td>$160,695</td>
<td>$124,045</td>
<td>$115,466</td>
<td>$14,556</td>
<td>$28,406</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$5,940,596</td>
<td>$5,190,275</td>
<td>$4,619,284</td>
<td>$4,770,318</td>
<td>$6,799,440</td>
</tr>
<tr>
<td><strong>Endowment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>$38,595</td>
<td>$1,516,459</td>
<td>$1,112,514</td>
<td>$9,930</td>
<td>$0</td>
</tr>
<tr>
<td>Other Individuals</td>
<td>$516,274</td>
<td>$109,792</td>
<td>$8,179,073</td>
<td>$47,681</td>
<td>$0</td>
</tr>
<tr>
<td>Foundations</td>
<td>$0</td>
<td>$20,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Corporations</td>
<td>$424,370</td>
<td>$720,002</td>
<td>$714,345</td>
<td>$457,437</td>
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</tr>
<tr>
<td>Other Organizations</td>
<td>$150,000</td>
<td>$102,464</td>
<td>$115,466</td>
<td>$28,406</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,129,239</td>
<td>$2,366,253</td>
<td>$10,005,931</td>
<td>$515,048</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>$313,762</td>
<td>$1,000</td>
<td>$750,000</td>
<td>$0</td>
<td>$1,508,860</td>
</tr>
<tr>
<td>Other Individuals</td>
<td>$895,000</td>
<td>$1,000,000</td>
<td>$0</td>
<td>$0</td>
<td>$1,238,892</td>
</tr>
<tr>
<td>Foundations</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$250</td>
</tr>
<tr>
<td>Corporations</td>
<td>$199,467</td>
<td>$30,000</td>
<td>$0</td>
<td>$0</td>
<td>$2,638</td>
</tr>
<tr>
<td>Other Organizations</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$7,010</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,408,229</td>
<td>$1,031,000</td>
<td>$750,000</td>
<td>$0</td>
<td>$2,757,650</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>$8,478,064</td>
<td>$8,587,528</td>
<td>$15,375,215</td>
<td>$5,285,366</td>
<td>$1,508,860</td>
</tr>
</tbody>
</table>

Table 4: Total Cash Received by Source, Fiscal Year 2014-2018

<table>
<thead>
<tr>
<th>Source</th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Giving</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>$3,824,229</td>
<td>$4,199,766</td>
<td>$4,217,368</td>
<td>$1,579,036</td>
<td>$4,442,571</td>
</tr>
<tr>
<td>Other Individuals</td>
<td>$3,082,143</td>
<td>$2,549,838</td>
<td>$8,911,007</td>
<td>$868,158</td>
<td>$1,711,835</td>
</tr>
<tr>
<td>Foundations</td>
<td>$60,848</td>
<td>$177,987</td>
<td>$39,652</td>
<td>$889,550</td>
<td>$2,243,393</td>
</tr>
<tr>
<td>Corporations</td>
<td>$1,200,149</td>
<td>$1,535,892</td>
<td>$2,104,724</td>
<td>$1,833,157</td>
<td>$1,123,876</td>
</tr>
<tr>
<td>Other Organizations</td>
<td>$310,695</td>
<td>$124,045</td>
<td>$102,464</td>
<td>$115,466</td>
<td>$35,416</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>$8,478,064</td>
<td>$8,587,528</td>
<td>$15,375,215</td>
<td>$5,285,366</td>
<td>$9,557,090</td>
</tr>
</tbody>
</table>
Chart 4: Total Cash Received by Source, Fiscal Year 2014-2018

Table 5: Total Fund Raised, Fiscal Year 2014-2018

<table>
<thead>
<tr>
<th>Purpose</th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>$2,515,511</td>
<td>$2,035,850</td>
<td>$1,651,115</td>
<td>$1,537,637</td>
<td>$1,447,033</td>
</tr>
<tr>
<td>Other Individuals</td>
<td>$1,373,586</td>
<td>$1,444,594</td>
<td>$1,162,355</td>
<td>$768,089</td>
<td>$598,505</td>
</tr>
<tr>
<td>Foundations</td>
<td>$115,827</td>
<td>$133,046</td>
<td>$3,436,402</td>
<td>$6,477,195</td>
<td>$5,862,498</td>
</tr>
<tr>
<td>Corporations</td>
<td>$667,237</td>
<td>$2,434,282</td>
<td>$1,401,875</td>
<td>$1,692,671</td>
<td>$1,222,668</td>
</tr>
<tr>
<td>Other Organizations</td>
<td>$160,695</td>
<td>$124,045</td>
<td>$116,466</td>
<td>$28,406</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$4,832,856</td>
<td>$6,171,817</td>
<td>$7,756,561</td>
<td>$10,592,059</td>
<td>$9,159,111</td>
</tr>
<tr>
<td>Endowment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>$1,563,593</td>
<td>$6,516,672</td>
<td>$68,382</td>
<td>$256,809</td>
<td>$1,385,089</td>
</tr>
<tr>
<td>Other Individuals</td>
<td>$142,217</td>
<td>$7,973,490</td>
<td>$284,949</td>
<td>$47,638</td>
<td>$1,591,105</td>
</tr>
<tr>
<td>Foundations</td>
<td>$0</td>
<td>$20,000</td>
<td>$0</td>
<td>$0</td>
<td>$250</td>
</tr>
<tr>
<td>Corporations</td>
<td>$0</td>
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<td>$50</td>
<td>$23,722</td>
<td>$3,648</td>
</tr>
<tr>
<td>Other Organizations</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$7,010</td>
</tr>
<tr>
<td>Total</td>
<td>$1,705,810</td>
<td>$15,010,161</td>
<td>$353,382</td>
<td>$328,168</td>
<td>$2,987,102</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Individuals</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Foundations</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Corporations</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Organizations</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$6,538,666</td>
<td>$21,181,978</td>
<td>$8,109,943</td>
<td>$10,920,228</td>
<td>$12,146,212</td>
</tr>
</tbody>
</table>

Table 6: Total Fund Raised by Source, Fiscal Year 2014-2018

<table>
<thead>
<tr>
<th>Source</th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Giving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>$4,079,104</td>
<td>$8,552,522</td>
<td>$1,719,497</td>
<td>$1,794,447</td>
<td>$2,832,122</td>
</tr>
<tr>
<td>Other Individuals</td>
<td>$1,515,803</td>
<td>$9,418,083</td>
<td>$1,447,305</td>
<td>$815,727</td>
<td>$2,189,611</td>
</tr>
<tr>
<td>Foundations</td>
<td>$115,827</td>
<td>$153,046</td>
<td>$3,436,402</td>
<td>$6,477,195</td>
<td>$5,862,748</td>
</tr>
<tr>
<td>Corporations</td>
<td>$667,237</td>
<td>$2,934,282</td>
<td>$1,401,925</td>
<td>$1,716,393</td>
<td>$1,226,316</td>
</tr>
<tr>
<td>Other Organizations</td>
<td>$160,695</td>
<td>$124,045</td>
<td>$116,466</td>
<td>$35,416</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>$6,538,666</td>
<td>$21,181,978</td>
<td>$8,109,943</td>
<td>$10,920,228</td>
<td>$12,146,212</td>
</tr>
</tbody>
</table>
Chart 5: Total Fund Raised by Source, Fiscal Year 2014-2018
Campus Space, Facilities, and Services
UTILITY USAGE FOR THE NEW CAIRO CAMPUS

Table 1: Water Consumption, New Cairo Campus (Cubic Meters)\textsuperscript{16} Academic Year 2016 - 2018

<table>
<thead>
<tr>
<th></th>
<th>AY 2016</th>
<th>AY 2017</th>
<th>AY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings Water Consumption</td>
<td>148,134.91</td>
<td>189,139.00</td>
<td>179,442</td>
</tr>
<tr>
<td>Cooling Tower Water Consumption</td>
<td>107,324.00</td>
<td>103,657.00</td>
<td>102,101</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>255,458.91</strong></td>
<td><strong>292,796.00</strong></td>
<td><strong>281,543.00</strong></td>
</tr>
<tr>
<td>Irrigation Water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic</td>
<td>39,682.00</td>
<td>222,930.00</td>
<td>79,356</td>
</tr>
<tr>
<td>Treated</td>
<td>277,314</td>
<td>100,531</td>
<td>257,607</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>316,996.00</strong></td>
<td><strong>323,461.00</strong></td>
<td><strong>336,963.00</strong></td>
</tr>
<tr>
<td>Total Water Used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic</td>
<td>295,160.91</td>
<td>515,726.00</td>
<td>360,899</td>
</tr>
<tr>
<td>Treated</td>
<td>277,314.00</td>
<td>100,531.00</td>
<td>257,607</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>572,474.91</strong></td>
<td><strong>616,257.00</strong></td>
<td><strong>618,506.00</strong></td>
</tr>
</tbody>
</table>

Table 2: Energy Consumption (Kilowatt Hours)

<table>
<thead>
<tr>
<th></th>
<th>Year 4\textsuperscript{27}</th>
<th>Year 5\textsuperscript{28}</th>
<th>Year 6\textsuperscript{29}</th>
<th>Year 7\textsuperscript{30}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chilled, Heated and Domestic Water Energy Consumption</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chilled Water</td>
<td>18,762,892</td>
<td>22,679,359</td>
<td>23,169,793</td>
<td>24,907,055</td>
</tr>
<tr>
<td>Hot Water</td>
<td>9,054,520</td>
<td>8,465,545</td>
<td>8,630,274</td>
<td>7,729,987</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27,817,412</strong></td>
<td><strong>31,144,904</strong></td>
<td><strong>31,800,067</strong></td>
<td><strong>32,637,042</strong></td>
</tr>
<tr>
<td>New Campus Electricity</td>
<td>31,370,000</td>
<td>32,308,600</td>
<td>32,192,800</td>
<td>31,833,600</td>
</tr>
<tr>
<td>Electricity Consumption, Tahrir Campus</td>
<td>7,833,665</td>
<td>5,621,161</td>
<td>5,203,804</td>
<td>5,298,021</td>
</tr>
<tr>
<td><strong>Total (KWhr.)</strong></td>
<td><strong>67,021,077</strong></td>
<td><strong>69,074,665</strong></td>
<td><strong>69,196,671</strong></td>
<td><strong>69,768,663</strong></td>
</tr>
</tbody>
</table>

CAMPUS SUSTAINABILITY

The Office of Sustainability’s mission is to integrate environmental and social sustainability into the culture and structure of the University. The office strives to reduce the University’s operating costs and its use of natural resources, and to instill in AUC community members a sustainable mindset by supporting University programs in education, research, and operations.

In September 2011, AUC affirmed its commitment to environmental sustainability and reducing carbon emissions by creating the Office of Sustainability. The Office of Sustainability is responsible for addressing AUC’s environmental challenges, including climate change, resource scarcity, pollution and waste management, in ways that also improve the University’s operations, strengthen its finances, and enhance its reputation. The Office’s portfolio consists of the biennial Carbon Footprint Report, energy reduction programs, water consumption reduction and management, waste management, and efforts to raise campus awareness of environmental concerns affecting AUC and the community at large. Since that time, the Office of Sustainability has worked with campus partners to document and address issues related to AUC’s environmental impact. The Office of Sustainability also works closely with the Research Institute for a Sustainable Environment (RISE) to encourage sustainable practices among the student body and in campus life. The Office of Sustainability is a division of the Office of the Associate Vice President for Campus Services.

Carbon Footprint Report

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

\textsuperscript{16} Source: Office of Sustainability
\textsuperscript{27} Year 4 (Sept. 1, 2014 to Aug. 31, 2015)
\textsuperscript{28} Year 5 (Sept. 1, 2015 to Aug. 31, 2016)
\textsuperscript{29} Year 6 (Sept. 1, 2016 to Aug. 31, 2017)
\textsuperscript{30} Year 7 (Sept. 1, 2017 to Aug. 31, 2018)
emissions and convincing others to do the same in order to help sustain the long-term viability of Egyptian society and the planet as a whole.

A University’s 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, Office of Sustainability published the 4th University carbon footprint report (Carbon Footprint Report) to show emissions trends for the past five years. Additionally, the report projected the effect of the carbon footprint on AUC’s budget requirements and presented alternative solutions to minimize that effect. The updated 5th edition of carbon footprint report (Carbon Footprint Report) will be available in April 2019.

To view the full Carbon Footprint Report for April 2017 please visit the Office of Sustainability webpage http://www.aucegypt.edu/about/sustainable-auc/carbon-footprint

Campus Waste Management

AUC is actively developing a sustainable trash management system with the ultimate goal of reducing the overall waste generated on campus. As part of that effort, the Office established the Clean and Green Committee, a working group made up of faculty, staff, professors, and maintenance personnel. The Committee’s mission is to complement AUC’s work and to advocate for sustainable solid waste management practices through training, education, and recycled product development.

In June 2016, we upgraded the on-campus waste sorting bins to improve the recycling system. There are now over 40 full-sized sorting stations, with separate bins for cans, trash, and plastic, as well as miniature collection bins for paper in all campus office suites.

Sorting our waste diverts material from landfills while creating a more efficient and potentially profitable use of AUC’s waste. The Office of Sustainability has constructed an on-campus compacting station to compress the separated plastic, cans, and paper. Once these valuable materials are compressed, AUC can sell them to commercial recyclers and use the profit to fund other sustainability-related projects. Presently, AUC donates most of the used paper to a recycling NGO and the rest to the Zabaleen community.

Rankings and Recognition

- **UN Global Compact**: In October 2016, the Office prepared a Communication on Engagement Report to reaffirm our commitment to the United Nations’ Global Compact, a strategic policy initiative for organizations working in alignment with the Sustainable Development Goals. The Compact is the world’s largest voluntary sustainability framework, and the ten guiding principles concern human rights, environmental stewardship, labor, and anti-corruption measures. AUC’s Report can be read here: [https://www.unglobalcompact.org/participation/report/cop/create-and-submit/detail/281861](https://www.unglobalcompact.org/participation/report/cop/create-and-submit/detail/281861)

  The updated report will be available in October 2018.

- **UI Green Metric**: The UI Green Metric World University Ranking is an initiative of Universities Indonesia (UI) that collects information from thousands of universities globally to report on sustainability commitments. They rank universities based on criteria concerning the amount of campus green space, energy use, transport, water use, waste management, and green policies. For the 2017 Ranking, overall ranking (72nd percentile) and #175 overall (out of 619 universities). The overall global ranking can be seen here: [http://greenmetric.ui.ac.id/overall-ranking-2017/](http://greenmetric.ui.ac.id/overall-ranking-2017/)

- **Princeton Review**: The Office completed a survey with updated information for continued consideration in the Princeton Review’s Green College Guide. Since 2015, AUC was the only college outside of North America named in the Green College Guide. In 2017 AUC archived green rating score 87 out of 99.

- **Middle States Accreditation**: The Middle States Commission on Higher Education is a voluntary, nongovernmental membership association that defines, maintains, and promotes educational excellence. The Office contributed to the 2016-2017 Middle States review by reporting on the operational sustainability initiatives in place.

More information is available on the AUC Office of Sustainability’s website at: [http://www.aucegypt.edu/about/sustainable-auc/sustainable-campus](http://www.aucegypt.edu/about/sustainable-auc/sustainable-campus)
### AUC RESIDENCES CAPACITY

Table 3: Total Residents in the AUC Residences (On and Off Campus Residences) by Student Level and Nationality, Fall 2018

<table>
<thead>
<tr>
<th></th>
<th>Egypt</th>
<th>US</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>543</td>
<td>-</td>
<td>37</td>
<td>580</td>
</tr>
<tr>
<td>Graduate</td>
<td>12</td>
<td>4</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Special Program</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>556</strong></td>
<td><strong>9</strong></td>
<td><strong>62</strong></td>
<td><strong>627</strong></td>
</tr>
</tbody>
</table>

Chart 1: Total Residents in AUC Residences, Fall 2018