Meeting Portal for American University in Cairo (AUC)
Meeting of November 29, 2018
Bacon-Crary Meeting Room
Thursday 29 November 2018, 9:00 — 12:00 EET

Present:	Ehab Abdel-Rahman	Provost
	Alaa-Eldin Adris	AP-RIC
	Aziza Ellozy	AP-TLT
	Ahmed Tolba	AP-SEM
	John Swanson	AP-AE
	Heba El Deghaidy	Interim Dean, GSE
	Hassan El-Fawal	Dean, SSE
	Shahira ElSawy	Dean, LLT
	Ghada Elshimi	Dean, ALA
	Nabil Fahmy	Dean, GAPP
	Sherif Kamel	Dean, Business
	George Marquis	Dean of Students
	Adham Ramadan	Dean, Graduate Studies
	Alia Shoeib	Interim Dean, SCE
	Robert Switzer	Interim Dean, HUSS
	Yvette Isaac	Assistant Provost, Faculty Affairs
	Kathleen O'Neill	Director, Academic Affairs Projects

1   Approval of the Agenda

(i) Vote
Approval of the agenda

7 Yes 0 No 0 Abstain 11 Pending

2   Approval of the Minutes

(i) Action Item - added by Aziza Ellozy
Please change to : that would not be good practice for teaching online

(ii) Note - added by Aziza Ellozy
Please correct:

...on a definition that was not the School's definition.

...so clearly the definitions of impact of the School and the University's were not aligned

(iii) Vote
Approval of the minutes

10 Yes 0 No 0 Abstain 8 Pending

3 Announcements

AP-RIC—We discussed the authorship guidelines and I took them back to the URB. They have approved the guidelines with minor modifications. Should I publish? Does it need to go to the Senate?

Answer: It does not need Senate approval, but it should be discussed with the academic affairs committee of the Senate.

4 Centennial Programming, VP Dina Abulfotuh and Steering Committee Chairs

I have asked VP Dina Abulfotuh to brief the Council on the plan for the centennial.

Review of the presentation.

The logo, coin and scarf have been student designed.

International day will be an evening event opened to the community.

8-10 global alumni lectures throughout the year.

100 years of community service will be in Tahrir.

Academic program:
1. Document the past contributions
2. Document graduate programs
3. Full-year engagement globally

Establishing a number of new labs to be launched during the centennial year.

We want to make use of the centennial and then continue into the future. There has been a conscious deliberate effort to be forward looking, next generation alumni and future impact.

There is still room to add events, particularly in fall 2019.

Question: Is there a timeline to get the stationary?
Answer: It's ready to be ordered from the online communications page.

Suggestion: As we tell the AUC story, I suggest we do this in stages. When I graduated, there were not a lot of alumni, but when I was in Washington, 40% of my staff were AUCians.

Question: For the alumni events, is the intention to get alumni to speak or for the alumni to organize the events?
Response: It's primarily for the alumni to speak, but we would not be opposed to a different format.

5 Budget Model, VP Gordon Handke

We are moving to a decentralized budget model, and I thought this would be a good time to invite VP Gordon Handke to present.

Review of presentation.

The mix of centralization and decentralization needs to be decided by each institution.

We are not saying that we are implementing right now, but we are exploring the possibility. As we pursue this structure, we need to look at the skill sets of the deans and the support staff because it puts more responsibility on each school and unit.

Provost: Whether schools would be able to determine tuition and number of students is not yet determined. This is part of the exploration.

Question: What started this process?
Response: We are building each year on an existing base, but we don't know if that base is soundly constructed. This also provides more incentive to the deans and the academic unit.

Question: How will rightsizing and the viability studies affect the decision making of the budget model?
Response: Phase I could assist with the costing of programs.

Question: From where does the revenue of the administration come?
Response: There is no administrative revenue. The funding of these programs come from the central pool.

Question: This makes sense as a business model, but it represents the idea that we are here to make money, but we are here to educate. People want services but they don't want to pay for them.
Response: We had this discussion when we had preliminary talks with one of the potential consultants. What the consultants found is that he arts and humanities do quite well under these models, because you decide that these are essential programs and you commit to providing those funding. This doesn't mean they get a free ride; they still need to demonstrate their costs are in-line.
Follow-Up: That assumes a consensus that I hope we can have. It also leads to a siloed perspective which is the opposite of what we want.
Follow-Up Response: To address the silo effect, universities that have gone down this route have found less silo-ing because programs are looking for collaboration to save money.

Comment: We should also look at fundraising.
Response: I'm going to have to justify the spending.

Comment: I agree that the purpose of the viability study now is to look at historical data, but that does not mean that in the future we will not factor this information into budget issues. Will the thinking be that the decentralization be area based, school based or program based? What about the admin costs within entities? What will be the decision making body regarding the budget?
Response: Generally, these models are school based, but these are questions that we would pose to the consultants. The trend is that the costs of admin would be factored into the school budgets.

Question: How do you distribute administrative costs university-wide? Based on size? Based on revenue?
Response: Administrative costs within the school would need to come from the school budget. The centralized administrative costs would need to come from the pool.
Follow-Up Question: How is the revenue taxed?
Follow Up Response: That's the question.

Question: We need to closely link this to the strategic plan with priorities.

Question: Currently, what is the administrative cost in relation to the academic area?
Response: Tuition covers 66% of costs, 13% comes from endowment, and then there are other areas of revenue.
Response: Amir Habib will share this at the next Provost's Council.

6   SSE Five-Year Plan, Dr. Ali Hadi & Dr. Hassan Azzazy

We did not vote on the Data Science and Chemical or the Molecular Engineering programs until we saw the five-year plan for SSE.

Review of the submitted plan.

Architecture would like to launch the MSc and the minor in the fall. For this they would need one faculty. They would then like to launch the BArch and MArch, which would allow their programs to be accredited.

Chemistry, over the first five-years, they are requesting five faculty and two staff.

EENG wants to revamp slightly to stay current in its field.

MACT program would be a joint effort with CSCE.

PENG recently went through accreditation. It is believed that offering a MSc and MEng in PENG is a good idea.

In total, human resource wise, 14 FTE. There is not a strong need for physical resources. The biggest cost would be the faculty.

Question: What is the difference between the zeros and the grey areas?
Response: The grey means that nothing will be launched in that year; the zeros means it will be launched but no resources will be needed.

Comment: The revised graphic design/architecture minor has not gone through the HUSS academic affairs committee. This is a concern. It's not that we don't want to see this go forward, but we want to make sure that we follow the process.

Comment: When we look at hires, we look at them as new hires or replacement hires. Are you going to see reduction in hiring in other areas.
Response: This is plus 14. This does not take into account any potential retirements and any subsequent restructuring of those positions.

Comment: Regarding the interior spaces minor was discussed in the Provost's Council in the spring. I assumed it passed both schools before coming to the PC. I then worked with both programs to restructure.

Question: What I see on this list is a wish-list not a strategic plan for the school. Is there a strategic direction for the school, and how would you tie these programs into the strategic plan? There is also a cap on the number of students. Where are the students for these programs coming from, within SSE or from other schools?
Response: This is the wish-list. We are working on how this ties into the strategic plan. It is clear that not all of this will move forward. Many of these programs are graduate programs. Some of this will be planned into a five-year degree, which will help with marketing of programs. In all likelihood, these programs would thin out other existing programs, given the admission requirements for sciences and engineering.

Comment: If we are committing now to 14 faculty lines without seeing a plan for which programs will reduce their lines is very difficulty. Right now the BoT authorizes 483 faculty lines. If we fill the faculty for the institute in global health we will exceed that cap. We need to see how these lines will impact other existing new lines. Thirty percent of our faculty are tenured. The rest are either tenure track (approximately 25%), and

fifty percent of the faculty are non-tenured/non-tenure track faculty. There are really good programs here that I would like to see implemented at AUC, but I cannot approve these without seeing how the 14 faculty lines will be impacted by other faculty lines.

Hassan Azzazy presented on the biochemical engineering program proposal.

Review of presentation

We do not have the ability in Egypt to help pharmaceutical companies to produce antibodies. This program would help fill the gap in the region.

This program will impact the economy.

We have done the DAIR viability study.

Question: What is the expected cannibalization from chemistry and other programs?
Response: The DAIR survey does not ask for this type of information. We do not have data on this as far as I know. This may attract some students from chemistry and petroleum. It will have an increase in enrollment in chemistry courses but not in the program.
Follow Up Comment: This is important information to have, even as projections. This could change the enrollments and faculty needs in different programs.

Question: This does not align with the five-year plan presented by Dean Hassan El-Fawal. In the second year, there is request for two faculty lines, but it's only 7 new credits. Is that faculty member member only going to teach 7 credits?
Response: We have several faculty members as adjuncts whose courses could be taught by the new hires.
Follow Up Comment: I think we need to do this analysis.

Question: Two of those lines come from chemistry and petroleum. Are those departments willing to reduce their lines by one each?

Question: How many chemical engineering programs are currently offered by Egyptian universities?
Response: There are about five programs.
Follow up Question: Why can't those five programs fill the knowledge need in the Egyptian market?
Response: It's about equipment and what the programs are designed to teach.

The lab and the ASHA lab are two independent issues. The program will depend on the lab but the lab is not dependent on the program.

Question: What is the role of the biology department?
Response: It is a chemistry program, but there would be some required courses from the biology program.
Response: The biology courses adds the scale-up offered by the program, but biology does not contribute to the administration of the program.

Question: When it comes the operational budget, how would this program affect the operational budget?
Response: We will need an increase in budget for each lab.
Follow Up Question: Did you account for this in your proposal?
Response: No, but we can come back with that.

I think I need to meet with Dean El-Fawal and Dr. Azzazy to discuss the resources.

Dr. Ali Hadi presented on the Data Science program proposal.

The programs are inexpensive in that they do not require supplies and equipment. It will be housed in MACT but will be managed by a committee from the different contributing programs.

Review of presentation.

Data scientists are a combination of statisticians and computer scientists.

There are very few programs in the world offering these programs.

Program needs ten new courses and the others already exist.

After four years, it's expected MACT would have 80 actuarial science majors, 80 data science majors and 15 mathematics majors.

The program requires 2 new faculty. The new faculty in CSCE is a data scientist, and if the new MACT department chair is a data scientist, we may not need any new faculty lines.

Question: If the new hires in other departments are teaching in the DSCI program, they will not be teaching in their home department. Who is teaching those other courses then?
Response: Then we need one new faculty line for MACT.
Follow Up Question: And what about CSCE? The new faculty were hired to revamp the CSCE programs, not to teach in data science. Is the DSCI 2021 part of the CSCE revamp?
Response: Yes it is. We will need two lines.

Electives can be taken in different departments to allow for specialization across industries/disciplines.

Question: From where will we attract the students?
Response: From the gate.
Follow Up Question: Based on the admission requirements you would expect the students from sciences and engineering or business, correct?
Response: I don't think it would impact HUSS or GAPP.

Comment: The cannibalization from smaller programs will have an impact a great impact on faculty lines in those programs.

Comment: The future of business is business/data analytics.

Question: Who runs the program?
Response: It's housed in MACT, but it will be run by an interdisciplinary committee.

Provost: I would like to meet with you to discuss needed resources. I will then send the proposal to the Council for a vote on whether we should send the proposal to the Senate.

Comment: I have a comment about new programs in general. We are trying to enhance the liberal arts across the curriculum. Can we please see two writing intensive or reading intensive in the curriculum?

7   Diploma in Global Affairs, Dr. Ghada Barsoum & Professor Aly Erfan

What this program does is provide a tool to allow us to get more people in the MA and a tool to allow us to get students out of the MA if they cannot complete the full MA.

Most programs have a way out.

Review of the presentation.

The MGA is an existing program. We have other diplomas in the department. Some of our students are unable to finish the program due to requirements within the diplomatic core.

There will be no additional resources. There is also potential donor support. There will be no new courses.

(i) Vote
Approval for resources

12 Yes 0 No 0 Abstain 6 | Approved on 29 November 2018

Approved (with four additional approvals.)

Decision: Program approved.

8   Summer@AUC, Dean Ghada Elshimi

This is an academic initiative, with the logistical support by SCE.

There will be a call for proposals for the bootcamps shortly. We would like to launch this summer. There will also be language intensive courses in English and Arabic.

AUC will be hosting one bootcamp this summer on Islamic Studies Institute. This is an outside bootcamp that will be hosted by AUC and coordinated by an AUC faculty member.

For each program there has to be a faculty coordinator from the discipline.

Question: Who are the target audiences?
Response: Anyone.

Question: How will faculty be compensated?
Response: It will depend on the program.

Question: What is the process?
Response: Anyone can propose a bootcamp. It will be reviewed by a committee with representatives from each school. They will ensure quality assurance mechanisms are in place. Each course must also have AUC faculty supervision to coordinate and/or to teach.

Question: We are revamping the co-curricular transcript to make it easier to identify skills that can be easily identifiable by employers. Can the bootcamps address some of these skills?

Question: What if programs want to come and offer credit for their participation?
Response: That is a different type of program under Ahmed Tolba and Dahlia El Tayeb.

9   Provost's Council Communication Protocol, Dean Sherif Kamel

Please put people on BCC so we don't have reply all for unnecessary communications.

Why do we have to copy the dean on everything. If you want to empower the chairs, email the chairs.

If you are introducing people move the introducer to the BCC in the second email.

10   Orientation Updates, Dean George Marquis

January 27-2 February.
Plenary will be 2 February, and President has confirmed attendance. We need to have some issues handled before the start of the semester. We need to have advising and IDs issued to new students. The 28 and 29 January will be tours for students.

27 January should be department onboarding of new faculty to orient the new faculty to their departments, provide access to offices, etc.

Comment: Provost should send circular to all chairs saying that with everything needs to be done, chairs should be on campus during orientation and several days before the start of the office.
Response: I can send the note, but I don't see anything wrong with the dean sending the note.

Question: Will there be clarity on whether winter is paid or unpaid.
Response: It's paid. For administrators are 12 month contracts. This includes chairs, since they get extra pay. For faculty it's nine months.