Integrated Planning & Assessment Guidelines
## Levels of Planning & Assessment

### School/Area
- **Strategic Planning**
- **Self-Study**
- **Review**

### Department
- **Strategic Planning**
- **Self-Study**
- **Review**

### Program
- **Program Assessment Plans/Reports**

## Summary of Planning & Assessment Processes

<table>
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<tr>
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<th><strong>Program</strong></th>
<th><strong>Department</strong></th>
<th><strong>School/Area</strong></th>
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| **Integrated (Strategic) Planning** | N/A         | 1. Directed by Department  
2. Oversight by School/Area  
3. Submitted to School/Area and DAIR  
4. Submitted at the beginning of every 3 year strategic planning cycle (updates –if any-every year)  
5. Reports – every year | 1. Directed by School  
2. Oversight by Office of the Provost  
3. Submitted to Office of the Provost and DAIR  
4. Submitted at the beginning of every 3 year strategic planning cycle (updates –if any-every year)  
5. Reports – every year |
| **Program Assessment Plans/Reports** | 1. Required for every academic program  
2. Directed by Department  
3. Oversight by School  
4. Submitted to School, Office of the Provost & DAIR  
5. Plans – at the beginning of every 6 year assessment cycle (updates –if any-every year)  
6. Reports – every year | N/A                                                                 | N/A                                                                 |

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**N/A**

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<th>PROGRAM</th>
<th>DEPARTMENT</th>
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<tbody>
<tr>
<td><strong>Self-Study</strong></td>
<td>N/A</td>
<td>1. Directed by Department</td>
<td>1. Directed by School</td>
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<td>3. Budget from School</td>
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<td>4. Submitted to School and Office of the Provost</td>
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<td>5. Can be replaced by a recent (one year) accreditation or similar report</td>
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<td>6. Every six years, or earlier in the case of a new or merged Department</td>
<td>6. Every six years, or earlier in the case of a new or merged School</td>
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| **Review**           | N/A     | 1. Directed by School                     | 1. Directed by Office of the Provost                                        |
|                      |         | 2. Budget from School                     | 2. Budget from Office of the Provost                                        |
|                      |         | 3. External reviewers selected by Dean    | 3. External reviewers selected by Provost                                   |
|                      |         | 4. Follows the Self-Study                | 4. Follows the Self-Study                                                  |
|                      |         | 5. Reviewers’ report submitted to Dean    | 5. Reviewers’ report submitted to Provost                                   |
**ASSESSMENT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>Mar. 1</td>
<td>Deadline for submission of six-year assessment plan</td>
</tr>
<tr>
<td>Year 2 - 5</td>
<td>SU, FA, WI, SP</td>
<td>Conduct ongoing assessment.</td>
</tr>
<tr>
<td></td>
<td>Nov. 1</td>
<td>Deadline for submission of annual assessment report (on last year’s results).</td>
</tr>
<tr>
<td>Year 6: Program Review</td>
<td>Mar. 1</td>
<td>Review, analyze, and reflect on previous five years of assessment information, how that information has been used to inform decision-making and improve student learning, changes that have been made based on assessment information, and programmatic needs to improve student learning.</td>
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**PLANNING**

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<thead>
<tr>
<th>Year</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>Mar. 1</td>
<td>Deadline for submission of three-year strategic plan</td>
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<tr>
<td>Year 2 &amp; 3</td>
<td>Nov. 1</td>
<td>Deadline for submission of annual strategic plan report (on last year’s results).</td>
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INTEGRATED (STRATEGIC) PLANNING GUIDELINES
Purpose

A Strategic plan is a management tool that serves the purpose of helping an organization do a better job, because a plan focuses the energy, resources, and time of everyone in the organization in the same direction.

Developing a strategic plan helps build competitive advantage; communicates the school or department’s strategy to faculty, students and staff; prioritizes financial needs; and provides focus and direction to move from plan to action.

Timing

Schools, departments and units should revise their plans every 3 years after the development of the university strategic plan. Each unit should align their plans to the university strategic plan.

Components of a Strategic Plan

1. Mission

This is a brief statement, not more than 1-3 sentences, that outlines the purpose of the unit and how the unit helps the university achieve its mission.

Example: The Office of Institutional Research (IR) partners with university officials to support effective decision-making that advances AUC’s mission. IR provides timely, accurate, and relevant information and analysis to external and internal constituencies. (OIR)

Vision: A vision statement answers the question, “Where do we want to go from here?” It articulates your unit’s dreams and hope for the future and sets the direction for planning.

Example: Our vision is to be a world-class university internationally recognized for its leadership and excellence in teaching, research, creative expression, and service. (AUC)

Values: The ethical ideals of your unit. These ideals should be internalized by your unit’s faculty and staff and should be the framework upon which all decisions are made. You should draft a definition of each value, so faculty and staff understand what is meant by the term. Here is a list of commonly-used values: http://www.ethics.org/resource/definitions-values

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

2. Environmental Assessment

Internal Analysis

Strengths: Characteristics which contribute to your unit’s ability to achieve its mission. What advantages does your unit have? What do you do better than anyone else? What unique aspects can you draw upon that others can’t? What do people in your field/location see as your strengths?

Example:

• Growing enrollment in undergraduate and graduate programs, continuing education and professional education programs
• Increasing enrollment selectivity, with less than 40% of all applicants currently being admitted
• A significant network of loyal and committed alumni in locations throughout the world and a legacy of multi-generational enrollment (AUC)

Weaknesses: Characteristics which limit your unit’s ability to achieve its mission What could you improve? What should you avoid? What are people in your field/location likely to see as weaknesses? What factors lose you students/faculty?

Example:
The JRMC journalism program is not ACEJMC accredited.

Location of new campus from downtown Cairo and its impact on ability of faculty and students to engage in the media industry as well as have access to guest speakers.

Quality of students in English needs considerable improvement.

**External Analysis**

**Opportunities:** Political, technological, socioeconomic, educational changes that could create opportunities to advance. *What opportunities might your strengths create? If you overcame a weakness, would that create an opportunity? What interesting trends are occurring? Changes in your market/field? Local changes? What is the likelihood of it occurring and what is the potential impact if it does?*

**Example:**
- There is a tremendous opportunity for IR to reach out to universities both nationally and in the region to contribute expertise and cement its position as the national and regional leader in the field.
- IR’s in-house expertise and the region’s need for that expertise creates an opportunity for IR to work with the university’s technology and continuing education units to develop and offer online non-academic programs in assessment and research techniques. (OIR)

**Threats:** Political, technological, socioeconomic, educational changes that could threaten your ability to achieve your mission. *What obstacles does your unit face? What are competitors doing? Is the technology changing? Changes in your market/field? Local changes? What is the likelihood of it occurring and what is the potential impact if it does?*

**Example:**
- An increased focus on quality and accountability in academic programs. AUC needs to ensure that all of the university's programs are academically rigorous and challenge students to develop the skills and abilities needed in today's knowledge-based economy.
- The transition to life on the New Cairo campus, from long commute times and lack of public transportation to increasing traffic congestion and dangerous roads (AUC)

### 3. Goals

Where do you want to be at the end of the plan? Goals should be “big picture items,” not necessarily time-bound, and generally not more than three to five. For administrative and academic support units, unit outcomes can be substituted for goals.

**Example:** The university community receives the technical support it needs to conduct effective outcomes assessment. (OIR)

### 4. Objectives

Objectives must be specific, measureable, achievable, realistic, and time-bound (SMART). Each goal may have several objectives.

**Example:** All academic, academic support, and administrative units will have effective assessment plans in place by 2011. (OIR)

**Strategies**

- Strategies are the specific actions the unit will take to achieve its goals and objectives. Beginning and completion dates will allow a unit to track its process, as will performance benchmarks.
• **RESOURCES**
  - List here any funds over and above your annual operating budget that you will need in order to achieve this objective. These costs will be ready for you to add to a planning matrix if your unit has been targeted for investment. Please indicate in the description if these funds are likely to be offset by anticipated grants or other revenues, or if it represents a permanent increase to revenues.

• **ASSESSMENT**
  - **ASSESSMENT METHODS/MEASURES**
  - List the direct and indirect methods you will use to measure how well students are achieving these outcomes.
    - **Example:**
      - **Key Performance Indicators:** How will you assess whether or not you’ve achieved your objective?
  - **TARGET LEVELS/BENCHMARKS**
  - Describe the desired level of performance or criteria that represents success at achieving your outcome.
  - **RESULTS/FINDINGS**
  - Report on the most important results and findings.
  - **ANALYSIS AND ACTION PLAN**
  - Explain how results will be used to improve the department and how they will be communicated. Also, explain what changes were recommended to improve the department and when they will be implemented.

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**Example:**

**Goal/Outcome 1.**

**Objective 1.1**

- Strategies, Resources, KPIs

**Objective 1.2**

- Strategies, Resources, KPIs

**Goal/Outcome 2.**

**Objective 2.1**

- Strategies, Resources, KPIs

**Objective 2.2**

- Strategies, Resources, KPIs

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**Example:**

**Goal 1:** The university community receives the technical support it needs to conduct effective outcomes assessment.

**Objective 1.1:** All academic, academic support, and administrative units will have effective assessment plans in place by 2011.

- **Strategies:** OIR will work with departments throughout 2009-2010 to assist in the development of plans and will send periodic updates and dashboards to area heads and deans.

- **Resources:** One new staff position, assistant director level. No additional space.

- **KPIs:** 100% of units will have approved assessment plans in place by 2011.
General Guidelines

- Schools, departments and units should revise their plans every 3 years after the development of the university strategic plan. Each unit should align their plans to the university strategic plan.
- Additional resources should be linked to unit’s goals and objectives.
- Each unit will review its strategic plan and file a report every year. It is expected that units will routinely gather and analyze data and make appropriate changes.
- The department chair, or designee, is responsible for initiating planning and reporting within the department
- The executive director or director is responsible for initiating planning and reporting within the non-academic unit.
- Strategic planning is the responsibility of those who provide the services, beginning from the development of goals or objectives, establishment of criteria for success, and development of systematic ways to improve based upon the results of an assessment.
- Strategic plans and reports are to be submitted on Compliance Assist (Planning & Assessment Software) and updated periodically.
- DAIR is responsible for preparing Institutional dashboards and other performance tracking.
- DAIR is responsible for providing data and preparing research in support of the planning process.
ASSESSMENT GUIDELINES
# Academic Program Assessment Plans/Reports

## Purpose

Assessment is a process of defining a program or unit’s mission, developing desired outcomes, continuously monitoring progress towards those outcomes, communicating results, and using those results to make improvements. Assessment is an outstanding tool for faculty: at its best, it communicates expectations, provides feedback, engages students and faculty in achieving desired results, and provides useful information to help improve learning and guide decision making and resource allocation.

Developing an assessment plan facilitates documentation of assessment activities, allows for university-wide communication, and increases the effectiveness of the assessment implementation process, including the utilization of the findings. Assessment plans also serve as a source to help with self-study and program review processes, in addition to being evidence for accreditation requirements by demonstrating that the university is continuously striving to improve student learning.

## Timing

Each program must submit an assessment plan at the beginning of every assessment cycle (6 years), providing updates if necessary in the annual assessment report.

## Assessment Plan Components

Programs are only required to submit an assessment plan every six years; however, updates (if any) should be provided within the annual assessment report. The following elements are included in the assessment plan:

1. **Mission Statement**
   Briefly describe how the program will support the University’s mission.

2. **Program Learning Outcomes**
   State the main learning outcomes (most important) of the program. At least 3-5 student learning outcomes should be identified for each academic degree program. Learning outcomes should be specific, measurable, ambitious, realistic, and time bound. Each student-learning outcome should be associated with at least one program goal.

3. **Learning Opportunities**
   State what courses or experiences provide students with the opportunities to achieve this learning outcome.

4. **Assessment Methods/Measures**
   List the direct and indirect methods you will use to measure how well students are achieving these outcomes.

5. **Target Levels/Benchmarks**
   Describe the desired level of performance or criteria that represents success at achieving your outcome.

6. **When Assessment Will Be Conducted and Reviewed**
   Discuss when data will be collected and reviewed.
Assessment Report Components

Programs must submit annual assessment reports based on their approved assessment plans. When reporting on your results, the following elements are included in the report:

1. **Assessment Plan Verification**
   Include any updates (if any) to the assessment plan. Programs should review their existing assessment plan to determine whether revisions to the plan are required based on the findings.

2. **Achievement of Target Levels/Benchmarks**
   State to what extent students have met the previously established target levels/benchmarks.

3. **When Assessment Was Conducted and Reviewed**
   State when data was collected and reviewed.

4. **Results/Findings**
   Report on the most important results and findings.

5. **Analysis and Action Plan**
   Explain how results will be used to improve the program and how they will be communicated. Also, explain what changes were recommended to improve the program and when they will be implemented.

Timeline

- March: Programs submit assessment plans (for upcoming assessment cycle)
- November: Programs submit assessment reports (on previous year) and any updates (if any) to assessment plans.
- September through August: Programs conduct the assessment process.

General Guidelines

- The department chair, or designee, is responsible for initiating assessment planning and reporting within the department/program.
- Assessment of a program is the responsibility of those who provide the program, beginning from the development of outcomes or objectives, establishment of criteria for success, and development of systematic ways to improve student learning based upon the results of an assessment.
- Assessment plans and reports are to be submitted on Compliance Assist (Planning & Assessment Software) and updated periodically, and in particular after major changes to a program’s curriculum.
- Assessment results will be used in planning and implementing program improvements. Program faculty are expected to document their assessment activities; i.e., how they have analyzed, reviewed, and used the assessment results to enhance their programs.
**DEPARTMENT SELF-STUDY**

**Purpose**

Regular Departmental reviews are designed to facilitate the assessment, maintenance and improvement of the quality of the University’s academic programs. They provide faculty, administrators, staff and students with an opportunity to reflect on the development of the discipline, the value of the department’s activities for the University and in the field, and the requirements for sustainable future development. Such reviews will be routine features of our institutional assessment and will inform long-range planning.

**Timing**

Ordinarily, University Departments will be reviewed every six years. The Office of the Provost, in consultation with the Dean’s Council, will develop and maintain the schedule of reviews and will notify the Schools when they are programmed for review. Departments may request an acceleration of their review when significant changes would seem to warrant it; in exceptional circumstances, the Provost may also initiate unscheduled reviews. However, the Schools are ultimately responsible for ensuring that the Departmental Self-Studies are completed and submitted on time.

The semester before a Department is to begin the self-study process, the Office of the Provost will alert the Schools, indicating which Departments must complete their Self-Studies. Ideally some Departments will begin in the fall and some in the spring so that reviewers’ visits can be spread throughout the year.

**Budget and University Resources**

The School will cover all costs associated with the preparation of the Self-Study. Release time for faculty should not be granted, as these reviews should be collective efforts with responsibilities distributed among the members of the Department. In consultation with the Dean, the Department may request funding for a part-time student research assistant to assist in compiling the necessary data. The Office of Data Analytics and Institutional Research (DAIR) will work with offices across campus to make data available. When in doubt, the Department must consult with DAIR to determine if it has access to specific data points to be used in the report. Data available from DAIR are the only acceptable data to be used in the report. Examples of data that can be made available include:

- Enrollment
- Student profile
- Degrees granted
- Student to faculty ratio
- Full time to part time faculty ratio
- Average class sizes at various course levels
- Average GPA of graduating seniors
- Retention and completion rates
- Faculty profile
- Number of external grant proposals submitted by department faculty (OSP)
- Number and dollar amount of externally funded grants (OSP)
- Library collection size, by discipline
- Relevant databases
- List of journal holdings, by discipline
In addition, DAIR can provide advice, consultation and assistance on many aspects of the self-study process, including facilitating planning meetings and providing assistance in survey design.

**Self-Study Report Components**

The Department Chair initiates the internal self-study process; the process should take no more than one semester, and it should involve the entire Department faculty. DAIR will provide data and technical support to the Department during the process, but all members of the Department faculty should contribute to the production of the self-study, which may also include students and staff of the department or center.

The Self-Study Report should be no longer than 25 pages. The Self-Study Report document and all appendices should be electronically submitted to the Office of the Provost and the Dean of the School. Appendices should be included only if they are referred to in the text. The following elements should be addressed in the Self-Study Report:

- **STATUS OF THE DISCIPLINE**
  Include a brief description of the status of the discipline (in Egypt, the region, North America, and internationally), and detail emerging trends and issues. To what extent is the program’s field of study remaining viable? How is the environment changing in a way that will affect demand or reshape the field?

- **OVERVIEW AND HISTORY OF THE DEPARTMENT**
  Include a timeline (date started, accreditation, key events), changes to the Department and its programs, the Department’s mission statement, including (as appropriate) vision, values, goals, and objectives relative to teaching, research and public service, an assessment of the Department’s performance in meeting these objectives, and the Department’s distinguishing characteristics (i.e., What makes this program different from other programs in the field?).

- **FINDINGS AND RECOMMENDATIONS MADE IN THE PREVIOUS REVIEW (IF APPLICABLE)**
  Specify the date and type of any previous reviews or accreditation. Briefly outline the major findings and recommendations of the previous review and the Department, School, and University responses. What were the strengths and weaknesses of the Department and its programs? Did the faculty and administration agree on the recommendations? What actions were taken as a result of the recommendations? Has the Department made efforts to improve or refine good programs and to seize opportunities?

- **DESCRIPTION OF THE DEPARTMENT’S ACADEMIC PROGRAMS**
  Briefly describe the academic programs and their curricula. This description should include a mission statement and the learning outcomes for each degree program or minor. A matrix indicating which required courses address each learning outcome may be included for each degree program in the appendices.

- **RESOURCES**
  Discuss, where appropriate, the dedicated classroom and office space, studios, labs, library holdings, AV equipment, computers, etc. that contribute to the success of the Department’s programs.

- **ENROLLMENT**
  Describe the enrollment patterns over the past five years. What percentage of student credit hours in the program is taken by majors, minors, and non-majors?

- **COMPETING DEPARTMENTS**
  Where are the Department’s competitors, in Egypt and elsewhere?

- **FACULTY QUALIFICATIONS AND ACTIVITY**
  Provide a list of all faculty, by rank, including date of hire, tenure status, highest degree earned, graduating institution, and one or two areas of expertise or research interest. Provide information concerning the percentage of faculty who have published peer-reviewed papers or books over the past five years and describe any recent achievements.
grants, awards, patents, and performances. Discuss what percentage of program credit hours are taught by full-time faculty, the ratio of full-time to part-time faculty, and the rationale of the program’s use of adjunct faculty in the instructional and research programs.

- **STUDENTS**
  Describe the Department’s current students using data such as grade point averages and retention rates, by degree program. If available, data from previous years can also be included. Provide the number of undergraduates and graduate students, majors versus non-majors, upper division versus lower division, international versus Egyptian, etc. by degree program. For graduate programs, provide specific data on applicants, admissions, and yields.

- **ADVISING**
  Describe the types of orientation, advising, and mentoring efforts that have been carried out by the Department. Also discuss whether (and if so how) the Department helps students obtain financial support such as research or teaching assistantships, privately sponsored scholarships, assistantships through funded research, and so forth.

- **PROGRAM RESOURCES AND COOPERATION**
  Describe any linkages, collaboration agreements with institutions outside the university, and courses or collaboration with other programs at AUC; list external grants held by individual faculty, research teams, or the Department as a whole. Describe the department staff, including administrative or research assistance, secretarial, technical, student advising, and so forth.

- **ASSESSMENT**
  By degree program, describe how the program assesses achievement of learning outcomes, the targets or benchmarks against which performance is measured, and the results of outcomes assessment over the past five years. Discuss how information about the results of assessment is shared and used to improve student learning and inform planning and resource allocation, including how the program has worked to improve teaching effectiveness.

- **STRENGTHS, WEAKNESS, OPPORTUNITIES, THREATS (SWOT) ANALYSIS**
  Identify the strengths, weaknesses (internal to AUC), opportunities, and threats (external to AUC) that support or create barriers to achievement of program and Department goals, objectives, and learning outcomes.

- **PLAN FOR THE FUTURE**
  Discuss the Department’s plans for improvement over the next five years. This should include Department objectives, their relation to AUC’s strategic goals, a timeline of activities, the resources required at each stage, and measurable outcomes to determine progress and measure success. Identify internal improvements possible through reallocation of existing resources, as well as improvements that can only be addressed through additional resources and the plan to obtain those resources. Discuss new initiatives that might provide new career opportunities for graduates, potential partnerships with related programs, and funding of research or service projects. Describe plans for new degree programs, if any, including when the Department would like to initiate the program, its orientation and relationship with existing programs, and the availability of necessary resources. Identify future personnel needs (faculty and staff).

In cases where the Department has recently written an accreditation or similar report within one academic year, that report may be submitted in lieu of an original report; however, if certain details indicated above were not part of that report, a supplement with this information must be submitted.
**REVIEW OF DEPARTMENT**

**Purpose**

Following the Department Self-Study, an external evaluation will take place of the Department. The Review of Department will provide relevant feedback to the Department, the School, and the University on the Department’s status and direction.

**Timing**

The Review of Department will take place in the semester following the Department Self-Study. In some cases, such as the establishment of a new Department or the merging of multiple Departments into one, the Review will be expedited and will immediately follow the School Self-Study within the same academic semester.

**Budget and University Resources**

The School will cover all costs associated with the Review of Department. No release time will be provided to faculty for the Review.

**External Reviewers**

The Dean will invite two to three external reviewers to the campus for a formal review visit. The Dean may suggest up to five names of potential reviewers. The Dean will select from among this list, as well as from other potential names. In almost all cases, the external reviewers should be from a similar Department in a North American university of higher ranking than AUC. The selected reviewers will receive the Department Self-Study Report prior to the visit. Following the visit, the external reviewers will submit a report to the Dean and to the Office of the Provost. The report will remain confidential.

**External Reviewer Visit**

The campus visit will comprise two days. The Dean, in consultation with the Department, will develop the schedule for the visit and will make the logistical arrangements. Several weeks in advance of their visit, the reviewers will be provided with the Department Self-Evaluation Report and all of the supporting materials.

The visit will include meetings with the Chair, the Dean, individual faculty members of the Department, and students (majors, minors and graduate students). In some cases, meetings with alumni, employers and other external constituencies may be included in the schedule. The reviewers will also visit relevant facilities and be given time to consult with each other during the visit.

**External Reviewers’ Report**

Shortly after the campus visit, the reviewers will submit a report assessing the standing and prospects of the Department, responding to any specific questions that have been posed to them, and recommending future directions. The External Reviewers’ Report will be submitted directly to the Dean, who will also submit it to the Provost and the President. The Dean may request further information or recommendations from the reviewers. The External Reviewers’ Report will be held confidential.

**Dean’s Report**

The Dean will submit a report to the Department, the Provost, the Dean’s Council, and the President, summarizing the content of the External Reviewers’ Report, an assessment of the Department Self-Evaluation, and a set of recommendations.
SCHOOL SELF-STUDY

Purpose

The School Self-Study is a regular assessment of the program quality, financial status, and overall contribution of the School to the University. The Self-Study is intended to guide the School in its strategic planning and its maintenance of its academic programs. Schools should view the Self-Study as an important component in the long-range planning of its enrollment, faculty recruitment, accreditation aspirations, and research development.

Timing

Each School must complete a Self-Study every six years.

Budget and University Resources

The School will be required to cover the expenses incurred for its Self-Study. In cases where the School is unable to cover the expenses, a case must be made to the Office of the Provost. The Provost will make a final determination of any supplementary funding for the Self-Study. The Office of Data Analytics and Institutional Research (DAIR) will work with the Dean to coordinate and, in most cases, collect data necessary for the Self-Study. In consultation with the Office of the Provost, the Dean may request the administrative support of a graduate fellow.

Self-Study Report Components

The School Self-Study Report should be no longer than 25 pages. Appendices should be included only if they are referred to in the text. The following elements should be included in the School Self-Evaluation, but how they are organized and presented can be determined by the School:

1. **BACKGROUND OF SCHOOL**
   Describe the history, organizational structure, academic fields, and academic context (e.g., status of the fields internationally and in Egypt) of the School.

2. **FACULTY**
   Describe the range of faculty, positions/ranks, fields, and major research contributions.

3. **ACADEMIC PROGRAMS**
   Describe the academic programs, degree requirements, admission standards, and accreditation implications.

4. **STUDENTS**
   Describe the degree-seeking student body over a period of five years (for a new School, describe the student body since the admission of its first students; for a School that has combined previously established Departments, describe the student body for those departments over the past five years). For undergraduate programs, the student body description should include data separately on its Core courses (enrollments) and its majors and minors (enrollments, applicants, admissions). For graduate programs, the student body description should include data separately on the applicant pool, the admissions, and the yields (the admitted students who enroll). Data on alumni may also be included.

5. **ASSESSMENTS AND EVALUATIONS**
   Discuss results from accreditation applications/renewals, assessment reports, and other evaluations with which the School or Departments in the School have subjected itself.

6. **RELATIONSHIP OF THE SCHOOL TO OTHER AUC UNITS**
   Explain any formal collaborative activities conducted with other Schools or Units at AUC, such as joint programs or faculty joint appointments.
7. **SCHOOL ADMINISTRATION**
   Provide an overview of the administrative structure of the School and rationales for various offices within the School. Also provide an overview of the governance of the school.

8. **SCHOOL RESOURCES**
   Provide an overview of the School’s financial resources, including external funds, endowments, and other revenues. Provide an overview on the School’s utilization of its financial resources. Also provide an overview of the School’s facilities and how they are utilized.

9. **COMPARABLE SCHOOLS**
   List five to seven comparable schools. Explain where the School stands in relation to those schools.

10. **COMPREHENSIVE EVALUATION**
    Evaluate the strengths and weaknesses of the School, particularly in relationship to the School’s research, academic programs, and contribution to the University as a whole.

11. **FUTURE PLANS**
    Describe the plans for the School for the upcoming ten years. For each major plan described, identify the means by which the School will achieve its objective in terms of budget, market for students, faculty mixture, and status of its academic disciplines.

In cases where the School has recently written an accreditation or similar report within one academic year, that report may be submitted in lieu of an original report; however, if certain details indicated above were not part of that report, a supplement with this information must be submitted.

**Timeline**

- September: Provost will inform Dean of Self-Study timeline and due date.
- October through February: The School will complete its Self-Study Report.
- March: Dean submits full Self-Study Report to the Provost, the President, the School Council, and the Dean’s Council.
**REVIEW OF SCHOOL**

**Purpose**

Following the School Self-Study, an evaluation will take place of the School and its relationship to the University. The Review of School will provide relevant feedback to the School and to the University on the School’s status and direction.

**Timing**

The Review of School will take place in the year following the School Self-Study. In some cases, such as the establishment of a new School, the Review will be expedited and will immediately follow the School Self-Study within the same academic year.

**Budget and University Resources**

The Office of the Provost will cover all costs associated with the Review of School. No release time will be provided to faculty for the Review.

**External Reviewers**

The Provost will invite two to three external reviewers to the campus for a formal review visit. The Dean may suggest up to five names of potential reviewers. The Provost will select from among this list, as well as from other potential names. In almost all cases, the external reviewers should be from a related discipline in a North American university of higher ranking than AUC. The selected reviewers will receive the School Self-Study Report prior to the visit. Following the visit, the external reviewers will submit a report to the Provost. The report will remain confidential.

**External Reviewer Visit**

The campus visit will comprise two days. The Office of the Provost, in consultation with the School, will develop the schedule for the visit and will make the logistical arrangements. Several weeks in advance of their visit, the reviewers will be provided with the School Self-Evaluation Report and all of the supporting materials.

The visit will include meetings with the Provost and Dean, the School Council, individual members of the School faculty, students (majors, minors and graduate students), and the Dean’s Council. In some cases, meetings with alumni, employers and other external constituencies may be included in the schedule. The reviewers will also visit relevant facilities and be given time to consult with each other during the visit.

**External Reviewers’ Report**

Shortly after the campus visit, the reviewers will submit a report assessing the standing and prospects of the School, responding to any specific questions that have been posed to them, and recommending future directions. The External Reviewers’ Report will be submitted directly to the Provost, who will also submit it to the President. The Provost may request further information or recommendations from the reviewers. The External Reviewers’ Report will be held confidential.

**Provost’s Report**

The Provost will submit a report to the Dean, the Dean’s Council, and the President, summarizing the content of the External Reviewers’ Report, an assessment of the School Self-Evaluation, and a set of recommendations.