

## **Periodic Review Report**

**Presented by: The American University in Cairo**

**June 2003**

**Chief Executive Officer: Interim President, Thomas A. Bartlett**

**Commission action which preceded this report:  
Decennial reaffirmation of accreditation**

**Date of the evaluation team's visit: May 1998**

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- A cross-reference between the sub-sections in chapter two of this report and the page numbers and sub-section indicators of the Middle States Evaluation Team Report is provided on the following page of this report.

## Cross-Reference between Chapter Two of This Report and The Middle States Evaluation Team Report

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# **The Executive Summary Of the Periodic Review Report**

## **The American University in Cairo June 2003**

Following receipt of the Report of the Visiting Team and re-accreditation in 1998, AUC established a Long Range Planning Committee and a process for planning. The Report of the Century Committee (a committee established by the Board of Trustees), the Self-Study Report and the Report of the Visiting Team were used to identify a number of important issues that were addressed by sub-committees of the Planning Committee established in 1999. The reports were used during 2000-01 to develop a long-range plan, that is a rolling plan covering the period until the move to the new campus in 2007.

The process that was used to develop the plan means that there was a systematic attempt to address most of the issues identified by the Visiting Team, and we can report significant progress in addressing those issues. The co-chairs of the Long Range Planning Committee (the Provost and the Vice-President for Planning and Administration) and the Director of the Office of Planning and Institutional Research have overseen the preparation of this report to the Middle States Commission over the past year. During this period there have been extensive consultations throughout the university to gather and review the information presented here.

### **MAJOR FINDINGS**

The major findings have been organized in the sequence used by the Visiting Team in its report, and the table of contents of this report cross-references the page numbers of the two reports to assist readers. As noted above, the findings demonstrate that substantial progress has been made.

**Mission:** AUC has a distinctive mission and it has not changed significantly, but we believe strongly that world events have increased the need for and importance of AUC serving this region, and providing a bridge for understanding between this region and the rest of the world.

The Visiting Team noted four issues that required urgent attention, and all four have been addressed as described in later sections. They were:

- Increasing aid for needy students.
- The development of educational goals.
- The centrality of the liberal arts.
- Equity in salary and working conditions.

**Governing Board:** The Board has instituted a number of methods to increase interactions with the campus community, and has reorganized its committee structure. The Program Committee has been replaced by an Academic Affairs Committee and a Student Affairs Committee, so that each of these areas may receive appropriate attention. As noted above we have instituted a planning process, and developed a plan that is reviewed annually.

**Administration:** The major issue at the time of visitation was communication on campus, and at the time there were pending law suits from employees. There has been a significant improvement in the climate, and there are no longer pending law suits. Much of the credit for this goes to President John Gerhart, who has, unfortunately, had to retire because of ill health. He established an approach and mechanisms that improved communication. His efforts were complemented through some of the appointments he made, and through changes in the role and operation of a number of groups, such as the Provost's Council.

**Faculty:** We have increased the faculty complement by at least three positions per year, and strengthened the staffing of the New York Office to improve our recruitment efforts. Despite our efforts, a number of factors have caused us to fall below our target for the proportion of our faculty who are American.

We are pleased to report progress on a number of items that were noted by the Visiting team:

- In response to a retirement program, 16 faculty elected to retire, thereby giving us the opportunity to recruit new faculty and to provide more opportunity for tenure.
- Twelve “floating tenure positions” have been established to enable the university to grant tenure to outstanding scholars in departments that have reached the tenure ceiling.
- The issues related to equity in salaries and pensions of faculty have been resolved.

**Academic programs:** The central role of the liberal arts has been reaffirmed as one of the six major themes of our long-range plan. The Long Range Planning Committee, and subsequently the Senate, have devoted significant time to the content of the Core Curriculum. A number of changes have been introduced and debate continues on other proposals regarding the Core.

New programs in Art, Biology, Electronic Engineering, and History have been introduced. A process for assessment of academic programs is in place, and high priority has been given to the assessment of the learning and teaching of English at AUC. Action has been taken not to rehire instructors who were teaching part of their classes in Arabic.

**Enrollment Management and Financial Aid:** Undergraduate enrollment has increased, and in the past year we decided to limit our undergraduate degree enrollment to 4,000 until we move to the new campus, in order to maintain quality and prevent overcrowding. Our tuition fees had been denominated in dollars, and so the slump in the exchange rate for the

Egyptian pound, combined with the weak local economy, has increased the price for Egyptians, who have paid in pounds. This has affected demand for admission, and we have responded by stating the tuition in pounds for local students.

One of the sub-committees of the Long Range Planning Committee examined our financial aid program, and recommended a major change. The Board of Trustees approved this change in 2000. This new policy is applied to new entrants and over time it will increase the proportion of financial aid distributed on the basis of financial need. In our major fund-raising campaign we are seeking to increase the number of public school scholarships that are used to provide an AUC education to segments of society that normally would not attend here.

**Physical Facilities:** AUC made a major commitment to improving our facilities by deciding to construct a new campus in New Cairo that should be ready for occupancy in 2007. The ground-breaking ceremony was held in February 2003, and work is proceeding on the infrastructure now. We expect to sign construction contracts early in 2004.

In parallel, the facilities on our current campus have been improved by the opening of the Falaki Academic Center, which houses Engineering, Computer Science, Performing and Visual Arts, Philosophy and the Writing Program. This action has provided modern facilities for these disciplines, and it has also allowed us to reorganize other space. In this reorganization we have improved the overall quality of our classrooms, provided on-campus office space for virtually all our faculty, unified departments that were scattered, and relieved overcrowding.

**Student Affairs:** The Student Affairs portfolio has been reorganized to provide more effective service, and to support an institutional priority of increasing the enrollment of international students. The activities of student affairs play a significant part in the educational experience we provide, and the activities outside the classroom that support student development are one of the earlier sets of supporting activities to be assessed in our assessment program.

**Library and learning resources:** The report describes significant changes that have been made to improve the role that the library and other learning resources play in the academic life of the university, and to provide better coordination among such services. The position of Director has been changed to that of a Dean, and the portfolio now includes the Library, Academic Computing, Technology and Media Services, and the newly established Center for Teaching and Learning. The latter is in the build-up phase, and is being supported in its early years by a grant from the Mellon Foundation.

**Information technology:** The university has increased its investment in information technology, and the facilities have been improved significantly. Our investments have been supported by success in obtaining external funds to develop smart classrooms and teleconference facilities.

**Non-credit education and community service:** AUC provides a major service to Egypt and the region through our various forms of non-credit education, and the scope of this service is unusually large for an institution of our size. The sectors within AUC that provide

these services continue to adapt to changing needs and to make innovations in delivery methods, countries served within the region, clients served, and partnerships with other organizations.

**Finances:** AUC's financial position remains strong, and careful planning to provide for building the new campus is being monitored by the administration and the Board. The devaluation of the Egyptian pound and the weak economy, particularly over the past year, are providing challenges that we are seeking to address.

## **PLANNING, OUTCOMES ASSESSMENT AND SELF-STUDY**

After receiving the report of the Visiting Team, the University established a Long Range Planning Committee and a planning process, through which a plan was developed. This plan has six main themes, namely:

- High quality liberal arts education and first-rate faculty
- A recurrent and comprehensive system of evaluation for campus-wide renewal and innovation
- Service to Egypt and inculcating a sense of service in our students
- Development of information technology
- Internationalization of enrollment, programs and ventures
- Development of the new campus

Progress made on implementing the plan is reported by theme.

We have developed a list of 60 peer institutions in the USA that is being used for comparative analysis, and we plan to collect data about comparable universities in the Middle East region and the private universities in Egypt.

In addition to our accreditation through the Middle States Commission, we have program accreditation in Engineering and Computer Science. We are undertaking the changes needed to submit our Accounting and Business Administration programs for accreditation by the Association to Advance Collegiate Schools of Business. We intend to seek accreditation for our programs in Journalism and Mass Communication.

We have instituted a process of outcomes assessment within which all parts of the university will be assessed over a seven-year cycle, which is included in this report. We are completing the second year of the cycle, and the results to date have been valuable. We recognize from the experience we have gained, however, that some changes in the process are desirable. As we planned the assessment process, we developed a set of educational goals and outcomes for AUC students that were based on our mission. These outcomes are being used in the self studies conducted within our assessment program.

## **ANALYSIS OF ENROLLMENT AND FINANCES**

We have had strong demand for admission and our enrollment has increased, but this has given us concern about over-crowding and its impact on the quality of education. We have, therefore, decided to limit enrollment in our undergraduate degree programs to 4,000. We shall continue to expand in graduate programs where growth can be accommodated without increases in the resources needed. A major priority is to increase the enrollment of international students and resources have been allocated to enable us to achieve this objective.

Our financial position is strong, and a major capital fund-raising campaign has been launched to support the construction of the new campus and program initiatives, primarily endowed chairs and financial aid. At each of its meetings, the Board has been monitoring five-year financial projections, because of the large cost of constructing the new campus. The economic conditions of the past two or three years and the recent decline in the Egyptian pound are presenting significant challenges to us. We have developed and continue to develop plans to deal with the uncertainties we face.

In the case of the new campus we have determined which buildings are essential and which could be deferred if necessary. In addition, it is clear that we shall not need all the space at the time we move, because the campus has been designed for a larger enrollment. We are, therefore, examining which sections of buildings might be constructed and finished later. The Board and the administration recognize that we need to change the trend that is apparent from the pattern of revenue and expense from recent years. During the fall of 2003 we shall review and revise our plans so that they will help us make the strategic choices that will assist in addressing the financial challenges. The President-elect plans to present our proposals to the Board in February for discussion, so that they can be incorporated in the budget that we shall present in May 2004.

## **CONCLUDING COMMENTS**

In this section we note that we have addressed the comments of the Visiting Team in a systematic manner, and assert that our mission is even more important in view of the changes in the world scene. We set out the primary goals we have for the period leading up to re-accreditation in 2008. Our primary focus will be on how we can get better before we get bigger, so that we will be recognized as a world-class university that is located in Egypt. At the same time we shall be completing the new campus, and this is an opportunity to make significant improvements, and rethink how we carry out our activities. The next five years will be some of the most interesting and challenging years for AUC, and we face those years with confidence.



# Chapter 1

## The American University in Cairo An Overview

### Section A: A Brief History of The American University in Cairo

The American University in Cairo was founded in 1919 as both a preparatory school and a university. As a key founding member, Dr. Charles A. Watson served for 27 years as the university's first president. In his writings he indicated that the intention from the beginning was 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 future leaders of Egypt and the region. He also believed that such a university could greatly contribute to the mutual understanding of Americans and the people of Egypt and the region.

Excerpts from the university's current mission statement indicate the consistent themes that have guided the institution's actions since its founding:

The mission of the American University in Cairo (AUC) is to provide high quality educational opportunities to students from all segments of Egyptian society as well as from other countries, and to contribute to Egypt's cultural and intellectual life. The university offers programs at the undergraduate, graduate and professional levels as well as an extensive continuing education program. The language of instruction is English.

The university advances the ideals of American liberal arts and professional education and life-long learning....

AUC considers it essential to foster students' appreciation of their own culture and heritage and of their responsibilities to society. The university's aim of promoting international understanding is supported by means of scholarship, learned discourse, a multicultural campus environment, and a diversified publishing program....

By 1951 when the preparatory school program was phased out, the university had just added its first masters degree program to its ongoing bachelor of arts, bachelor of sciences, graduate diploma and continuing education programs. The first applied research unit, the Social Research Center was established in 1953 and a second, the Desert Development Center, in 1979. By the mid 1970's the university curriculum was composed of a broad range of liberal arts and sciences programs. During the late seventies and early eighties an extensive development process added "professional" bachelors, masters and diploma programs in engineering, management, computer science, and journalism and mass communications. In following years a number of other majors have been added including: Art, Modern History, Philosophy, Biology and Electronics Engineering.

The university now offers 24 bachelor's degree, 14 master's degree and 10 graduate diploma programs. The university enrolls over 5,000 students in its academic programs, including approximately 750 as master's degree candidates, and it serves approximately 30,000 students per year in its adult and continuing education programs. About 87% of the academic program students are Egyptians and the rest represent over sixty other countries. About 56% of the full-time faculty members are Egyptian citizens, about 34% are United States citizens and 10% are from a variety of other countries.

The university has a strong financial base. The most recently completed auditors report indicates that as of August 31, 2002, the total market value of the university's endowment funds were \$352.8 million (Ernst and Young, page 7). The net book value of the university's property, plant and equipment was calculated as \$108.6 million (Ernst and Young, page 12). Compared to universities of similar quality and type in the United States, the university is able to offer a very competitive graduate and undergraduate base tuition rate, \$11,700 per year (fiscal year 2002-03), and the demand for admission to its programs remains high. The accelerating decline in the value of the Egyptian pound relative to the United States dollar over the past two years in conjunction with the larger political and economic conditions in the region and the world are causing the institution to reevaluate and make adjustments in areas such as financial resources and student recruitment.

The university is currently located on the main square in the heart of a metropolitan area of approximately 16 million people. Cairo, one of the world's oldest cities, is the largest urban area in the Middle East and Africa. The main campus of the university covers parts of five city blocks in the central part of the city. Two additional large multipurpose buildings in the Zamalek and Heliopolis regions of Cairo serve as satellite campuses. Faculty/staff housing units owned and leased by the university are located throughout the metropolitan area.

In 1997 the university decided to relocate to the planned community of "New Cairo" with the intention of building a new comprehensive and cohesive main campus. Formal ground breaking was conducted in conjunction with the Board of Trustees meeting in February of 2003. Excavation to accommodate underground foundations, facilities and utilities is in progress. The target for relocation to the new campus is prior to the beginning of the 2007 fall semester.

A \$100 million capital campaign was official announced on February 4, 2003. The goals of the campaign are to raise funds for (1) part of the new campus construction costs, (2) student scholarships and fellowships, and (3) recruiting and retaining highly qualified faculty.

## **Section B: Preparation of the Report**

During the 2002 spring semester a three person report drafting team was formed consisting of Earl (Tim) Sullivan, Provost; Alexander Darling, Vice President for Planning and Administration and James Glynn, Director of Planning and Institutional Research/Testing and Evaluation Services. They began studying the Handbook for Periodic Review Reports and assembling and reviewing other relevant background materials, including (1) the final report of AUC's Century Committee [a special strategic planning committee instituted by the AUC Board of Trustees that met 1995-1997], (2) the final report of the Institutional Self-Study 1996-98, (3) the final report to AUC of the Evaluation Team Representing the Commission on Higher Education of the Middle States Association of Colleges and Schools, (4) Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation, and (5) the various reports for AUC's long range planning and outcomes assessment activities.

In April, James Glynn participated in a "PRR Preparation Workshop" presented by Middle States in New York City. The workshop case study based on the Philadelphia University PRR, the example outlines from Fairleigh Dickinson University, Nazareth College of Rochester and Frostburg State University, as well as other resource information and materials from the workshop were used to assist the team in constructing a basic outline for the report and other report preparation activities.

Working in conjunction with approximately 25 to 30 offices and individuals throughout the university during the fall semester 2002 and spring semesters 2003, the team proceeded to construct a draft of the Periodic Review Report. The report is being shared with the Executive Committee of the Board of Trustees, the Interim President, the new President who will take office September 1, 2003, Senior Administrators, the Provost's Council, and the Executive Committee of the University Senate.

## Section C: Planning Activities Since 1998

The current planning period was initiated in 1999. A Long Range Plan Committee with a broad-based membership was appointed to oversee the general process and a small Long Range Plan Steering Committee was appointed to facilitate the ongoing activities. The Long Range Plan covers the period until the move to the new location in the fall of 2007. In 1999 a number of sub-committees were formed to address important issues, including those identified during the self-study and accreditation process. The reports of the sub-committees were used to develop the current plan which has six strategic themes, namely:

1. Further develop high quality **liberal arts education** and first-rate faculty.
2. Introduce recurrent and comprehensive **evaluation** for campus-wide renewal and innovation.
3. Reconfirm the University's pledge to **serve** Egypt and the region and inculcate in our students a life long commitment to the public good.
4. Develop appropriate current and emerging **information technology** to assist all activities of the University.
5. Employ systematic and creative actions to increase **internationalization** of enrollment, programs and ventures.
6. Construct the **new campus** for educational renewal, innovation and academic excellence.

The primary objective of long range planning at this period in the institution's history is to improve the quality of education at AUC while actively creating a new campus. This is a "rolling planning process" in that the plan is updated and restated annually. In addition to the long range planning recommendations themselves, a number of other things have been generated out of this process, including the development of the institutional assessment processes, peer institutions listings, and a new enrollment management model.

Considerable information regarding AUC's planning activities appears in a number of places throughout this report in the context of developments in various areas. Most of the direct additional information appears in two places in this report:

- (1) In chapter two within the "Governing Board" section, there is a response to a specific concern expressed by the Middle States evaluation team regarding consolidation of planning activities at the University.
- (2) Chapter three entitled "Planning, Outcomes Assessment and Self-study" focuses on a further elaboration of the institution's planning and plan implementation activities.

## **Section D: Report Outline**

Page ii (following the Table of Contents) of this report provides a cross-reference between this report and the report of the Middle States evaluation team.

Following this introductory chapter:

Chapter Two follows the topic headings used in the May 1998 Middle States evaluation team report.

Chapter Three deals in more detail with planning, outcomes assessment and institutional self-study, and the actions taken to strengthen the activities.

Chapter Four provides an analysis of enrollment and finances that indicates AUC is in a healthy position, although we recognize the potential impact of competition for students and the financial challenges of building a new campus at a challenging time for the Egyptian economy.

Chapter Five presents our concluding comments.

## **Chapter Two**

### **Changes Since 1998 and Actions Taken In Response to the Evaluation Team Report**

#### **Section A: Institutional Integrity and Mission**

Global economic and political conditions have changed dramatically since May 1998 when the Middle States evaluation team visited The American University in Cairo (AUC). Within the current context of these great global economic and political uncertainties the university community has engaged in thoughtful deliberation regarding its current plans and its future. We conclude that the role and mission of AUC are even more important in light of events in the intervening period. Maintaining our commitment to the creation of a new central campus facility in the core of an entirely new sector of the Cairo metropolitan area has become a symbolic focal point of our commitment to the integrity of our mission. In turn, our dedication to this mission challenges us to re-dedicate ourselves to what we perceive to be our role as a vitally important and positive, broad-ranging connection between the United States and the Middle East particularly during these troubled times.

The primary source of the confidence and strength to maintain our commitments to our plans and mission today was described in the 1998 report of the Middle States evaluation team:

The team observed that throughout the University there is a great sense of respect for the history and tradition of the University and a sense of understanding of how to accomplish its mission and goals as currently stated. There is a strong feeling of community and identity along with a great respect for the quality of academic programs and the quality of student life on campus. This sense of pride and accomplishment is displayed by all constituencies of the institution. It is also evident that the College community realizes the importance of its mission in this time of change and challenge in the higher education environment in the Middle East and throughout the world. (The Evaluation Team Report [ETR] p. 2)

Our assessment of world conditions and the risks result not in taking a step back but rather in reaffirming our mission and commitment so that we can play an enhanced role both within this region and as a bridge to the rest of the world. The need for our institution to be a center of learning that promotes greater understanding between the cultures and societies of North America and the Middle East is even more critical.

#### **Changes since 1998**

Two parallel mission statement review studies (one as a part of the Institutional Self Study and one by the Century Committee of the Board of Trustees) had been completed just prior to the May 1998 evaluation team visit. As pointed out in the evaluation team report:

Both groups found that the mission statement continues to be relevant and appropriate to The American University in Cairo. Some adjustments have been suggested in the wording, rather than in the substance, of the mission statement. (ETR p. 3)

Since 1998, a restatement of the mission was made based on the work of the two reviews indicated above, and later there was an addition of a single phrase that specifically included reference to the AUC Press in the statement. The major purpose of the rewording of the mission statement was to significantly clarify rather than to substantially change the mission of the institution. To illustrate that these changes aimed at greater clarity, a paragraph-by-paragraph comparison of the university's 1998 and current (in bold) mission statements follows:

1998: Paragraph 1

The mission of the American University in Cairo is to provide quality higher and continuing education for students from Egypt and the region. The university is an independent, non-profit, apolitical, non-sectarian and equal opportunity institution.

**Current: Paragraph 1**

**The mission of the American University in Cairo (AUC) is to provide high quality educational opportunities to students from all segments of Egyptian society as well as from other countries, and to contribute to Egypt's cultural and intellectual life. The university offers programs at the undergraduate, graduate and professional levels as well as an extensive continuing education program. The language of instruction is English.**

1998: Paragraph 2

Dedicated to the ideals of American liberal arts and professional education, the university provides a broad spectrum of disciplines and learning opportunities, increases knowledge and promotes international understanding through scholarship and learned discourse. It offers undergraduate and graduate programs in selected areas of importance to Egyptian society. The university is open to all ideas and the freedom of academic expression is fundamental to its mission. High standards of academic achievement, professional behavior and ethical conduct are expected of all members of the university community.

**Current: Paragraphs 2 and 3**

**The university advances the ideals of American liberal arts and professional education and of life-long learning. As freedom of academic expression is fundamental to this effort, AUC encourages the free exchange of ideas and promotes open and on-going interaction with scholarly institutions throughout Egypt and other parts of the world.**

**The pursuit of excellence is central to AUC's mission, and the university maintains high standards of academic achievement, professional behavior and ethical conduct. Toward this end it also provides a broad range of disciplines and learning opportunities and strives to contribute to the sum of human knowledge.**

1998: Paragraph 3

The university provides an environment in which students develop their critical thinking capabilities, language skills and proficiency in the tools of learning. English is the primary language of instruction. Students are educated to achieve an appreciation of their own cultural heritage, become aware of their responsibilities to society, and prepare themselves for successful careers and leadership. The university promotes research and dedicates itself to open and ongoing interaction with scholarly institutions and colleagues in other parts of the world. Through its adult and continuing education programs, the university offers educational opportunities designed to enhance the language and vocational skills of non-degree students.

**Current: Paragraphs 4 and 5**

**The university environment is designed to advance proficient use of the tools of learning as well as students' thinking capabilities, language and personal skills. Through its adult and continuing education programs, the university offers educational opportunities to enhance the professional and job skill of non-degree students.**

**AUC considers it essential to foster students' appreciation of their own culture and heritage and of their responsibilities to society. The university's aim of promoting international understanding is supported by means of scholarship, learned discourse, a multicultural campus environment, and a diversified publishing program.**

1998: Paragraph 4

The university recruits a highly qualified international faculty. Emphasis is placed on excellence in teaching and faculty members are expected to engage in research and creative activities appropriate to their discipline. The institution assists faculty members to perform their duties and to develop their skills through its policies, personnel practices and support services. Similarly, the university recruits, develops and retains highly qualified administrative and supporting staff.

**Current: Paragraph 6**

**To advance its mission, the university seeks to maintain a highly qualified faculty. Emphasis is placed on excellence in teaching as well as on research, creative work and faculty members' intellectual contributions to their disciplines. Outstanding administrative, professional and support staff, leading**



**edge instructional technology and use of other resources are also central to the pursuit of the university's aims.**

### **Responses to specific “Challenges and Suggestions”**

In the “Institutional Integrity” and “Mission, Goals and Objectives” sections of the Evaluation Team Report the specific challenges and suggestions were all closely linked with recommendations in other parts of the evaluation team's report. The specific evaluation team concerns and recommendations are indicated below with bullets and bolding. These items are followed by a description of the institution's responses and actions (in standard type). To reduce repetition within this report and at the same time to facilitate cross-referencing of the team's comments and the institution's responses, notations regarding where these issues are covered in more detail in the later sections of this report are included as well:

- **“Issues such as perceived salary and benefit inequities among faculty and staff and foreign and local hires... are major challenges.” (ETR p. 2) and “Issues of institutional integrity, specifically regarding equity in salary and working conditions for faculty and staff, often were expressed in terms of living up to the mission statement. It is important that whatever solution is reached, no matter how gradual or how partial, the rationale and rhetoric of the mission statement be taken into account.” (ETR p. 5).**

In the contexts of strengthening institutional integrity and of enhancing equity within the institution the administration, in consultation with the faculty and staff, developed two salary and benefit equalization programs. These were presented to the Board of Trustees. The Board endorsed and approved the funding for the proposals and they were implemented in 1999-2001. These perceived salary and benefit inequities are no longer major issues at the university and all pending lawsuits relative to these matters have since been withdrawn. For more information regarding these salary and benefit equalization programs see the “Finance and Facilities” section of this chapter.

- **“Issues such as... redefining of the governance structure are major challenges.” (ETR p. 2).**

Consideration of the Board's own “Century Committee” and institutional self-study reports as well as additional review and discussion culminated in a number of basic changes to the structure and operations of the Board of Trustees that were adopted in November of 2001. The two major themes of these changes were: (1) more effective oversight of the planning and financing for the new campus, and (2) more effective communication between the Board of Trustees and other parts of the university. These changes are spelled out in more detail in the next “Governing Board” section of this chapter.

- **“There is a concern that the cost of education puts the University beyond the reach of all but the financially comfortable, thereby precluding the social mobility of economically disadvantaged students... Ways of increasing aid for economically disadvantaged students must be explored.” (ETR p. 4) and “The**

**institution must show progress in providing opportunities to a greater number of economically disadvantaged students. Financial aid allocations as well as student support services must take this into account.” (ETR p. 5)**

In addition to its other scholarship programs, in the past the university has given millions of dollars in tuition reductions to Egyptian students primarily based on entry-level academic achievement. A series of changes have moved a substantial amount of this aid from being achievement-based to needs-based financial aid. Also, during the past five years the number of needs-based scholarships has expanded with both existing program additions and new scholarships. Development of further support in this area has been incorporated into the university’s capital campaign that was officially launched in February of 2003. Additional information on these issues appears in both the “Student Affairs/Financial Aid” sub-section of this chapter and the “Finances and Facilities” section of this chapter.

- **...Comprehensive outcomes assessment needs to be systematically developed.... (ETR p. 4) and The development and institution wide application of outcomes assessment must become an institutional priority of the University. (ETR p. 5)**

A university wide outcomes assessment process with a seven-year cycle has been implemented. An Assessment Coordinating Council oversees the ongoing assessment process. A smaller steering committee facilitates the day-to-day development and implementation of the outcomes assessment process.

Each year one or more academic area and one or more support services area become the focal point of an outcomes based self-assessment process. Over each seven-year period every one of the academic units and the support services elements of the university will participate directly at least once in this outcomes assessment process. The full schedule of assessment over the seven-year period has been approved and circulated throughout the University. The current 2002-2003 academic year is the second year of the initial seven-year cycle.

A series of university wide data collection, survey, testing, etc. methods are emerging during these first years of the seven-year cycle. Additional information regarding the development, implementation and ongoing activities related to the university’s comprehensive outcomes assessment processes appears in this report in the “Assessment of Institutional Outcomes and Effectiveness” section of this chapter and in the “Outcomes Assessment” section of the next chapter.

- **Specific goals for each school should be articulated and should be consistent with the mission statement. They should be measurable in terms of student change and/or competences.... Educational goals need to be clearly stated in terms of results that are expected to be achieved, i.e. the competencies and/or changes that are expected of students as they participate in the experience. (ETR p. 4)**

In the early stages of preparation for the new assessment processes a set of “university mission driven” educational outcomes was articulated. These play a prominent role in the planning and preparation for all of the outcomes assessment activities:

### **Educational goals/outcomes for AUC students**

#### **Personal/Interpersonal Outcomes**

- Self awareness
- Ability to establish rapport
- Ability to work independently and in teams
- Leadership abilities
- Adaptability (Ability to adjust to new circumstances)

#### **Cognitive Outcomes**

- Oral and written communication skills - English and Arabic
- Critical thinking and problem solving skills
- Analytical abilities
- Independent learning abilities
- Increase in knowledge
- Proficiency in the tools of learning and research competence (ability to gather and use information)
- Ability to bridge boundaries between disciplines

#### **Preparedness for Successful Careers**

- Job skills (professional methods of gaining knowledge - major specific)
- Ethical standards and professional conduct
- Use of technology and computers
- Ability to collaborate in a multicultural context

#### **Attitudinal/Citizenship Outcomes**

- Sense of responsibilities to society
- Appreciation of Egyptian and Arab culture and heritage
- Cross-cultural knowledge and competence
- International understanding and sensitivity to other cultures
- Aesthetic awareness (the various modes of human artistic expression)
- Desire for lifelong learning

*Assessment of Academic Programs and Supporting Activities: Policies and Procedures* April 2001.

As is apparent from their various reports, assessment activities in the academic schools, the adult and continuing education, and the support services use the list of outcomes indicated as a central focus of their self-assessment actions. Examples of reports on assessment activities in progress and recently completed assessment projects are available at: <http://assessment.aucegypt.edu/Reports/reports.html> We

acknowledge that further development is needed and this will be undertaken in conjunction with the assessment process.

- **The growth of the professional schools of Business and Engineering has caused some concern that the role of the liberal arts may be diminished at The American University in Cairo. Some feel that this may infringe upon a key part of its mission. This exists in many universities and is part of ongoing academic dialogue. It is a growing tendency to recognize the multi disciplinary nature of many of the professions and to encourage learned dialogue across the disciplines in order to avoid narrow specialization (ETR p. 5).**

1. From the deliberations in the development of the six strategic themes of the long range plan the first strategic theme indicates the reaffirmation of the liberal arts education core.

Further develop high quality **liberal arts education** and first rate faculty. (From the brochure “Long Range Plan of AUC,” September 2002)

2. Beginning in 2001-02 through 2002-03 and into the coming academic year discussions regarding revisions to the core curriculum continue. Throughout this process, involving faculty from every area of the university, the central role of quality liberal arts education at AUC is being reemphasized. Already substantial changes have been made in the English language program curriculum and in providing for a greater variety of core curriculum offerings to the students. Additional revisions to strengthen the core are being considered.
3. Specialized accreditation in the Business and Engineering areas may in fact strengthen the core. For example, undergraduate business programs are preparing for specialized accreditation for the first time. During 2002-03, as recommended by the Management Department and the School of Business, Economics and Communication, the University Senate approved a massive restructuring of the business curriculum that reduced the business content and increased the liberal arts component of the requirements for business administration and accounting majors.
4. There are various professors who resist the central role of the liberal arts core, and others who are threatened by this resistance. We are working on it and the dialog continues.

In recent years, both specialized accreditation activities and university-wide considerations of revisions to the core curriculum have provided key opportunities for “learned dialogue across the disciplines” that are directly germane to this issue. While much has been accomplished in the past five years within these areas, both the

specialized accreditations and the core curriculum revisions should be considered as works in progress with more to come over the next five years.

While many of the professors in the professional school programs at AUC are very familiar with the strong liberal arts traditions of United States undergraduate higher education, some are not. Even some of those who earned advanced degrees at U.S. institutions, have sometimes had little exposure to undergraduate liberal arts education. The undergraduate professional education programs within the public university systems in Egypt focus almost exclusively on development of professional competencies and abilities. Exposure to the specialized professional program accreditation standards from United States associations that clearly call for demonstrated student outcomes in terms of the broader development of the person as a whole provides a meaningful counter-balancing perspective on professional education standards and goals.

## Section B: Governing Board

The American University in Cairo is governed by a Board of Trustees that elects its own members. This Board has ultimate authority over all policies controlling the university's activities. Acting under the laws of the State of Delaware, it controls all funds and properties belonging to the University or held in trust. The Board establishes policy in the areas of salary, tenure, retirement and tuition. In practice, extensive operating authority has been delegated to the President under the policy guidelines established by the Board.

Upon the recommendation of the President and Faculty, the Board is also responsible for setting rules governing academic policy and authorizes the establishment of new degrees and programs and confers degrees. The Board provides guidance and direction for the operational philosophy of the University. It also helps to develop and approve the objectives and overall approaches that the institution takes as it continues to evolve.

### Changes since 1998

The **redefining of the governance structure** was one of the two major challenges that were specifically mentioned by the visiting Middle States evaluation team in the initial (Institutional Integrity) section of its report (ETR p. 2). Building on the work of the Century Committee, the institutional self-study, the Middle States evaluation team recommendations, and other recommendations and reports, in November of 2001 the Board of Trustees reorganized its committee structure and chair assignments for both general streamlining and more effective communication with campus constituencies. The major elements of this reorganization were:

1. The restructuring of the existing Programs Committee, which had encompassed both faculty and student matters, into two new standing committees: an Academic Affairs Committee, now responsible for all faculty and academic affairs, and a Student Affairs Committee, now responsible for Board-level student-related issues and for communication between the Board and students as well as between the Board and the Student Affairs offices of the university.
2. The creation of a new standing Investment Committee, changing its status from a sub-committee of the Finance Committee, because of the need for more complex investment oversight and decision making relative to financing the new campus construction and the move to the new campus in 2007.
3. Establishing new responsibilities for individual trustees to serve as Board liaisons and information-sharing channels between the Board and the university's schools, the library, and other key institutional research or publication units.

These and related changes that will be covered in the following sub-section and later in the "Finance and Facilities" section of this report have made it possible for the Board of Trustees to provide better communication links with the various campus constituencies. These changes have also provided for better oversight and coordination in two critically important areas at

this time: (1) The development of the new campus, and (2) the university's new capital campaign.

### **Responses to specific “Challenges and Suggestions”**

The evaluation team's list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution's responses and actions (in standard type):

- **Continue to develop academic and administrative plans as a basis for the construction of new facilities on a new campus. (ETR p. 6)**

In the early stages of planning the new campus the space needs for both academic and supporting activities were identified in order to develop a space program. The final program that served as the basis for design was approved by the President and Provost in consultation with appropriate parties.

The Office of the Vice-President for New Campus Planning is responsible for coordinating the planning and the construction of the new campus within the agreed space program. The Board established a new standing committee, the Relocation Committee, to provide oversight to all matters of campus planning, design and transition matters. If issues arise that affect the program of activities, as happened during the last year, the President, Provost, the Vice-President for New Campus Development and other senior offices meet to discuss such matters. In this way we have ensured that academic and administrative plans are reflected in the design and construction drawings.

The Office of the Vice-President for Planning and Administration is responsible for planning for the transition and operation of the new campus. This is done in close collaboration with the New Campus Development Office through the use of task forces. This work and the collaboration has in a number of cases been valuable to the designers. The plans of how to operate the campus are discussed with the campus community and the New Campus Advisory Committee, and the Board is informed of progress through the Relocation Committee.

- **Information provided in the century report, the Self Study report and the long range plan should be carefully considered and one plan should be developed under the leadership of the incoming President. This document could serve as a guide for all constituencies as the University moves into the next century. (ETR p. 6)**

The current planning period was initiated in 1999 when the new President directed the Provost to form a number of task forces and assigned them specific mandates. Later when the newly created position of Vice President for Planning and Administration was filled, the incumbent along with the Provost became co-chairs of the planning process. This provided a strong academic/administrative leadership link at the top of the long range planning structure.



Each of the long range planning task forces were asked to perform their work within the context of AUC's mission statement and three timely documents that were critical to AUC planning at this stage: (1) the final report of AUC's Century Committee [a special strategic planning committee instituted by the AUC Board of Trustees], (2) the final report of the Institutional Self-Study 1996-98, and (3) the final report to AUC of the Evaluation Team Representing the Commission on Higher Education of the Middle States Association of Colleges and Schools. A broad-based membership Long Range Plan Committee was appointed to oversee the general process and a small Long Range Plan Steering Committee was appointed to facilitate the ongoing activities. The plans are presented to and discussed by the Senate annually. The processes of this long range planning period are intended to continue through to the time that the main campus is moved to its new location in the fall of 2007.

A recently released brochure (September 2002) titled "Long Range Plan of AUC" indicates that the primary objective of the current long range planning process is to improve the quality of education at AUC while actively creating a new campus. This is a "rolling planning process" in that the plan is updated and restated annually. Recommendations are approved, resources allocated, and decisions and projects implemented even as the planning process continues. During this period no basic changes to the institution's mission and goals are expected but the specific means and opportunities to achieve them may be subject to change.

Chapter three of this Periodic Review Report entitled "Planning, Outcomes Assessment and Self-study" contains a further elaboration of the institution's planning and plan implementation activities.



## **Section C: Administration and Organization**

The Board of Trustees appoints the President of the University and delegates to the President extensive operating authority to manage the affairs of the University under the policy guidelines established by the Board. The President is assisted in managing the affairs of the University by a group of senior administrators whose appointments are recommended by the President and approved by the Board. The University Senate makes recommendations to the President regarding academic and other university affairs. The University Senate consists of elected faculty, staff and students as well as senior administrators who serve ex officio.

### **Changes since 1998**

Restructuring and realignments have resulted in the creation of three new vice presidential level positions since May 1998: (1) Vice President for Planning and Administration, (2) Vice President for New Campus Planning, and (3) Vice President and Executive Secretary of the Board of Trustees.

Dr. John Gerhart became President in the summer of 1998 and served until the fall of 2002 when health problems caused him to step down. He continues to work with new campus development and fund raising as AUC's first President Emeritus. Dr. Thomas Bartlett, a former President of other university systems and universities (including AUC from 1963 to 1969) and long standing AUC Board member, became Interim President in the fall of 2002. On April 4, 2003, the Board of Trustees announced the selection of David D. Arnold as the new AUC President effective September 1, 2003.

Since 1998 there have been changes in three of the senior administration positions: Dr. Tim Sullivan is now Provost, Dr. Farouk El Hitami is now Vice President for Student Affairs, and Ken Manotti is now Vice President for Institutional Advancement. Restructuring and realignments have resulted in three appointments to senior administration level positions that have been created since May 1998: Alexander Darling as Vice President for Planning and Administration, Dr. Hussein El Sharkawy as Vice President for New Campus Planning, and Dr. Larry Fabian as Vice President and Executive Secretary of the Board of Trustees.

Improvements in the infrastructure and a major reorganization of AUC's New York Office have resulted in elimination of areas of duplication, better communication and more effective coordination with the offices in Cairo.

### **Responses to specific "Challenges and Suggestions"**

The evaluation team's list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution's responses and actions (in standard type):

- **The University Senate structure means that everybody, Trustees, the new president, administrators, senate members and other faculty – will need to learn new ways to effectively communicate and interact with each other. (ETR p. 7)**

The structure, policies and practices that have evolved insure a strong connection between the ongoing work of the Senate and the rest of the institution. In addition to the established channel of recommendations from the Senate going to the President, the University Senate chair participates in the weekly meetings of the President and senior administrators. At least once per semester the President meets with the executive committee of the University Senate. Key administrators of the University are ex-officio members of the Senate. Senate meetings and agendas are announced via e-mail and are open to all members of the institution. In addition to other communications with the Board of Trustees, as a part of its regular schedule during the February Board of Trustees meetings in Cairo, the Board now meets annually with the Executive Committee of the University Senators.

From its inception, the composition of the University Senate has included faculty, administration, staff and student representatives. The only change in composition was a recent response to the recognition that the student representation needed to be enhanced to provide a more effective channel of communication with the graduate students. A Senator chosen by the Graduate Student Association was added to the University Senate.

- **Additional opportunities need to be provided for responses and feedback to the other constituencies from the Board of Trustees on major issues that are before it. (ETR p. 7)**

In the previous section (i.e., Section B: Governing Board) information about the November 2001 Board of Trustees reorganization covered several important points that relate to this suggestion regarding the development of additional communication opportunities between the Board and other constituencies. The first and the third items listed in the previous section regarding the Board reorganization are particularly germane to this issue. The first was a key change in the Board's committee structure with the division of the Programs Committee into the Academic Affairs Committee and The Student Affairs Committee. The third item regarding the establishment of the new responsibilities for individual trustees to serve as Board liaisons and information-sharing channels between the Board and the university's schools, the library, and other key institutional research or publication units also relates directly to this suggestion regarding the development of additional communication channels.

Additionally, in dealing with specific major issues the Board of Trustees has developed various ways of involving others in the decision making processes. As examples: (1) In preparation for the capital campaign the Board hired the Crane consultant group to develop a new "branding" proposal for the University. The Crane team's visits to the AUC campus involved extensive discussions with constituent groups related to this issue. (2) As a part of the new AUC presidential search process, each candidate spent

three days meeting with various campus constituencies. The Board's presidential search committee developed an e-mail feedback system and everyone was strongly encouraged to send their perceptions and judgments regarding the candidates with the assurance that individual feedback from throughout the institution would be very important in the search committee deliberations.

The Board of Trustees' meeting with the Executive Committee of the University Senate in conjunction with the annual February Board meeting was mentioned in response to the previous item in this section. In addition the Board has added similar meeting with students. Another addition to the February schedules involves a number of informal dinner gatherings in which one or two board members join small groups of faculty and administrators at a faculty or administrator's home.

Following the May and November Board of Trustee meetings in New York, the President and senior administrators provide feedback regarding Board actions, considerations and concerns to the university community in a number of ways including: a presentation/discussion conducted by the President or Provost at a general faculty meeting, a presentation/discussion conducted by the President or Provost in a University Senate meeting, and the Provost and Vice Presidents providing information to their various constituencies.

- **Ways should be developed to involve more support staff in appropriate decision making processes. (ETR p. 7)**

The primary responsibility for this issue was delegated to the newly created office of the Vice President for Planning and Administration. Broader staff participation and communication regarding institutional deliberations and decision-making has been implemented on a number of dimensions including the following. Many staff have been members of task forces used to plan for the transition to the new campus, input into the design of facilities on the new campus, and plan for changes in operations on the new campus. The Vice President for Planning and Administration now meets regularly with a representative of the Staff Syndicate (a voluntary organization that represents the interests of many segments of the staff) to discuss staff concerns and institutional issues.

When the University Senate was created, two senate seats were designated for staff representation. The staff is also represented on the new Academic Integrity Committee.

When special concerns arise staff members have been included in the deliberations and follow-up actions in major ways. For example, after concern was expressed regarding the performance of the staff pension funds, major changes were made and a new overseeing committee was created composed of six members named by the University and six members named by the staff (two named by the Staff Syndicate and four elected by all the participants in the staff supplemental pension plan).

- Communication channels throughout the University are complicated. They need to be reviewed and strengthened. (ETR p. 7)... Many opportunities are present for the incoming President to outline and open effective communication channels and to clarify some areas of confusion about the structure and the roles of the members of various bodies. This area should be a priority item. (ETR p. 7)

A number of changes that directly relate to these suggestions regarding improvement of communication channels relative to the Board of Trustees and other university constituencies as well as the University Senate and other university constituencies have already been covered in preceding sections and will not be repeated here.

There has been a change in culture of the institution regarding open and effective communications since the Middle States team visit in May 1998 and much of the credit goes to Dr. Gerhart and the appointments he made to the senior administrative team. In addition to the recognized need to improve in this vital area there have been three important underlying reasons for this change.

(1) Open and effective communication throughout the institution were/are a hallmarks of the management styles of both the then incoming new President and the current interim President. This has manifested itself in a number of ways including such things, as an “open door” practice regarding access to the President, monthly meetings with students, involving more people in deliberation and decisions making processes, more reports and dialogs with campus constituencies, seeking broad based participation and input regarding decisions and issues, and timely communication regarding developments and decisions. This style also permeates the ongoing work of other senior administrators and the academic and support services management structures.

(2) In May of 1998 the potentials of electronic communications were just beginning to have a major impact on the institution’s communication flow. As with most of the rest of the world, the now taken-for-granted, broader use of this media provides more effective communications opportunities for the institution in many dimensions. In addition to the obvious direct person-to-person e-mailing and group notification and announcement communication advantages, there are important additional advantages to AUC such as, being able to more readily communicate in both English and Arabic, faster, less expensive, and more efficient overseas communications particularly regarding the Cairo campus and New York Office operations. In addition to the e-mail related advantages, the development and use of such things as web-site postings, teleconferencing, and videoconferencing have also been of great benefit to AUC in terms of providing more effective and open communications.

(3) The collective vision of a major institutional transition is now permeating almost every aspect of the institution as major action steps are already underway

regarding such things as new campus construction, the capital campaign and transition planning. When an institution is undergoing such a fundamental change almost everyone connected with it desires to be informed and to participate.

## Section D: Faculty

The academic program faculty members are organized by departments, teaching institutes and research institutes headed by chairs or directors. The academic departments in turn are organized into three schools headed by deans. There are AUC personnel with faculty status serving within the Libraries and Learning Technologies area (also headed by a Dean), and there are people with full-time administrative duties who have maintained their faculty status. For the annual reporting of faculty data (as well as most other university information) and for year-to-year comparison, fall semester census day figures are used. At the time of the 2002 fall semester census there were 325 AUC personnel with faculty status. This includes faculty on sabbatical and other leave. By nationality the primary citizenship of the faculty was 56.3% from Egypt, 32.9% from the United States and 10.8% from other countries.

Within the academic programs at the time of the 2002 fall semester census there were 228 part-time faculty members. These part-time faculty members were teaching the equivalent of 108.5 full-time faculty.

At the time of the 2002 fall semester census the Center for Adult and Continuing Education programs had 10 full-time faculty and 426 part-time faculty.

### Changes since 1998

The report from the May 1998 Middle States visiting team indicated:

A protocol based on agreements between the two governments state that the faculty composition should be 45% Egyptian nationals, 45% U.S. citizens and the remaining 10% other internationals [*Please see the italicized note at the end of this sub-section*]. The current ratios are 51% Egyptian and 38% U.S. citizens. The very different employment regulations of each country apply respectively to the two nationality groups of faculty. The very complex matter of differences in salary and working conditions between local and foreign hires involves issues of equity, merit, institutional need and job market. Issues such as financial realities, precedent, statute, and seniority are also involved. The resolution of these issues is currently receiving priority attention by the Board of Trustees and the administration. (ETR p. 8)

The political and economic conditions during the past five years have overwhelmed a number of efforts to bring the faculty citizenship composition back to the target. In fact today there is an even greater imbalance than there was at the time of the Middle States team visit:

|             |               |                  |
|-------------|---------------|------------------|
| 1. Egyptian | 1997-98 = 51% | 2002-03 = 56.3%  |
| 2. U.S.     | 1997-98 = 38% | 2002-03 = 32.9%. |

Many of the actions described below either affect or are affected by this dynamic. Some of these actions that are worthwhile and highly positive for other reasons have actually helped to foster greater imbalance in this area. For example, the reduction in “discrepancies in benefits and salary between faculty of different nationalities” has made the AUC positions even more

attractive relative to the local market. Also as indicated below, through further monitoring and adjustments to these initiatives and consideration of additional actions the institution continues to address this issue.

*[Note: While the statements from the protocol are often interpreted as indicating 45% Egyptian citizens, 45 % U.S. citizens and 10% citizens of other countries, it is more accurate to indicate that there should be no more than 10% citizens of countries other than Egypt and the U.S. and that there should be **at least** 45% Egyptian and 45% U.S. In any case, the traditional practice has been to try to maintain about 10% of the faculty from third countries to help promote the broader international atmosphere of the institution.]*

### **Responses to specific “Challenges and Suggestions”**

The evaluation team’s list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution’s responses and actions (in standard type):

- **The American University in Cairo is aware of, and is addressing, the need to support faculty development in teaching and research. (ETR p. 9)**

Since the May of 1998 the University has done a number of additional things to support faculty development in teaching and research. The budget for supporting these faculty research and conference grants has been enhanced and faculty participation has grown. Additionally, policy changes have been made to allow more than one grant per faculty member per year. A special fund to support junior faculty research and conference activity was funded for one year by a member of the Board of Trustees on a pilot basis. Because of the positive responses and results, changes were made in the on-going program to permit faculty, especially junior faculty, to attend more than one conference. A new award was created to recognize outstanding faculty research. A Center for Learning and Teaching was created to assist faculty to learn how to use new technologies in their courses and to assist them to develop and integrate these tools into their courses in order to improve pedagogy.

The sabbatical leave is one of the key mechanisms for supporting faculty in their research, teaching development and other professional work. The University Senate and Administration are currently considering the feasibility of changes to the University’s sabbatical policies that could provide faculty with more flexibility in taking sabbatical leaves.

- **Although several policy changes have greatly reduced the discrepancies in benefits and salary between faculty of different nationalities, many challenges remain in this area. (ETR p.9)**

This concern was also addressed in a response to a very similar item in the “Institutional Integrity and Mission” section of this chapter and it will be dealt with in more detail in “Finances and Facilities” section of this chapter. For convenience a part



of the earlier response from the earlier “Institutional Integrity and Mission” section is repeated here:

In the contexts of strengthening institutional integrity and of enhancing equity within the institution the administration, in consultation with the faculty and staff, developed two salary and benefit equalization programs. These were presented to the Board of Trustees. The Board endorsed and approved the funding for the proposals and they were implemented. These perceived salary and benefit inequities are no longer major issues at the university and all pending lawsuits relative to these matters have since been withdrawn.

- **The hiring of quality credentialed faculty to meet the needs of renewal and growth will face several continuing challenges, such as:**

- 1. Prescribed balances of nationalities**

A new position was created and filled at AUC New York Office. The main function of this position is to facilitate the recruitment and hiring of high quality credentialed faculty from North America.

The Board of Trustees authorized further application of the “Trustees Supplement” to take into consideration market and merit factors in hiring and retaining faculty. This is effective in attracting highly qualified faculty members from the United States, particularly from those academic areas in which lower numbers of faculty seeking positions have kept the competitive salary levels relatively higher. (Recent political and economic conditions have produced strong countervailing forces that have added to the challenges of both hiring new and retaining current international faculty members.)

- 2. Tenure caps in some departments**

To address this problem the Provost proposed that six “floating” tenure slots be authorized by the Board of Trustees. The Board approved this plan and it was implemented beginning academic year 2001-2002. Two of the floating slots have already been used and a proposal to expand the number of floating tenure slots from six to twelve was approved at the May 2003 meeting of the Board of Trustees.

Additionally the retirement incentive program (that is discussed in another part of this report) will open up tenure slots in some of the departments that have reached their cap limits.

- 3. Market forces on salary and benefits needed to attract Americans to live abroad and to compete for Egyptian faculty who may be attracted to other universities that are expanding in the region. (ETR p. 9)**



As building the quality of the faculty is an important element of the strategic development of the institution, efforts to maintain competitive base salary and benefit packages for faculty have continued to be important in the budgetary considerations of the University. The high priority of this area is also reflected in special efforts including the Trustee Supplement program mentioned in item “1.” above and the fact that it is one of the three major themes of the institution’s new capital campaign.

One important change should be mentioned that is having a major negative effect regarding this area of concern. When the Middle States team visited the campus in 1998 Egypt was in the middle of a period of greater stability in terms of the United States dollar and Egyptian pound exchange rates. In recent years, however, there has been a much steeper decline of the Egyptian pound relative to the United States dollar. As faculty members’ salary and benefit packages are paid with a combination of dollars and pounds, adjusting for and counteracting this negative effect becomes a growing consideration.

- **Policies related to the issues of equity, merit, institutional need, job market, precedent, stature, seniority, and general financial reality should be well documented and communicated so that decisions do not appear arbitrary. This will improve faculty acceptance of fairness. (ETR p. 9)**

With the new communications links with the Board of Trustees, better communications and coordination within administrative units and between administration, University Senate and other constituencies of the institution there is a better atmosphere regarding decision making and management of the university. Major decisions and issues are worked through within a much broader framework of participation and communication. This includes an extensively revised Appeals Procedure that was developed through the University Senate.

There is still room for additional progress in this area. A number of the key issues have been worked through within this context of broader participation, communications, and understanding. Work on other issues is in process and there are still major challenges coming in the near future.

- **Continued effort is needed to improve the ratio of full-time to part-time instructors. (ETR p. 9)**

During the construction of the New Falaki Academic Center on the downtown Cairo campus only a very small increase in student enrollment was allowed. Several new full-time faculty positions were funded and filled each year. In assigning these new positions, priority was given to those areas with greater need to improve full-time to part-time faculty ratios. This process was producing a gradual, steady improvement in the overall full-time to part-time ratio. As the new Academic Center was being completed the University received permission from the Egyptian building authority to delay demolition of the Old Falaki building (which was being maintained in service adjacent to the building site of the new Center). With both the new Center facilities

and the old building facilities available until the move to the new campus, an opportunity to be able to serve more students was provided. With this temporary expansion to a new plateau of total student enrollment the full-time to part-time ratio fell back again toward its former level.

The university plan now holds student enrollment at the current level until the move to the new campus facilities. Three new full-time faculty positions have been added each year, and there will be 6 new positions during fiscal year 2003-04. The university's fund raising campaign is providing opportunities to expand the full-time faculty complement. Recent initiatives are for endowed faculty chairs in Coptic Studies, International Business and Comparative Religion. One of the major priorities continues to be in those areas with greater need to improve full-time to part-time ratios. With the cap on student enrollment a gradual overall improvement in the full-time to part-time ratio is expected.

- **The recruitment, development and evaluation process for adjunct faculty should be more clearly defined. (ETR p. 9)**

Related items of concern appeared in three different parts of the Middle States visiting team report. Items related to this issue became the major focus of the University Senate's Faculty Affairs Committee during the 2002-2003 academic year. [Please see page 30 of this report for a list of the Senate Committee's considerations and actions related to this issue.]

- **Additional mechanisms may be required to maintain the loyalty and dedication of instructors who teach a large number of courses and have term appointments. (ETR p. 9)**

During the 2002-2003 academic year a special committee of the University Senate was created to study this matter. While the work of the committee is still in progress they found that one of the most important concerns of these instructors related to the notification of renewal and renewal process of contracts from year to year. Working with the instructors and the administration the committee was able to provide recommendations that were agreeable to the parties involved. These recommendations will be implemented for the coming academic year.

- **New avenues for participation have been created, therefore, a review and streamlining of existing committee work and faculty commitment should occur. There are many demands on faculty time and much paperwork is required. (ETR p. 10)**

With an active University Senate and greater participation in university governance and decision making, as well as active participation in such things as outcomes assessment, special accreditation, long range planning, core curriculum revision, and campus transition activities, the multiple demands on faculty time have grown rather than decreased in recent years. The time consuming "paperwork" impact of these things has been ameliorated to some degree with the improvements in electronic

communications and the spreading of responsibilities among larger numbers of faculty members. For example the University Senate handbook suggests that Senators be relieved of other committee work. This continues to be a concern that will need additional consideration and attention in coming years.

- **With the removal of mandatory retirement for tenured faculty, retirement incentives should be developed to encourage senior faculty to gracefully phase out their involvement with the American University in Cairo, thereby enabling faculty renewal by the next generation. (ETR p. 10)**

In February 2001, upon authorization from the Board of Trustees, the University made a retirement incentive proposal to certain senior faculty. The proposal offered two options:

1. Immediate retirement with a lump sum payment, and guaranteed part-time teaching for up to three years
2. Reduced workload followed by retirement within three years with a lump sum payment

The retirement incentive offer was made to 34 members of the faculty and 16 accepted.

- **While the school structure has provided organizational cohesion, it will be a challenge to avoid isolation between schools. (ETR p. 10)**

The most important change related to this concern is that the Provost Council has been enhanced both in terms of content and participation. Formerly it was composed of the Provost, Vice Provost and the Deans of the three schools who primarily used it as venue of communication and to coordinate processes. The Provost has expanded its functions to be a venue for discussion and resolution of “real issues”. Three participants have been added: The Dean of the Libraries and Learning Technologies, Assistant Provost/Head of International Programs, and the Director of the Core Curriculum. The Provost Council now meets every two weeks during the academic year.

Additionally many ongoing issues and processes that are indicated in other parts of this report demand a great deal of ongoing dialog among the schools. Examples of such issues include: the revisions to the core curriculum, revisions in the writing program, specialized program accreditation, the creation of a new institution-wide mandatory information literacy course, participation in the long range planning process, new campus and campus transition planning, and outcomes assessment coordination.

- **Continued efforts are required to achieve faculty commitment to advising activities which students perceive to be of uneven quality. (ETR p. 10)**

Discussions and studies relating to improvements on current practices to the introduction of new systems have taken place at many levels in the past two years including: the Board of Trustees, President and Senior Administrators, Schools and Departments, Student Affairs, and outcomes assessment study groups. Suggestions from enhanced advising and revision of orientation to types systems of mentoring and freshman year programs have been considered. Student Affairs is working on a revised orientation system for the Fall 2003. The Provost indicates that a number of academic departments have reported improvements in their advising systems including: Journalism and Mass Communications, Biology, Math, Physics, Chemistry, Computer Science and the three Engineering Departments. In conjunction with the special accreditation activities the School of Business, Economics and Communication used information from their special accreditation preparation to make improvements in their advising programs.

- **The mentoring process of senior faculty guiding junior ones in career planning and development, with a view toward satisfying tenure requirements, can be improved. (ETR p. 10)**

The Provost reports that this type of mentoring process is now either in place or being implemented in several departments, notably Physics, Economics and Political Science. Other departments are being encouraged to develop similar mentoring systems. How widely this is adopted in the future remains to be seen. At this point it is still a departmental prerogative as to whether or not to create such a process.

- **Improved procedures should be developed and implemented for formative assessment of faculty. The results of this assessment should impact on the improvement of the teaching-learning process. While some individual faculty and departments are gathering input from students and peer review of lectures, and making demonstrable changes based on that information, these practices are not as widespread as they could be. In this context, the emphasis seems to be on using data for evaluation decisions (tenure and promotion) rather than on improving teaching quality. (ETR p. 10)... A "culture change" may be required to establish ongoing formative assessment that can improve the teaching quality of all faculty and address occasional serious teaching inadequacies by both part-time and full-time faculty. (ETR p. 10)... In an increasingly competitive recruiting environment, student satisfaction will grow in importance. Faculty should be attentive and responsive to suggestions from students e.g. from questionnaires, focus groups, etc. In addition to improving learning in the classroom, this approach can develop student appreciation for the personal growth and enhanced group effectiveness that can be achieved through giving and receiving constructive criticism. (ETR p. 10)**

In recent years four factors have provided a powerful background context for the "culture change" of refocusing of assessment to improvement of the teaching-learning processes at the university: (1) the start of the outcomes assessment activities in the academic areas, (2) the work associated with the specialized accreditation processes, (3)

the outcomes assessment focus of recent U.S. federal grants. Within this context an important internal process has been initiated, and (4) initiatives described in the next paragraph.

Following a discussion on teaching evaluation in the March 2002 meeting of the University Senate, a “Senate Working Group on Teaching Effectiveness at AUC: Assessment and Improvement” was created. The working group is chaired by the Vice Provost (a long-serving AUC faculty member) and includes eight other faculty members. The discussion paper that the group produced for the University Senate on October 15, 2002 deals directly with focusing assessment efforts “on specific ways it can broadly benefit teaching and learning.” The work of this group will be repeated later in the context of the visiting teams concern regarding the importance of assessment being conducted in a partnership/ownership context rather than the narrower “employer-employee context”.

While the work of the group continues, their most recent report (the October 15, 2002, discussion paper of the “Senate Working Group on Teaching Effectiveness at AUC: Assessment and Improvement”) is available at:

<http://www.aucegypt.edu/academic/assessment/AssessmentOfTeachingQuality.doc>

## Section E: Academic Programs

The academic departments are organized into three Schools: (1) The School of Business, Economics and Communications, (2) The School of Humanities and Social Sciences, and (3) The School of Sciences and Engineering. Collectively they offer seventeen bachelor of arts degree programs, eight bachelor of science degree programs, fourteen master's degree programs and eight graduate diploma programs.

### Changes since 1998

Since May 1998, four new undergraduate programs have been added: a bachelor of arts degree in art, a bachelor of science degree in biology, a bachelor of arts degree in modern history, and a bachelor of science degree in electronics engineering. One new master's degree program has been added: a master of science degree in physics. One graduate diploma program was discontinued and another was added: hospitality management was discontinued and forced migration and refugee studies was added.

**Academic Integrity:** An issue of concern to many universities is academic integrity, and AUC has faced a challenge because many of our entering students have not been prepared for the demands made by our style of education. They have been used to a system of rote learning that places a premium on obtaining high marks, rather than one that encourages the exploration of ideas and giving credit for the ideas of others. In 2002 the Senate committed itself to changing the culture and appointed an Academic Integrity Committee that has now presented a first report. Implementation has begun and the most obvious change has been to move the responsibility for hearing cases from the Student Affairs area to the Academic area in Spring 2003. This move emphasizes the central role that faculty play in explaining the expectations and making sure that they are met. The Academic Integrity Committee and the Senate recognize that this is an issue that requires continuing effort, because each year new students enter and require education about the expectations for integrity in academic work.

### Responses to specific “Challenges and Suggestions”

The evaluation team's list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution's responses and actions (in standard type):

- **The University must continue to address and seek general consensus on core curriculum issues.... Consideration should be given to recognizing the importance of teaching in the core program as equal to that in other disciplines.... The team feels that the core curriculum needs to be more inclusive, so as to take advantage of the diverse talent of the faculty community.... It is important not to let these debates about the core degenerate into turf battles. Dialogue across disciplines and schools should be encouraged. (ETR pp. 12-13)**

Major work is underway on the study and revision of the core curriculum. The underlying goals of these efforts are to provide more flexibility to the departments in



presenting courses (including tailor-made courses) for the core, more flexibility for the students in terms of combinations of courses that they can take to complete their core programs, and improvements in language (both English and Arabic) instruction. This work continues to involve extensive dialog across disciplines and schools. In addition to the groups that are directly working with this study and revision, the Provost has added the Director of the Core Curriculum as a regular member of his bi-weekly “Provost’s Council” meetings which includes the school Deans, Dean of the Libraries and Learning Technologies, Vice Provost and Assistant Provost.

While the aspects of “turf battles” have been overcome in some cases, in others they continue to come into play. The efforts to rise above them in order to more effectively accomplish the overall missions of the institution need to be consistently stressed as these deliberations continue in the coming years. While this is an ongoing process and a number of revisions are being considered, several significant curriculum changes have already been made: (1) Students now have much more flexibility and more courses to choose from as they progress through the core curriculum requirements. (2) A new information literacy course was piloted in 2002-2003 and will become a part of the core curriculum in 2003-2004. (3) The English Writing curriculum has been revised and provides more opportunities for more advanced writing skill development.

- **The need for periodic program review has been recognized and is now urgent... Clear procedures and an implementation plan are needed. (ETR p. 13)**

A major institution-wide seven year cycle program involving all academic and support services areas has been implemented and will begin its third year in academic year 2003-2004. More information regarding this program follows in the next section of this chapter (Section F: Assessment of Institutional Outcomes and Effectiveness).

- ***[Because this area became the focus of study of the University Senate’s Faculty Affairs Standing Committee during the 2002-2003 academic year, related concerns indicated in three different sub-sections of the Middle State visiting teams report are grouped together here and the response is in the context of the on-going work of this Faculty Affairs Standing Committee.]*** The recruitment, development and evaluation process for adjunct faculty should be more clearly defined. (ETR p. 9)... A more uniform approach is needed for the hiring, orientation and evaluation of part-time faculty. (ETR p. 13)... The University must develop a uniform policy for hiring, orientation, peer review and evaluation of its part-time faculty. (ETR p. 14)... Part-time faculty (except for those who teach for CACE) are not formally (or at least uniformly) assessed by their academic superiors. Given that adjuncts constitute 25 percent of the University’s FTE teaching positions and teach 32 percent of the total credit hours, these individuals need to be more formally reviewed. (ETR p. 16)

This issue became the major focus of the University Senate’s Faculty Affairs Standing Committee during the 2002-2003 academic year. While this is still a work in progress some of the issues and themes that are being developed included:

1. Development of a manual for part-time faculty in the academic programs
  2. More unified hiring and ongoing evaluation processes for part-time faculty
  3. More unified part-time faculty salary scales
  4. Study of the AAUP guidelines for part-time faculty
  5. Better communication and integration between part-time faculty and their departments including such things as:
    - a. Department meeting participation
    - b. Providing all part-time faculty with AUC e-mail addresses
    - c. Providing better access to computers and other information technology
    - d. Providing for more professional/instructional development
- **Although segments of the University have made progress with computers and technology, increased technology, especially computers, must be made available to core faculty and students. Computer integration into the curriculum needs to be extended to more areas. (ETR p. 13)**

The response to this item is given in this report in Section K: AUC.

- **More attention needs to be given to developing student writing, research and communication skills. (ETR p. 13)... There is a need for increased comment, feedback, and follow-up within the community to assure that student and other evaluations effectively enhance the teaching and learning of language. (ETR p. 13)... Requirements of English language skills for entering students must be maintained and reinforced so that students are adequately prepared for classroom instruction in the English language. (ETR p. 13)... The freshman writing program is an important component of The American University in Cairo's core curriculum. The faculty and university should explore additional ways of increasing writing and research elements in more areas of the curriculum, so as to re-enforce these important skills. (ETR p. 13)**

A systematic assessment of "The Teaching and Learning of English at AUC" was started during academic year 2002-2003 and will continue into 2003-2004. This review is the major current academic program focus of the institutional outcomes assessment program. The team is headed by the Dean of the School of Humanities and Social Sciences and is composed of representative from the areas that provide English language instruction and faculty members from the three schools and the Libraries and Learning Technologies.

The scope of the study includes consideration of secondary school credentials and entrance English language skill levels, language development course work, English writing course work, continued writing skill development in the high level courses, and post-graduation feedback. The study group is currently piloting upper-level student language testing for possible value-added and normative language development assessments and other ways of evaluating full range language development of the institution's students.



Two other factors that have been covered in other parts of the report are mentioned here as well because they relate to the research and communications aspects of the concerns and suggestions indicated in this item: (1) A new information literacy course was piloted in 2002-2003 and will become a part of the core curriculum in 2003-2004. (2) Extensive revisions to the English writing curriculum that provide more opportunities for students to develop higher level writing skills.

- **There is some evidence that at times English is not the language of instruction in the classroom. The University must be attentive to this issue. It must fulfill its commitment to deliver instruction to students in English. (ETR p. 13)**

For many years this issue was handled on a case by case basis. More recently it has been approached from a more systematic basis and several specific corrective attractions have been taken as a result.

The student course evaluations have been more systematically reviewed for indications of problems in this area. When patterns have been noted, they have been investigated further and it has been recommended for faculty members to take corrective action. In several cases problems have continued. Recently two part-time faculty members were not rehired and a tenure was denied because of persistent problems with continuing to deviate from conducting classes in English.

Also, it has been noted that the problems tend to happen more frequently in the Science and Engineering Departments. As a result, special attention is being given in the new faculty hiring and orientation processes in these areas to help prevent the reoccurrence of such problems.

- **Although the University has indicated an intent to develop a program review policy, it must give this item a priority. The University must develop appropriate uniform policies and procedures, and a plan to implement periodic program reviews and assessment. The review must be applied to all programs, graduate and undergraduate. It must be clear that all programs and majors have objectives and goals that are measurable and consistent with the mission of the university. (ETR p. 14)**

A major institution-wide seven year cycle program involving all academic and support services areas has been implemented and will begin its third year in academic year 2003-2004. More information regarding this program follows in the next section of this chapter (Section F: Assessment of Institutional Outcomes and Effectiveness).

## Section F: Assessment of Institutional Outcomes and Effectiveness

Chapter three of this report is devoted to Planning, Outcomes Assessment and Self-Study, and so only brief responses to the specific challenges and suggestions are presented here. Please see chapter three for more information regarding this topic.

### Responses to specific “Challenges and Suggestions”

The specific challenges and suggestions listed in the Middle States visiting team report have been reordered to facilitate the presentation of the University’s activities and responses. These are organized under the headings:

1. Strong leadership and a coherent assessment plan
2. Assessment: Institution-wide redefinition, participation and sense of ownership
3. Centralized collection, refinement and application of relevant data
4. Other

The evaluation team concerns and recommendations are indicated below with bullets and bolding. These are followed by a description of the institution’s responses and actions (in standard type):

#### 1. Strong leadership and a coherent assessment plan

- **Numerous committees are working diligently but with little coordination of outcomes as they relate to the total institution.... (ETR p. 16) and The American University in Cairo’s assessment program needs strong leadership so it can remain flexible and adapt to changing needs and not be merely an *ad hoc* effort. While faculty are important in the assessment of student learning outcomes, they cannot independently administer a campus-wide assessment plan. The new President, together with his vice presidents and deans, needs to bring leadership and coherence to the assessment plan. (ETR p. 16)**

The University administration requested that recommendations for the creation of a comprehensive outcomes assessment program at AUC be developed through the Long Range Planning Committee. As a result of the work under the direction of the Long Range Planning Committee, an Assessment Coordinating Council was convened on September 17, 2001, to oversee the development and functioning of the university’s outcome assessment processes. A smaller Assessment Steering Committee was created to facilitate ongoing outcomes assessment activities.

Building on the work done within the Long Range Planning context, the Assessment Coordinating Council immediately launched the first two outcomes assessment activities for the 2001-2002 academic year: (1) The Engineering programs on the academic side, and (2) all of the services and processes related to the recruiting, admissions and enrollment of new of undergraduate, graduate and adult education students on the supporting activities side. While some assessment activity related to

the 2001-2002 topic areas carried over into the 2002-2003 academic year, assessment activities in two new areas were initiated in 2002-2003: (1) In the academic arena - all of the instructional programs and activities related to the teaching and learning of English language, and (2) in the supporting activities arena – the programs and activities involved in student development outside of the classroom.

During the 2002-2003 academic year, work continued on refining an assessment cycle that would eventually encompass all aspects of the institution. In April 2003, a repeating seven-year cycle of assessments was reviewed and endorsed by the Assessment Coordinating Council and the complete schedule has been communicated to all departments and offices.

For more detailed information regarding the development of AUC's assessment processes, current activities, and plans see Section E, titled "Outcomes Assessment," in chapter three of this report.

## **2. Assessment: Institution-wide redefinition, involvement and sense of ownership**

- **Formalized outcomes assessment is a relatively new process for the University. Consideration should be given to the concept that if the assessment process emerges from a partnership between the administration and the faculty then faculty will have a sense of ownership of and commitment to the institution's assessment plan. (ETR p. 16) and Faculty attitudes toward assessment need to be focused on specific ways it can broadly benefit teaching and learning and not be misinterpreted in narrow employer-employee contexts. (ETR p. 16)**

AUC administration, faculty and staff perspectives on assessment have been changing drastically in the context of all of the new AUC institution-wide outcome assessment processes, the specialized accreditation activities and outcomes assessment related grant reporting. An additional activity (that has already been mentioned in this report in the context of the importance of focusing faculty assessment on the improvement of the teaching/learning process) directly relates to these items on concern and should be noted here as well: the University Senate's "Senate Working Group on Teaching Effectiveness at AUC: Assessment and Improvement" which was created in March 2002. The working group is chaired by the Vice Provost (a long-standing AUC faculty member) and includes eight other faculty members. The discussion paper that the group produced for the University Senate on October 15, 2002 deals directly with focusing assessment efforts "on specific ways it can broadly benefit teaching and learning." As the dialog in this context continues, it directly attests to the changing concept of assessment at AUC from the concerns regarding possible lack of a sense of partnership/ownership and the narrower "employer-employee contexts" that were notes of concern to the visiting evaluation team.

For more information the October 15, 2002, discussion paper of the Senate Working Group on Teaching Effectiveness at AUC: Assessment and Improvement:

<http://www.aucegypt.edu/academic/assessment/AssessmentOfTeachingQuality.doc>

### 3. Centralized collection, refinement and application of relevant data

- **Institutional outcomes and effectiveness assessments at the University are very decentralized. Although the Office of Planning and Institutional Research was created in 1991 to centralize the responsibility for collection and analyzing data concerning academic programs, enrollments, budgets, faculty, and personnel, most data generation remains the responsibility of numerous University offices and departments. The structure leads to potential data redundancy and incompleteness, increasing costs, and delaying of complete assessments. (ETR p. 15), Because of the size and complexity of the University, a clearly-defined assessment office or unit may be appropriate to facilitate data collection, provide assessment orientation, and coordinate assessment efforts. (ETR p. 15), and ...A framework and system for collection, refinement and application of relevant data should be designed. (ETR p. 16)**

The Office of Institutional Planning and Research (OPIR) is the primary provider of institutional data and provides analysis for the administration and committees. The Director attends the meetings of two steering committees and their parent committees that use institutional data, namely the Long Range Planning Committee and the Assessment Coordinating Council. In addition, departments recommending new programs must consult with OPIR in assembling the information that is required concerning resources and demand.

The assessment process is coordinated through the Coordinating Council and its co-chairs, the Provost and the Vice-President for Planning and Administration. The Steering Committee is discussing what data should be collected centrally and at what points in the careers of students and alumni. Inevitably some data must be collected by individual units so that they can assess how effectively they are achieving their desired outcomes.

Recently the Provost and the Vice-President have been discussing how best staff support should be given for planning and assessment activities, and two factors have made this more timely. The staff member who has given committee support has resigned, and the in-coming President wishes to see a new planning initiative in the fall. The President-elect, the Provost and the Vice-President will be planning this initiative within the next month (i.e., July 2003)

For relate information see the “Data Collection and Planning Information” section in Chapter three of this report.

#### 4. Other

- **Part-time faculty (except for those who teach for CACE) are not formally (or at least uniformly) assessed by their academic superiors. Given that adjuncts constitute 25 percent of the University's FTE teaching positions and teach 32 percent of the total credit hours, these individuals need to be more formally reviewed. (ETR p. 16)**

Related items of concern appeared in three different parts of the Middle States visiting team report. Items related to this issue became the major focus of the University Senate's Faculty Affairs Committee during the 2002-2003 academic year. This item was grouped with the other similar items relating to "better integration of the part-time [adjunct] faculty into respective departments" in the preceding section of this report.

- **The detailed CACE instructor evaluation procedures should be reviewed and used as a guide for the improvement of adjunct faculty evaluation procedures in the academic departments. (ETR p. 16)**

Both the Provost and the University Senate Chair received copies of the CACE part-time teaching instructor's manual which documents CACE's part-time instructor evaluation procedures. The Provost has considered these suggestions in the ongoing adjunct faculty evaluation procedures. The University Senate Chair sent the information to the Senate's standing committee on Faculty Affairs. During the 2002-2003 the primary focus of the Senate Faculty Affairs Committee has been on how to better integrate the part-time faculty into their respective academic departments.

## **Section G: Student Affairs**

There are a number of separate student affairs programs, services and offices included under the general heading “Student Affairs” in the evaluation team’s report. With one exception, these are included below using the same headings that were used in the evaluation team’s report. The one exception is “Security and Safety” which is dealt with separately in this report as “Section H: Security and Safety” to highlight the broader impact of the security and safety issues on the university community as a whole.

### **Responses to specific “Challenges and Suggestions”**

In the following the descriptions of the titles, missions and functions of the various offices reflect the organization just prior to the most recent changes that were being made during the late Spring of 2003 as this report was being finalized. This is done because (1) the Middle State visiting team report is organized to address the prior organizational structure and (2) the entities of the new structure have not yet had sufficient time to redraft and publish their new mission statements and functions. In a number of cases the aspects of this new reorganization are mentioned in the responses because they directly relate to specific “Challenges or Suggestions.”

The out-of-class experiences of the students at the University are seen as vital components of learning and individual development, and this was the primary reason for student development outside the classroom being the second area for formal assessment of supporting activities.

The evaluation team’s list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution’s responses and actions (in standard type):

#### **G1: Student Affairs – General**

The Office of Student Affairs is committed to the liberal education ideal of the development of the whole person. Student Affairs aims to develop the talents, skills, and interests of students, encouraging their participation in worthwhile out-of-class programs. The goals of the various programs range from the promotion of mental and physical health/fitness to the development of cultural appreciation and leadership qualities to the cultivation of the value of community service.

These units also organize opportunities for students to represent AUC in the wider community. Service units aim to recognize each student’s needs and support, guide, encourage him/her in both academic and personal pursuits. Goals include the promotion of international understanding, ability to live with a variety of other students, appreciation of the values and culture of others, and ability to cope with everyday life as well as crises.

Generally, the office and its units strive to provide support, a sense of belonging, preparation for the real world, and exposure to positive new experiences for students in a context of

continuous contact throughout their stay at AUC. The general office also handles non-academic discipline and campus communication to students.

- **Students are aware and vocal about what they perceive to be the shortcomings of their AUC experience. What appeared to distress them most significantly was that there was no perceived interest in AUC's responding to some of their concerns. (ETR p. 17) ...Students understand that they might not always achieve the resolution they are seeking; they do expect a response and explanation for certain decisions and policies. (ETR p. 17), and ...new models of response to student concerns will be required. We are confident that your staff, faculty and trustees will respond in ways that will move The American University in Cairo forward. (ETR p. 17)**

The more general university concern and actions regarding more openness and effectiveness of communications between the various constituencies have included the students at every level. While many of the following items are covered in other parts of this report they will be listed here as well as examples of the many changes that have occurred in this context.

The creation of a standing Board of Trustees committee on Student Affairs

The President's open door policy and his monthly informal luncheon with students three times per semester

The presidential candidates who came to campus in 2002-2003 had an open session with students and along with other campus constituencies the students were encouraged to submit their observations and judgments via e-mail to the Presidential Search Committee.

With the support of the Office of the Vice Provost, a Graduate Student Association was organized.

Formerly the representation of all students was combined on the University Senate. Under this system the student representatives would end-up being undergraduate students. During the 2002-03 academic year, the University Senate amended its constitution and expanded the student representation to specifically include a graduate student member selected by the Graduate Student Association.

Students have had representation in the new campus planning processes. Student input has been particularly valuable in planning of the new residence facilities, the sports facilities and the student organization and activities offices.

Follow-ups from students expressing concern about deviations from the "courses taught in English" policy have resulted negative rehire and tenure decisions.



In response to student requests for additional space for student organizations and activities, significant space in the renovated old Wallace Theater building was made available for this purpose.

As a part of the Spring 2003 strengthening and reorganization of Student Affairs three areas that work directly with students were reorganized into three separate “Departments” reporting directly to the Vice President for Student Affairs. New positions were added and certain position titles were upgraded and/or changed. The three new departments are: (1) The Department of International Student Development, (2) The Department of Student Development, and (3) The Department of Student Services.

- **Efforts need to be made on establishing a space-needs list for the current campus and reexamining current space to see if modifications can be made to make effective use of existing space. (ETR p. 17)**

Space allocations relative to the new Falaki Academic Center had been determined a number of years ago when the building was being designed. However, when the University was given permission to delay the demolition of the old Falaki Building, an opportunity arose to reexamine current campus space needs on a broader scale. Consideration of space priorities within Student Affairs became a part of that broader reexamination. In some cases the requested space was provided, such as the expanded space for student organizations and activities in the remodeled Wallace Theater building.

The Hill House building contains a number of Student Affairs offices. During the summer of 2003 renovations are being made which will bring some units together and will provide others with additional space.

In other cases it was decided that the desired changes would wait until the move to the new campus, such as the request for the two Career Planning and Placement facilities to be combined in one location. With the move to the new campus in just four years, at this point it is anticipated that there will be no major new space added or major renovations made on the current campus.

- **Increased resources are needed for new essential programs. Budget needs for these programs should be determined. (ETR p. 18)... Planning carefully for new facilities will make available the opportunity for increased effectiveness of programs. (ETR p. 18)**

With the new emphasis on student community service and the responses of students in terms of much higher levels of participation levels and creation of new activities and service clubs it was considered essential to provide stronger Student Affairs support for these activities. Additional funding was provided and a new staff position was created to coordinate the community service activities.



Other than the community service, the focus regarding new funding and essential programs has been to prepare for changes as a result of the move to the new campus. The two areas where the scope of activities will change the most are those related to the sports programs and the resident life programs. In addition to considering the budgetary needs to support these changes, consideration is being given to the possibility that facilities will be able to generate revenue, for example, by hosting regional sports events, summer sports training programs, other special summer study group programs using resident halls and other facilities.

In the case of residence life activities, a Task Force is currently reviewing how we shall operate the student residences and design residence life activities. Students will no longer be living in the center of Cairo, and they will be on campus rather than being physically removed as they are now. The work done to date indicates that the residences will be easier to operate and there will be a rich experience for the students who will live there.

A similar activity will be organized to plan the operation of the athletic facilities, starting with the goals and program of activities. These will provide the context for planning the selection and training of staff, and how we shall operate the facilities.

- **Must develop the ability to respond to a changing, more demanding student body. (ETR p. 18)**

There are many dimensions to things that have already occurred or are in the process of being developed that relate to this suggestion, including: (1) getting better, more systematic feedback from students in the future from the things being developed via the “Student Development Outside the Classroom” outcomes assessment process, (2) improved lines of communications through e-mails, group electronic mailings, web posting, and The Channel (news sheet distribute at campus gates), etc. (3) improvements in student participation and responses relative to other campus constituencies (e.g., Senate, Board of Trustees, follow-up on course evaluations, etc.), (4) improvements of the student advising/mentoring/orientation processes, (5) changes in the core curriculum to allow students more flexibility and more courses from which to choose, (6) better facilities for student organizations and activities, and (7) improvements in international student recruitment and support services. (8) The overall reorganization of student services functions. Additional information regarding each of the elements on this list appears in this report in the responses to corresponding items of concern or suggestions.

- **Student Affairs should be more visible within the broader university community. (ETR p.18)... Establish public relations program to inform the University community of the programs and activities of the student services offices and how they support and complement the educational mission of the University. (ETR p. 18)**

Working in conjunction with the University’s Public Relations Office, Student Affairs has been successful in its efforts to get more coverage in university publications such

as the Caravan, Gateway and President's Report. The increased scope of student activities related to community service has been one important factor in increasing both on campus and city/national media coverage.

Other publications that contribute to these efforts are: The Channel - a sheet of activities and events distributed at the campus gates, a new international student newsletter, and annual brochures distributed by the Sports Department and the Cultural Activities Department.

In addition to the brochures mentioned above, in 2002 Student Affairs published a comprehensive brochure titled "The Office of Student Affairs: Our Units and Our Mission". The brochure explains how the mission of The Office of Student Affairs relates to the missions of the academic departments and the University's overall mission. It goes on to briefly describe each of the units of student affairs and how their work relates to the larger mission.

- **Coordinate with Admissions Office an examination of student needs for purposes of program planning. (ETR p. 18)**

There have been three points of focus regarding coordination between the "Admissions Office" and other Student Affairs (and other university) offices: (1) As a part of the follow-up to the assessment studies on recruitment and enrollment of new students several of the Student Affairs offices are proposing major revisions to the new undergraduate student orientation program. (2) In Spring 2003 as a key part of the reorganization of the Student Affairs area, The Department of International Student Affairs head by the Associate Vice President and Dean of International Students was created. Under the coordination of this new office, a number of the Student Affairs offices in conjunction with other university personnel are working on a plan to enhance international student recruitment and support services. (3) As compared to the United States, in Egypt the families of students are much more involved in the students' lives and education, particularly the financing of the education. With the economic down-turn and currency exchange rate decline of the Egyptian pound to U.S. dollar, concern over the rising cost of education has become the dominant theme of the Parents' Association. Student Affairs reports increased communication with parents of the students through the Parents' Association regarding problems related to this issue.

- **There is a need to develop a comprehensive plan embracing all student services. A strategic, long-range plan for the Division, outlining how the different departments work together for the enhancement of student life should be developed. (ETR p. 18)**

The new Vice President for Student Affairs has reorganized student affairs in two stages: first the elements dealing with new student recruiting, enrollment services and registration and the elements dealing with student life. Parallel to this other elements of strategic planning and cooperation across units to enhance student life are emerging from the outcomes assessment working groups: (1) all of the offices involved in the

processes related to the recruiting and enrollment of new students, and (2) all of the offices involved in student development outside the classroom.

## **G2: Student Affairs – Counseling Center**

The Student Counseling Center's purpose is to provide quality professional and effective behavioral care services to AUC students. Its mission is to help students grow as whole individuals emotionally, intellectually and socially.

The Counseling Center promotes wellness and assists students in improving self-awareness, defining personal and academic goals, resolving personal challenges, improving learning skills and integrating effective living skills into their lives.

- **The task of finding the Counseling Center is a somewhat daunting and potentially stressful one. The very location could be perceived as a barrier which some students might wish not to attempt. (ETR p. 18)... To provide a more accessible and prominent location. (ETR p. 18)**

The current campus space constraints, the concern for AUC student sensitivity to confidentiality in seeking Counseling Center help, and being able to have sufficient space for an atmosphere of professional counseling center offices and reception area were major factors in selection of the current Center location. Located above AUC's clinic facilities but outside of the main campus is a disadvantage in terms of relative accessibility. All of these factors were taken into consideration for the Counseling Center physical facilities and location on the new campus.

Currently the disadvantages of finding new space and moving the Center temporarily between now and the move to the new campus are considered greater than the advantages of maintaining it at its current location. The Counseling Center has increased its outreach programming and activities and is much more of a presence on the campus as a whole than it was a few years ago.

- **To increase the availability of counseling services to more students. (ETR p. 18)**

The Counseling Center has developed a number of programs and activities that go beyond the Center's offices by using classrooms and resident hall facilities. These activities include workshops, presentations, staff training, support group activities and individual counseling. Workshops and presentations include a new wellness program, time management, a student success program and others are being considered and developed. Counseling and referral training programs for student resident directors and student mentors have been conducted. Individual counseling sessions within the resident hall facilities have been set up. Special support group sessions were conducted following the 9/11 crisis and during the Iraq War.

- **To develop the programs necessary for a more diverse student body. (ETR p. 18)**

With the anticipated growth in the number and diversity of international students (many of whom will be housed in the resident halls) the focus on closer ties and more programming in conjunction with the resident hall facilities and staff is vital to preparing for and having the means to assess changing needs in this area. The ground work is being established with the current campus staff and facilities in preparation for the more complex facilities and staffing that will emerge on the new campus.

In addition to the benefits to the participants, the training sessions with student resident directors and student mentors is providing a more effective referral path as well as an additional avenue for monitoring the changing needs of the students. Also a student group called “Friends of the Counseling Center” has been created to provide an additional link between the Center and students.

- **To increase publication budget in order to provide more attractive brochures. Materials are excellent; however, increase financial resources could provide more extensive brochures and publications. (ETR p. 18)**

Additional materials and brochures have been added. Much of this effort has been associated with the greater attention to promotion of “Wellness.” Additional efforts are being considered in this area. One or more “permanent” distribution points away from the Center are being discussed.

A new associated “publication” development is worth noting. The Counseling Center reports a great deal of positive feedback from its recently initiated “Problem Solver” column in the Caravan (student newspaper). Students are invited to write in about problems, issues and concerns and the Counseling Center staff responds in the weekly column.

### **G3: Student Affairs – Student Organization Activities**

The Office of Student Organization Activities aims at developing leadership qualities, interpersonal and organizational skills, and out-of-class learning among AUC students through the diverse extra-curricular activities and programs it guides. Students are encouraged to initiate and establish their own organizations and activities, participating in conferences, community service programs, cultural and academic endeavors.

Students are encouraged to cultivate their sense of social responsibility, to promote their understanding and appreciation of differences and to enhance their academic and leadership skills with the guidance of faculty advisors and the unit staff. The benefits to students from these extra-curricular programs include the liberal education ideal of a well-rounded personality and as graduates of AUC better preparation to deal with the challenges of the real world.

- **To work with a diverse population that is likely to become more diverse. (ETR p. 19)**

Significant efforts are currently underway to recruit more international students. In the spring of 2003 the Student Affairs area was reorganized and the international student focus was expanded to become one of the three major units of this area. Within this context the personnel involved are working with a team of people from other sectors of the university on such things as more effective recruiting and communications with prospective international students and planning for the support services, organizations and activities both to better serve this more diverse population and to more effectively integrate them into the fabric of the AUC community.

- **To provide more adequate space. (ETR p. 19)**

The student organizations and activities groups had requested expanded office and meeting space. After the move of the Performing and Visual Arts Department to New Falaki Academic Center the old Wallace Theater building became available for renovation. Significant space was provided for student organizations and activities.

- **To communicate with all students—a problem faced by most predominately commuter campuses. (ETR p. 19)**

While the poster, information booth, in-class announcements, word of mouth and telephone communications of the past continue to be used, the electronic communications capabilities have clearly revolutionized student communications at AUC since 1998. Now all students have access to computing devices and e-mail. Individual e-mail, grouped e-mail, and web postings have completely changed the effectiveness and speed of intra-campus communications. In addition to all of these things an activities information sheet called “The Channel” is distributed at all gates to the campus.

#### **G4: Student Affairs – Student Cultural Activities**

The Student Cultural Activities Unit aims to expose students to the arts and promote understanding of, and appreciation for aesthetic expression, particularly that of Egypt and the region. The unit helps students to discover and develop their interests and talents through its many programs and provides local, inter-collegiate, national and international forums for artistic sharing in addition to learning opportunities. For the general student body the unit offers out-of-class cultural experiences which contribute to the development of the liberal education “whole person” ideal.

(The visiting team report did not list any specific “Challenges and Suggestions” relative to Student Cultural Activities)

## **G5: Student Affairs – Sports Program**

The Sports Department's purpose is to offer quality athletic activities and learning opportunities to students. Its programs promote a healthy lifestyle, discipline, teamwork and leadership development as well as high standards of ethical conduct/sportsmanship. This unit is also responsible for maintaining the quality and efficient use of the University's sports facilities

Both recreational and competitive opportunities in the field of sports at AUC are provided to facilitate the development of the whole person as part of the liberal education ideal. The sports program builds individuals, and enhances social interaction, strengthening interpersonal relations and respect for others of diverse backgrounds. Students are encouraged to learn new skills, improve their physical fitness, and expand their social world, all contributing to general well-being, including the ability to deal effectively with various kinds of stress, and to meet the challenges of the working world with healthy life patterns.

- **To maintain high quality program with severe space limitations. (ETR p. 20)**

AUC's traditional solution to having quality sports facilities given the very limited on-campus space for this purpose has been to rent facilities from athletic and sports clubs and other organizations. The many relationships and agreements that have been built over time in the area surrounding the down-town campus continue to make this a viable situation for maintaining high quality sports programs in the immediate future. As we approach the time of transition to the new campus these understandings and agreements may become more problematic as renewals become shorter term. Additionally the financial feasibility of such things as rental versus ownership of equipment will change as the time of the move approaches.

- **To provide adequate financial resources needed to expand program. (ETR p. 20)... To plan carefully for an enhanced program of recreation, intramural and national competition. (ETR p. 20)**

In addition to the probable expansion of sports programs, there will be more students living on campus and it will be much more difficult for them to access any other sports and recreational facilities. These factors will greatly affect the use patterns for the AUC facilities. As mentioned in the previous item, a significant part of the current sports program is built on facilities and equipment that is rented. This will change drastically on the new campus. Various proposals are being considered regarding the consideration to plan to start increasing support staff and to start training current staff in preparation for the sports programs and sports facilities on the new campus. Within this area, much of expanded programming can be expected to be funded through additional student activity fees. Also there are on-going discussions involving the Board of Trustees and AUC administrators regarding the possibility of delaying some of the sports facility construction if there are not adequate financial resources for its construction and/or operation.



Consideration is being given to the new university owned athletic facilities in terms of their positive financial potentials. Things such as using the athletic facilities to provide summer sports train camps, hosting regional tournaments, and making facilities available to non-AUCians for a fee have been suggested. These along with other parallel financial, staffing, and facility resource issues that will affect almost every aspect of the institution are being considered as a part of the overall transition planning for the institution.

## **G6: Student Affairs – Student Housing**

The Office of Student Housing is dedicated to providing a quality living environment to students of diverse nationalities, promoting out-of-class learning, cultural sensitivity, mutual understanding, friendship, and community service through its program of activities.

- **To determine the nature and size of the residence program at the new campus. (ETR p. 20)... To develop a plan for the future of the residence life program. (ETR p. 20)**

Student Affairs personnel and students have been involved in many aspects of new campus planning including the new residence program facilities. (1) As compared to the current situation, more students whose families live in Cairo might be interested in residing on the new campus, and (2) the advantages to the future students of have the residence facilities located close to cultural, recreational and sports facilities.

Student housing on the new campus is of modular design with ten houses and each of the ten houses accommodating 40 students. Given current and projected economic conditions some of the residence houses might not be built before the move to the new campus. They may be delayed until after the enrollment on the new campus begins to expand. Because of the different scale and type of resident life and facilities work is already progressing on plans for operational transition to the new facilities.

- **To plan for the use of the current dormitory once the move to the new campus has taken place. (ETR p. 21)**

Under the current plan of transition to the new campus most of the university's facilities associated with the down-town campus will be sold as a part of the financing for the new campus. The current dormitory building is included among the university facilities that will be sold.

## **G7: Student Affairs – Career Advising and Placement**

The office of Career Advising and Placement Services (CAPS) provides quality services to students, alumni and employers in the areas of career planning and employment through a centralized comprehensive program. CAPS educates students and alumni for life-long career planning and development. Assistance is provided in identifying career objectives,

designing and implementing job search strategies, as well as exploring experiential learning, employment and post-graduate opportunities.

- **To work in two locations on one campus. (ETR p. 21)**

Several options were considered for bringing the two parts of the Career Advising and Placement Services operation together into one location. In each case the disadvantages out-weighed the advantages. For example, one option would have located the entire operation just outside of the central block of the campus. The advantage of the having at least part of the operation within the central area was considered more important than bringing the two parts together.

The current plan is to post-pone any location change until the move to the new campus. The new campus space design not only provides for the whole operation within the same facility, it also locates the Career Advising and Placement Services in an area (called the Campus Center) with the other high traffic student services and activities.

- **To maintain ties with the business community at a future campus some distance from the core of the business area. (ETR p. 21) and To establish a plan for maintaining contact with the core of the business community after moving to a new campus. (ETR p. 21)**

As communication services within Egypt continue to improve and the major transportation arteries are being constructed to the “New Cairo” area the physical distance concern becomes almost a non-issue. Additionally, the final parts of the Cairo ring road are now being put into place. Many corporate headquarters, retail establishments, international organizations, and government service entities continue to relocate further from the downtown area. By the time the university is established at the new campus, while physical distance may increase, travel time relative to much of the “business community” of the metropolitan area may actually be faster to and from the new campus location than it would be to get into and out of the city center.

As the annual events (Career Fairs, internship placements, employment interviews, etc.) cycle through, all aspects of the Career Advising and Placement Services operations have been reviewed to determine what types of problems might arise and how they might be resolved following the move to the new campus. Only a few minor issues (such as convenient employer registration and fee payment processes) remain. Developments over the next few years (such as the type of administrative services that might be maintained by AUC in the downtown area and/or wider acceptance of credit card exchanges within Egypt) will provide a better context for resolving these remaining issues.



## **G8: Student Affairs – Admissions**

Even though the heading of this section is “Admissions” items cover student recruitment, admissions and enrollment services. In the new support services outcomes assessment cycle that started in academic year 2001-02, the first cycle involved assessments of recruitment/admissions/enrollment services in three areas: (1) undergraduate, (2) graduate, and (3) adult and continuing education. The “Challenges and Suggestions” items listed in this section of the Middle States evaluation team report all dealt directly with the work of these three assessment groups (primarily with the work of the undergraduate group). The assessment group efforts of 2001-02 and the follow-up work in 2002-03 are the main sources for the responses in the following items.

- **Attempting to, on the one hand, raise the level of English proficiency in new students and on the other hand, to recruit a more diverse student body. (ETR p. 22)**

There are two dimensions that should be covered relative to AUC’s current efforts toward “recruiting a more diverse student body”:

1. Recruiting more students within Egypt from a broader range of socio-economic backgrounds: As compared to the traditional pool of AUC students, there is a large pool of potential students from lower socio-economic backgrounds who have high academic abilities, sufficient academic preparation, and high language learning potential. The major recruiting variables for these students are to help them overcome the financial barriers and provide them with the support services to succeed.
2. Recruiting for a more diverse international student body: The same entrance requirements and English language qualification standards and placement testing that have been used in the past can be applied to a greater number and a more internationally diverse pool of international applicants. This in and of itself does not pose at threat to the English language proficiency level of the student body. We have increased staffing and support to recruit more foreign students.

- **Maintain balance between professional and liberal arts programs. (ETR p. 22)**

With few exceptions, most undergraduate students start at AUC as “undeclared students.” They typically select their major area of study at the end of their first year or during their second year. In the past a much greater proportion of the Egyptian students have indicated a preference for the professional programs, whereas, proportionately more of the international students tend to enroll in the liberal arts programs. Over the past decade international students have dropped from being about one-fourth of the undergraduate student body to the current about one-tenth. For a number of reasons major initiatives are being developed to rebuild the international student body population. One of the expected outcomes is that the enrollments in the

liberal arts majors will increase. Increases in some of the currently smaller programs are particularly hoped for.

Also the first item in the undergraduate recruitment development plan list of recommendations involving higher-level administrative decisions is:

To initiate an annual marketing/recruitment plan, which should incorporate the input of the academic departments, who are expected to set enrollment goals, and work on attracting more applicants. Positive contribution of representatives from the academic departments is essential to the marketing/recruitment process. (Page 1 of the follow-up report to the Assessment Steering Committee, May 25, 2003, i.e., follow-up to the Self Study Report, Assessment of Supporting Activities, Admitting and Registering New Undergraduate Students – Final Report, July 31, 2002)

The University Registrar, as head of the assessment team, states that the major reason for this item in the plan is that it helps to provide an avenue for the liberal arts departments to more effectively get their messages out to prospective students and their parents. This is particularly important in helping students and their parents to understand the advantages and career potentials for students who take these “non-professional” majors during their undergraduate years. Even though these majors have been available for many years at AUC, in the much broader higher educational context of Egypt they are still not well understood. The case needs to be effectively and repeatedly put forward to each generation of new students and their families.

- **Recruit from schools that are not normally providers of The American University in Cairo students. (ETR p. 22)**

The second goal in the undergraduate recruitment development plan is:

Enhance the approach to non-Egyptian prospective applicants through a more comprehensive recruitment plan to incorporate the Arab World and Europe. This will provide for a larger population of non-Egyptian qualified applicants to select from... (Page 1 of the follow-up report to the Assessment Steering Committee, May 25, 2003, i.e., follow-up to the Self Study Report, Assessment of Supporting Activities, Admitting and Registering New Undergraduate Students – Final Report, July 31, 2002)

- **Develop an evaluation tool to determine if the shift in the admissions program is meeting stated goals. (ETR p. 22)**

The new international student recruitment goals were put forward and adopted within the past year. Much of the 2002-2003 academic year has involved planning and reorganizing to achieve these goals. Evaluation tools to determine if the shift in the admissions program is meeting stated goals are being developed. Number three on the list of marketing/recruiting action items is:

Analyzing the yield of the recruitment trips is a long process. The Marketing/Recruiting unit is working on reports to show the number of countries that were visited and the outcome of these visits in terms of student enrollment. (Page 2 of the follow-up report to the Assessment Steering Committee, May 25, 2003, i.e., follow-up to the Self Study Report, Assessment of Supporting Activities, Admitting and Registering New Undergraduate Students – Final Report, July 31, 2002)

- **Make certain that orientation programs, initial and on-going, are in place as the University recruits a new and perhaps different type of student. (ETR p. 22)**

In the Spring of 2003 as a part of a follow-up report to the Assessment Coordinating Council, the University Registrar (and chair of the undergraduate recruiting/admissions/enrollment assessment study) introduced initial drafts of a plan to revise the AUC orientation program. Work on this is ongoing and is targeted for implementation in the Fall 2003 semester.

- **Reexamine the admissions process in order to determine if it could be made more "user-friendly" (the user being the applicant). (ETR p. 22)**

Making the processes more "user friendly" was one of the major points of emphasis of the recruiting-admitting-registering of new students self study that was started during the 2001-02 academic year. This was actually a combination of three separate self studies: (1) undergraduate, (2) graduate and (3) adult and continuing education that were started during academic year 2001-2002 with follow-up actions in 2002-2003. There were a variety of recommended actions to make the various processes more user-friendly. Some of these have already been implemented others, are still being developed. In all three cases the studies provided for on-going mechanism to systematically get feed-back from user (i.e. applicants and/or newly enrolled students).

## **G9: Student Affairs – Financial Aid**

The enhancement of need-based student financial assistance was seen as a mission-critical issue for AUC in the evaluation team's report. This issue is the first thing listed in the evaluation team's report in the section on "Mission, Goals and Objectives". Concluding the first of the challenges and suggestions of that section the report states, "Ways of increasing aid for economically disadvantaged students must be explored" (ETR p. 4). This issue is highlighted again in the overview of the "Student Affairs" section of the evaluation team's report on page seventeen, "Over one-half of the [students'] recommendations address the important activities of admissions and financial aid."

The University has reviewed and amended the financial assistance program, so that more is allocated on the basis of needs based financial aid. Economic conditions in Egypt, the restrictions on obtaining hard currency and the significant decline in the value of the Egyptian pound have increased the financial pressure on students and their families and on AUC. In the

past, because tuition and fees have been stated in dollars, students and their families faced large increases on the basis of making payments in Egyptian pounds. For 2003-04 the University has stated the tuition and fees in Egyptian pounds for Egyptians. This will help protect the students from further large increases based solely on changes in the U.S. dollar to Egyptian pound exchange rates.

- **The implementation of a new policy that will increase availability of need-based assistance is essential. (ETR p. 23)**

Historically AUC has awarded high levels of tuition reductions to students in the form of scholarships based on student entry level “achievement” (i.e., secondary education records, college entrance tests, and/or score levels on secondary exit exams). As explained below, AUC had changed its “achievement scholarship/financial aid” policies effective 1993-94 to move more of its university support from achievement to need-based assistance. Since the Middle State team visit in May 1998 this issue has been studied again and further changes in the policies were recommended to the Board of Trustees. These new policies were approved and a series of steps that further reduce the achievement-based tuition and increase need-based assistance were initiated. The new students admitted in 2001-02 are the first to be affected by this new series of the changes. This is essentially the beginning of a “third phase” that follows the two phases described below.

As the students under the previous policies move through their programs and graduate and are replaced by students coming in under the new achievement scholarship policies, the amount of resources for need-based assistance will grow substantially.

### **Background on Increases to Need-based assistance at AUC**

While the visiting team referred to “a new policy” to increase available need-based assistance to students, the process actually started in fiscal year 1993-94. This process to increase needs based financial aid and public school scholarship funds is presented below in two phases:

1. For the first phase, as the first changes started to happen in fiscal year 1993-94, the previous fiscal year, 1992-93, is used as the beginning or base year, and fiscal year 1996-97 (the last complete fiscal year that data was available when the Middle States evaluation team visited in 1998) is used as the end year.
2. The second phase indicates changes from fiscal year 1996-97 to the most current complete fiscal year 2001-02.

The following is based on a year-by-year table of “Achievement Scholarship & Financial Aid Amounts Years 1992/93 to 2001/2002” provided by the Director of the Student Financial Affairs Office (amounts reported are total amounts annually in Egyptian Pounds):

| Fiscal Year | Need-Based<br>Financial Aid | Percent<br>Increase | Public<br>School<br>Scholarship | Percent<br>Increase |
|-------------|-----------------------------|---------------------|---------------------------------|---------------------|
| Phase one:  |                             |                     |                                 |                     |
| 1992-93     | 2,987,427                   |                     | 202,805                         |                     |
| 1996-97     | 9,737,890                   | +225.6%             | 668,668                         | +229.7%             |
| Phase two:  |                             |                     |                                 |                     |
| 1996-97     | 9,737,890                   |                     | 668,668                         |                     |
| 2001-02     | 18,357,995                  | +88.5%              | 1,521,423                       | +127.5%             |

As a comparison, the total amount of change in operational expenses for the University as whole during phase one was +39.9% and during phase two it was +38.4%. If the need-based assistance programs had not been on a priority acceleration of funding policy and had only increased at the same pace as the rest of the institutional expenses, the total annual amounts awarded to students at the end of phase one (i.e., 1996-97) would have been:

Need-based Financial Aid = 4,179,410  
Public School Scholarship = 283,724.

Applying the general university increase rate of +38.4% during phase two, at the end of phase two (i.e., 2001-02) the total annual amounts awarded to students would have been:

Need-based Financial Aid = 5,784,303  
Public School Scholarship = 392,674.

Using fiscal year 2001-02 as the indicator, the University provided an additional 12,573,692 Egyptian pounds annually to Need-based Financial Aid and an additional 1,128,749 Egyptian pounds annually to Public School Scholarships as compared to what would have been the case if the accelerated need based funding policy had not been started.

- **A program of evaluation should be established to see if the change in [financial aid] policy is achieving the desired result. (ETR p. 23)**

Rather than establishing a specific program of evaluation, review and adjustments are made as a part of the ongoing Student Financial Affairs and Student Affairs management.

A major concern that has arisen in recent years relates to the pace of modification in the U.S. dollar to Egyptian pound exchange rate. While virtually all of the Egyptian students who get need-based financial aid and public school scholarships pay tuition and fees in Egyptian pounds, the AUC tuition and fees have been denominated in U.S.

dollars. In recent years the accelerating pace of the modifications in exchange rates are beginning to undermine gains made in funding support for this area.

According to the data provided by the Director of the Student Financial Affairs Office in the “Achievement Scholarship & Financial Aid Amounts Years 1992/93 to 2001/2002”:

| Phase One   | Annual Average<br>Exchange Rate | Phase Two   | Annual Average<br>Exchange Rate |
|-------------|---------------------------------|-------------|---------------------------------|
| Fiscal Year | \$1 U.S = Egyptian Pounds       | Fiscal Year | \$1 U.S = Egyptian Pounds       |
| 1992-93     | 3.32                            | 1996-97     | 3.39                            |
| 1993-94     | 3.36                            | 1997-98     | 3.39                            |
| 1994-95     | 3.39                            | 1998-99     | 3.41                            |
| 1995-96     | 3.39                            | 1999-00     | 3.43                            |
| 1996-97     | 3.39                            | 2000-01     | 3.60                            |
|             |                                 | 2001-02     | 4.45                            |

With a fairly steady state exchange rate during phase one, controlling for the exchange rate does not substantially alter the percentage of gains made. With the degree of the modifications in exchange rates happening in recent years in phase two, controlling for them results makes major difference in the percentage of gains made.

After controlling for exchange rate differences

|            |   |        |
|------------|---|--------|
| Phase One: | Percent gain in Need-based Financial Aid    | 219.2% |
|            | Percent gain in Public Schools Scholarships | 222.9% |
| Phase Two: | Percent gain in Need-based Financial Aid    | 43.6%  |
|            | Percent gain in Public Schools Scholarships | 73.3%  |

On the above list the greatest modification in U.S. dollar to Egyptian pound exchange rate is indicated for the most recent years, that is, the increase between fiscal years 2000-01 and 2001-02. After controlling for exchange rates between these years the rate of growth in additional resources for these programs is barely higher than the growth rate of overall university operational expenses:

Fiscal year percent increase 2000-01 to 2001-02:

|   |      |
|---|------|
| Need-based Financial Aid                | 3.7% |
| Public Schools Scholarships             | 3.8% |
| Overall University Operational Expenses | 2.7% |

- **Additional plans should be made to determine what the office will do, should these programs not meet the desired objective. (ETR p. 23)**

The monetary exchange problem continues to accelerate. The University's official rate of exchange (as of June 2003) is \$1 U.S. equal to 5.99 Egyptian pounds. When the exchange rate level is changing as fast as it has been in the past two years, the issue of extending university resources to recruit students and help support students with greater financial need can be overwhelmed by dealing with growing financial need of the many students and their families who could formerly handle the cost of the tuition and fees but are now finding it highly problematic.

A number of additional adjustments are being made and are being considered to meet the financial difficulties of both students who have traditionally entered AUC and additional students who have greater financial need. Beginning in Fall 2003, AUC has denominated its tuition and fees in Egyptian pounds for Egyptian students and continues to restrict the qualifications for "Achievement and Merit Scholarships." Careful ongoing study is needed to determine to what degree these changes will mean. Will new students recruited from traditional socio-economic sectors be relieved of a part of their growing financial difficulties? To what degree will these changes facilitate a great proportion of students from lower socio-economic sectors to enroll in the University?



## **Section H: Security and Safety**

AUC's emergency procedures are overseen and directed by the Emergency Management Team, whose memberships includes the: Vice President for Planning and Administration (Chair), University Counsellor, Vice President for Student Affairs, Dean of Students, Chief Warden, Provost, Dean of Continuing and Adult Education, and Vice President and Executive Secretary to the Board of Trustees. Other members with appropriate expertise and responsibilities are added temporarily depending on the situation.

The security and safety functions of AUC are managed and accomplished by two separate offices: The Security Office which reports to the Vice President for Student Affairs and The Environmental Health and Safety Office which reports to the Vice President for Planning and Administration.

### **Changes since 1998**

A new Emergency Management Team was created in 2001 and all of the emergencies management plans, policies, procedures and communication networks were reviewed and updated. As summary of the results of this work the Emergency Management Team issued an "Emergency Management" brochure. The brochure is updated periodically as the need arises and contains sections on medical emergencies; fires, earthquakes and explosions; civil disturbances; personal emergency items; communication with AUC; communications external to AUC; the emergency management team members; and emergency contact information.

The Security Office: Additional security procedures and equipment have been added particularly involving entrance security (e.g., set-back security check-points with walk through metal detectors). Security training has been enhanced and security personnel have been added.

The Environmental Health and Safety Office: This was set-up as a separate office and has since carried-out and supported a number of activities including: an improved fire alarm and fire drilling system, student laboratory safety enhancements, accident investigation and follow-up procedures, and a non-smoking campaign in support of the new AUC no smoking policy. A comprehensive environmental health and safety manual is now being prepared and should be released in the near future.

### **Responses to specific "Challenges and Suggestions"**

The Middle States evaluation team report listed only a single comment in their "Challenges and Suggestions" sections for the AUC Security and Safety area: "To meet unexpected problems." Given the institution's location in the heart of a major Middle Eastern capital city and the fact that AUC is both an American and an Egyptian institution, the evaluation team's comment indicated their recognition of both the relatively greater risks and the vital importance of this issue during this troubled era in the region and the world. A brief case study is perhaps the best demonstration of the type of institutional response that both was and can be expected to be made by AUC to meet such problems.

- **To meet unexpected problems. (ETR, p. 22)**

During the spring of 2003 as tension increased over the impending war in Iraq, under the direction of the Emergency Management Team in consultation with the President and Board, AUC began to bolster security measures and review/update contingency plans. With possible increased threat from external disrupters and terrorists, campus patrols and gate security procedures were heightened and increased protection was requested from the Egyptian authorities regarding the surrounding streets and areas. Emergency communications systems (e.g., the AUC warden systems) lists were updated and emergency management contingency plans and lists (e.g., evacuation) were reviewed and updated.

From the first morning of the war, protesters gathered in the huge central Cairo city square just across the street from AUC. As the crowd grew, their objective became apparent: To break through the security force line of resistance, march to the U.S. Embassy just a few blocks away and indicate their objections to the U.S. actions in Iraq. A few hours later, finding the U.S. Embassy compound closed for the day the now much larger crowd marched back toward the central square along a different route taking them on the street directly in front of the AUC campus. What thoughts about what would happen next went through the minds of those in the crowd as well as those looking back from the windows and the tops of the AUC buildings? Slowly, the crowd moved back to the center of the square and continued to demonstrate and grow through out the day and regroup there in several of the following days.

To continue to accomplish its mission in the face of potential adversity and at the same time maintaining the protection and safety of people as the highest priority, the leadership of the institution in coordination with the Emergency Management Team, took a number of decisions and steps to meet the situation:

1. The Emergency Management Team met daily during this period to consider the daily situation and make recommendations about restriction of university classes, programs and activities.
2. All special events and programs were reviewed in some cases cancellations or postponements were recommended. For those that were continued, all non-AUCians were required to have official photo identifications to enter the campus.
3. There was a heightening of campus gate security checks.
4. Several of the campus entry gates were closed for either a part of the day or the entire day.
5. A daily e-mail bulletin was issued from the President's Office indicating any changes to the class hours or work day; listing program and activities that were changed, cancelled and/or continued; advising

about known demonstrations or suspected trouble spots in the metropolitan area; and updating on the status of the students who were accused of participation in demonstrations and arrested.

6. A rumor control e-mail line was created.

## **Section I: Library and Learning Resources (Now called: Libraries and Learning Technologies)**

AUC Libraries and Learning Technologies now includes: the AUC Libraries (the Main Library and the Rare Books and Special Collections Library), Academic Computing Services, the AUC Web, the Center for Learning and Teaching, and Technologies and Media Services.

### **Changes since 1998**

In 1999 and 2000 there were a series of changes in the focus and organizational structure of this unit of the University. These changes are reflected in both the change of the name from the former “Library and Media Services” to the current “Libraries and Learning Technologies” and the change in the title of the head of the unit from “Director of Libraries and Media Services” to “Dean of Libraries and Learning Technologies.” Also during this period, broader institutional reorganization resulted in Academic Computing and the AUC Web Manager’s Office becoming a part of Libraries and Learning Technologies.

In April of 2001 the University received a Mellon Foundation Grant to establish a center for enhancing the teaching effectiveness of the AUC faculty and in the spring of 2002 “The Center for Learning and Teaching” was established in the Libraries and Learning Technologies. During the 2002-2003 with the help of funding from AID/ASHA, Libraries and Learning Technologies equipped five “smart classrooms” including a wireless laptop lab, two video conferencing rooms and two computer classrooms/labs. In January 2003, to indicate the much larger role it was developing in support classroom instruction technologies, “The Media Services Center” was renamed and became “Technologies and Media Services.” Facilities changes that occurred during this period are covered in the responses to one of the following “specific items.” Recently AUC has been informed that we are to receive an AID/ASHA grant to equip classrooms for computer-assisted Arabic language instruction.

### **Responses to specific “Challenges and Suggestions”**

The evaluation team’s list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution’s responses and actions (in standard type):

- **Faculty should continue to require student use of library resources through course assignments. (ETR p. 24)**

In reviewing course syllabi library personnel have noted an increase in assignments using library facilities. They attribute these increases to a number of reasons including: (1) library acquisition of a growing number of electronic indexes, abstracts and other data bases as well as full text journals, and (2) faculty knowing more about available learning technology as a result of their work with the new Center for Learning and Teaching and the expanded role of Technologies and Media Services.

In the near future a broader base student awareness of potential use of library resources is expected as: (1) more students participate in the new “Information

Literacy” course, and (2) new initiatives are implemented to enhance the information literacy of master’s degree students.

- **The library should encourage greater dialogue with all library users in order to obtain feedback concerning library objectives, acquisitions, and policy. Students perceived that their complaints were not adequately addressed. (ETR p. 24)**

In 1999 the “LibWeb” was established and it included an on-line “questions/suggestions box” which is checked daily and has proven a good source of regular feedback. In 2001 suggestion boxes were put up in the facilities. The Libraries and Learning Technologies Advisory Council was established with faculty and student members to provide a venue for ongoing dialog focused on library and learning resources issues.

- **Library staff and faculty interaction should be further encouraged in order to promote an institution-wide understanding of the library’s goals and objectives. (ETR p. 24)**

In terms of the promotion of an institution wide understanding of the Libraries and Learning Technologies goals, objectives and services among student, the recent development of the required “Information Literacy Course” will become a major factor. The course, which is taught by senior librarians, was piloted during the 2003 spring semester and will become a required course for all students in the freshman writing program beginning in fall 2003.

There is growing participation of library personnel on various committees and task forces throughout the institution. This participation serves both in promoting the understanding of the library and learning technologies as well as providing feed back regarding the needs of the users.

The reorganization within the Board of Trustees has resulted in two important communication avenues to help others at the institution understand the library’s goals and objectives: (1) As a part of the new structure of the Board Committee on Academic Affairs, the Libraries and Learning Technologies made a presentation at the Committee’s February 2003 meeting. (2) When the Board created the system of individual board members serving and liaisons with key elements of the University, the Library was identified as one of the key elements and therefore now has an individual liaison with a Board member as a part of this new system.

In the future to further strengthen activities relative to this area, a library management position has been revamped and will be called the Director of Research and Information Access Services beginning in September 2003. Responsibilities as a liaison with faculty, staff, students and other library users regarding reference and information literacy services will be an important dimension of this position.

- **Visitor services should be monitored and the statistical data used for policy review. (ETR p.24)**

The Libraries now closely track visitor services and over the past several years several policies and practices have been changed based on the use level of “external” visitors. Visitor services orientations sessions were developed so that visitors can make more efficient and effective use of their time in library facilities. The reciprocal agreements with several Cairo area libraries have been revised to reduce the need for exchange visits. Increasing demands for access from external visitors has been so great that there is concern that there will be too much overcrowding for members of the AUC community. A recent policy change will result in limiting the number of external visitors.

- **Administrative oversight and communication should continue to be strengthened so that the resources of the library, its use and the needs of students will be maintained. (ETR p. 24)**

When the “Director of the Library and Media Services” position responsibilities were broadened and the title was changed to “Dean of Libraries and Learning Technologies” the incumbent also became a member of “The Provost’s Council”. The Provost’s Council is the key venue of management coordination among AUC academic administrators.

As a part of the 1999-2000 reorganization within Libraries and Learning Technologies great scope of management authority and responsibility was delegated to a number of the former senior librarian positions and these were reclassified into “director” positions. Greater decision making authority closer to resources and the people using them and better communications within the management structure has resulted in more effect use of resources and better services to users.

- **It will be difficult to maintain and enhance the valuable collection of resources about Egyptian history in a climate of limited resources. (ETR p. 25)**

In spite of the recognized difficulties of maintaining and enhancing the collection in terms of Egyptian history, significant progress continues to be made in this area. In addition to this being a priority within the normal acquisitions process, a Getty foundation grant has contributed directly to this effort. The library continues to seek donor collection items in this area. The Hassen Fathy collection and the Van Leo collection have been major recent additions in this regard.

Another initiative that was passed in the University Senate this spring opens additional opportunities for the future collection development in this area. The Senate endorsed the creation of a Center of Excellence for Middle Eastern and Arab Cultures. As a part of this initiative, funding would be sought to enhance the Middle Eastern and Arab culture aspects of the library collection.

- **As the collection within this special library [i.e., the Rare Books and Special Collections Library] is technologically showcased around the world, it will bring inquiries from a wider audience of world scholars. The development of a document delivery system is crucial to help meet the growing demands for information about the rich history of Egypt. A collection development policy will be critical to provide a frame-work for growth and service. (ETR p. 25)**

Several developments have occurred relative to this concern: (1) Improvements in the Ariel document delivery system have greatly enhance the speed and quality of document delivery. (2) The general technology for preservation and digitization of materials has also greatly improved. Via this means collection items can be posted on the web. (3) Largely because of the many unique items in the Rare Books and Special Collections Library, the AUC Libraries were able to become members of the “Research Libraries Group.” This has provided both for better access avenues for others to AUC collection items and for AUCians better access avenues to the collections of other major research libraries throughout the world.

As an additional notation: The greater “technological showcasing around the world” of AUC special collections led to the first AUC library collection exhibit out side of Egypt with the Hassan Fathy Exhibit in Paris, France (December 3, 2002 to February 2, 2003).

- **The development of an alumni/friends network within the Egyptian culture, to effectively promote the collection, will be helpful. (ETR p. 25)**

In Fall 2000 consideration was given to start a “Friends of the Library” organization to promote interest in funding support and community support for the library. Because of other priorities, action on this was postponed. Recently this has been brought forward again and the organization should be developed in the near future.

- **A review space is crucial to the future development of the library’s collection. (ETR p.25)**

In spite of the severe space constrains on the university as a whole several significant positive changes have happened regarding Libraries and Learning Technologies facilities:

In 1999-2000 a fourth floor was added to the Main Library to accommodate library personnel offices, new classrooms, group-study rooms for students, student carrels and public seating.

In 2000 space utilization on the ground floor of the Main Library was improved with the change to “compact shelving” for the periodicals collection located there.

In 2002-2003 renovations within the “Old Wallace Building” next door included additional space for Libraries and Learning Technologies with provisions for (1)



shelving space for 20,000 volumes, (2) the microforms operation, and (3) a new public access computer lab.

- **There is a need for improved theft detection measures to adequately safeguard the collections. (ETR p.25)**

In 1999-2000 the theft detection system for the Main Library was upgraded to the 3M bar coding system. This theft detection system change is being made in the Rare Books and Special Collections Library during 2002-2003 and a television monitoring system is also being installed in this library.

## Section J: Bookstore

AUC has one full service bookstore on the main campus and a second at the student dormitory. In addition to textbooks these stores offer the University and the wider English speaking community of Cairo a full range of scholarly works as well as literature and other general interest publications.

### Responses to specific “Challenges and Suggestions”

The evaluation team’s list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution’s responses and actions (in standard type):

- **Service to students and student use of the Bookstore requires a review. (ETR p. 25)**

In the seven-year cycle on the “Schedule for Assessment of Supporting Activities” one of the two the Year Three: 2003/2004 focal areas is for those supporting activities that “provide direct support to classes and the learning process.” Bookselling Services is included for review within this focal area along with Academic Computing, Library and Learning Resources (Now called: Libraries and Learning Technologies) and Printing Services.

- **Stronger communication links should be developed between the Bookstore and Library. (ETR p. 25)**

Faculty members expressed concern that while a copy of the text books for their classes would be purchased and made available at the Main Library, some of the books would not be available until well after the course had begun. It was discovered that the major reason for this was that as new books came in, the library copies were often held separately and then delivered to the Library in batches. Changing procedures to deliver copies to the Library individually as they arrived resolved this issue.

Additional library/bookstore communication links are maintained. A library collection management staff member now makes regular visits to the Bookstore for acquisitions and to deal with acquisition issues. There is a library representative on the Press Publications Committee.

## Section K: AUC Computing

The Office of the Associate Vice President for Computing oversees the work of University Network Services, Administrative Computing Services, Telecommunication Services, and overall university systems and network security. The Libraries and Learning Technologies include Academic Computing Services, Classroom Technology and Media Support Services, and the AUC web management. The Center for Learning and Teaching has recently been created to assist faculty in developing instructional programs and to enhance capabilities for using new instructional and information technologies.

The workstation access ratio for full-time faculty is currently 1 to 1. All offices provided for part-time faculty have networking access points. The practice of providing a university PC to part-time faculty varies from department to department. The ratio of students to number of workstations in general access laboratories is 8 to 1. The total number of workstations in both general access and dedicated computer laboratories is over 1,400.

Internally the University is totally interconnected on a gigabit backbone with 100 meg Ethernet connections to the desktops. The University maintains a three source redundant external 18 meg bandwidth internet connection.

The Information Systems Council provides policy direction and coordination for university-wide technology and computing issues.

In September 2001 AUC's President established The Taskforce for Online Learning "to identify and propose parameters and needs for AUC's development of online learning experiences."

### Responses to specific "Challenges and Suggestions"

Within the AUC Computing section of the Middle States Evaluation Team Report there were no "Challenges and Suggestions" listed, however the text of the discussion in this section included the statement, **AUC continues to align its computing mission with its institutional mission by supporting student learning, faculty teaching and research, and University-wide support services (ETR pp. 25-26).** This related closely to one of the "Challenges and Suggestions" items from the Academic Programs section of their report, **Although segments of the University have made progress with computers and technology, increased technology, especially computers, must be made available to core faculty and students. Computer integration into the curriculum needs to be extended to more areas. (ETR p. 13)** As a response to these items the work of AUC's Task Force for Online Learning will be used. In a February 2002 report to the Board of Trustees they described their focus as being "on ways to enhance the quality of the university's educational capabilities through information and communication technology." In a section they called "Present Focus" they summarized the state of affairs at the institution relative to this item. The following is their summary:

In November of 2001 the Information Systems Council developed a vision and mission statement which commits AUC to "exploring and adopting state of the art

information and teaching technologies in the pursuit of excellence.” The council’s statement furthers the AUC’s mission of maintaining a highly qualified faculty, advancing proficient use of the tools of learning, and promoting lifelong learning. The information and communications technology strategy for AUC includes developing objectives, evaluating capabilities and practices and developing and implementing an institutional information technology plan for the university.

The Information Systems Council is relatively recent at AUC, however, the fusion of technology and existing courses is not. It has occurred two ways, the independent efforts of faculty, departments and schools and the implementation of Web Course Tools (Web CT) by Academic Computing Services. Faculty efforts have involved creating web pages and online forums for class discussion and debate. In some courses, online communication has extended across classes and internationally to other university students and faculty. The publishing of Transnational Broadcasting Studies, an electronic journal by the Adham Center, has become a noted scholarly publication. Since 1999, AUC has participated in several special videoconferences such as the Muslim Network teleconference and a NYU/AUC student dialogue. CACE has used videoconferencing for the past four years to serve over 8,000 teachers and administrators annually for its English language instruction and school management courses with the Ministry of Education. The university’s videoconferencing facilities have also been used in student thesis defenses and faculty position interviews.

Web CT is a course administration and communication tool, which AUC began using in September of 2001. This comprehensive web based management system facilitates online communication by allowing faculty members to post syllabi, grades, student work and reference material on the web. Through the Internet, students can access course materials, participate in group discussions, submit online assignments, and view grades. AUC’s Writing Program, Social Research Center, political science, anthropology, and chemistry departments, to name a few, are using Web CT.

The recently established Center for Learning and Teaching is designed to assist faculty in developing instructional programs and to enhance capabilities for using new instructional and information technologies. As a unit of Libraries and Learning Technologies, the Center also consults with departments on teaching enhancement programs. (On Line Learning: AUC’s Choices and Directions, an Informational Paper presented to the Board of Trustees by The Taskforce for Online Learning, February 2002, pp. 1-2)

The paper goes on to discuss Access to Connectivity as well as Implications and Issues, and it presents Conclusions and Recommendations regarding future developments at AUC.

Additional information regarding developments in technology enhanced education relative to the continuing education programs at AUC is included the next section (Section L: Non-credit Education and Community Service) of this report.

## Section L: Non-credit Education and Community Service

The Center for Adult and Continuing Education extends the resources of the American University in Cairo into the community by providing high quality educational opportunities for learners of all ages to enrich their lives, enhance their professional qualifications and promote their careers. In fulfilling its mission, CACE offers a wide variety of non-credit programs and actively customizes new courses to respond educationally and technologically to the demands of a changing market. CACE provides its educational services through four divisions: (1) Business Studies, (2) Computer Studies, (3) English Studies, and (3) Special Studies. During the 2001-2002 fiscal year CACE enrolled over 33,000 students.

While most of AUC's adult and continuing education programs are offered through CACE, continuing education and training programs are also offered through AUC's Management Center, Engineering Services, Adham Center for Television Journalism, Desert Development Center and Social Research Center.

### Responses to specific "Challenges and Suggestions"

The evaluation team's list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution's responses and actions (in standard type):

- **Consider additional technology-based material and equipment for program enhancement. (ETR p. 27)... Develop additional strategies associated with computer-based instruction in order to maximize learning opportunities for students. (ETR p. 27)**

The Center for Adult and Continuing Education (CACE) has made a number of advances in the area of technology-based equipment and computer-based instruction. Typically these equipment and instructional advances are intertwined so they will be presented here as a single list:

1. The Teaching English as a Second Language teacher-training program is delivered completely by teleconference. It is produced for the Egyptian Ministry of Education to serve the English language teachers of school age children in 27 governorates throughout Egypt. This program was started in 1998 and is serving approximately 5,000 English language teachers each year.
2. The school administrators' two-week in-classroom professional development program is supplemented with five follow-up teleconference sessions (of three hours each). This program started in 2002 and over 3,000 school superintendents and principals have participated in this program to date.
3. CACE began using its website to support course instruction in 2000. Currently five of the CACE courses are using the CACE website to coordinate student

projects and activities, provide an additional means of communications and facilitate student learning in other ways.

4. CACE's language laboratory (CALL) have been used to support the language instruction programs since 1997. Now students can access CALL via the CACE website.
  5. In 2002 CACE made began providing CISCO systems and Microsoft courses via the CACE website. Exercises, lab assignments, tests, quizzes and reading materials can be accessed on the website. A chat room with the instructor is also made available.
  6. CACE is currently considering entering into an arrangement with McGraw-Hill which would enable the offering of distance learning adult and continuing education course in the gulf region.
- **The observations and suggestions from the 1994 Middle States special visit and latest self-study should be carefully reviewed and implemented where possible. (ETR p. 27)**

In the "Observations and Suggestions" section of the 1994 Middle States special visit team report twelve observations and suggestions are listed. Eight of the items on the list are basically positive observations (e.g. "staff morale is high, distance control is effective and well designed, students are positive about the value of their programs, etc.). The remaining four items are listed below. Each item is followed by material from the "Institutional Response to the Special Team Report" (July 1994) made by the then AUC President Donald McDonald. This in-turn is followed by any additional action or more current response.

1. "The Center for Adult and Continuing Education, given its scope of operations, financial dimensions, and reputation in the field, may warrant vice presidential level representation with the University. The team is mindful of University prerogatives on such a matter." (Middle States Special Team Report, June 1994, p. 8)

"The fact is that the dean of CACE reports to the president and is a member of the President's Council. Effectively the dean is at the vice presidential level, and his voice has equal weight with others at the level. A title change has been suggested in the past and is discussed from time to time." (Institutional Response, July 1994, p. 1)

The Dean of the CACE continues to report to the President and serve as a member of the President's Council. The titled has not been changed.

2. "A Center of Adult and Continuing Education telecommunications network in conjunction with existing library and academic computing facilities might be

considered as programs grow.” (Middle States Special Team Report, June 1994, p. 8)

“A member of the Board of Trustees has expressed interest in this possibility. The limitations are the significant capital and other requirements necessary to establish such a facility at the university and the lack of receiving facilities. As Egypt develops the latter will become less of a shortcoming.” (Institutional Response, July 1994, p. 1)

Time, technology and other developments within CACE have allowed it to deliver and continue to develop other distance learning modalities in cost-effective ways to serve the needs of students in Egypt and the region (As indicated in the response to the first item in this sub-section relating to “technology/computer instruction”). At the same time over-all institutional developments in this realm are being coordinated through such mechanisms as the Information Systems Council and the Taskforce for Online Learning.

3. “A fax machine dedicated to the Center for Adult and Continuing Education is needed.” (Middle States Special Team Report, June 1994, p. 9)

“This has been provided as of the fall semester through computer software that enables anyone with authorization and a personal computer tied into the campus network to send fax messages from his or her desk...” (Institutional Response, July 1994, p. 1)

No additional comment.

4. “Two year degree programs appear to represent a unique opportunity for The American University in Cairo to promote American style comprehensive community college program, degree and non-degree in nature.” (Middle States Special Team Report, June 1994, p. 9)

“During the spring semester I appointed a committee to study the advantages and disadvantages of such programs in Egypt, taking into account the source of students, the need for such programs, and the financial viability.” (Institutional Response, July 1994, p. 2)

The study of this issue is still on-going. This past year a progress report was made regarding this item as a part of a broader CACE progress report to the Board of Trustees the following is quoted from that report:

The committee conducted a series of interviews with senior university officers to ascertain the acceptance level and therefore support for pursuing terminal associate degrees. Although the responses were varied, it was agreed that the philosophical premises of the associate degree and the applied nature of such degrees were important to the continuing education initiatives of Egypt and the Middle East. It was



noted that the present limitations on campus space and current restrictions on infrastructure support services were valid reasons for postponing further work on this strategic goal until the new campus move is achieved. (A Path to Enhance Excellence: 1999-2004, CACE Strategic Planning Committee, September 2002, p. 3)

## Section M: Center for Arabic Study Abroad (CASA)

CASA, the Center for Arabic Study Abroad, was established by a consortium of American universities in 1967 to offer intensive advanced Arabic language training at the American University in Cairo to American college-level students, graduate students, and professors specializing in various areas of Middle Eastern Studies.

CASA represents a consortium of twenty-three American colleges and universities. CASA is currently administered at Emory University in Atlanta, Georgia, while its academic programs operate at the American University in Cairo. The various aspects of CASA are carried out under the direction of a governing council representing the members of the CASA Consortium. Additional information about the CASA program and the consortium is available on the CASA website: <http://www.emory.edu/COLLEGE/CASA>

### Responses to specific “Challenges and Suggestions”

The evaluation team’s list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution’s responses and actions (in standard type):

- **Additional funding may be needed to continue the present volume of students who enter the program. This is particularly important in view of the need to replace the Mellon Foundation Grant. (ETR p. 28)**

The underpinning financial structure for this program has been renewed by AUC’s successful efforts to raise funds for a new \$2 million endowment (\$1 million from the Ford Foundation and \$1 million from the Mellon Foundation) for CASA.

Also AUC obtained a grant from the Starr Foundation: Beginning in June 2000 this grant will be supporting a full-time fellowship for five years. The United States Department of Education has increased the fellowships that it has supports from 11 full-time and 6 summer fellowships to 16 full-time and 6 summer fellowships. The CASA office is currently seeking to increase this further to 18 full-time and 8 summer fellowships. The development of additional CASA program support for both endowments and fellowships is “on the list” as a part of the new AUC Capital Campaign.

- **Communications at administrative and staff levels should be improved. This should maximize the program’s efficiency and effectiveness. (ETR p. 28)**

A review of the CASA was conducted in academic year 2000-2001 that resulted in a number of changes, including: The Executive Director now meets separately once per week with the faculties of each of the skills areas. Formerly entrance and exit language skill testing were of different types and this made it difficult to do “value-added” evaluation. This has now been corrected. Also, the oral proficiency evaluation process

has unified to provide for more effective tracking of student progress. Student evaluations are given and reviewed each semester by both the AUC and the US directors which has resulted in several key program/policies changes in response to concerns expressed by students. As examples: One policy change allowed for greater flexibility in course selection, and another policy change moved the colloquial Arabic course from the mandatory to the elective category.

There were management/communication problems between the U.S. and Cairo, including chronic problems related to timely transferring of funds between the institutional management structure for the consortium administrator in the United States and AUC. These have been studied and corrected. Also, there is now a new CASA consortium director in the United States located within a different university structure.

- **The integration of the CASA program into a compatible unit that will help maintain and ultimately improve it should be considered. (ETR p. 28)**

The CASA program has been integrated as far as feasible into AUC's Arabic Language Institute. Because CASA is a program that is run by AUC for a consortium of institutions within the United States there is an overarching concern to maintain compatibility with the consortium programming, and in this special case the extent of integration into AUC programming is somewhat constrained

## Section N: AUC Press

Established in 1960 and reorganized in 1984, the AUC Press has become the region's leading English-language publisher with over 40 new publications each year and some 500 titles in print. The Press's goals and purposes reflect and support AUC's mission in education, research, and cultural exchange through professional publishing, printing and book selling services.

### Responses to specific “Challenges and Suggestions”

The evaluation team's list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution's responses and actions (in standard type):

- **Research opportunities in print should be continued and expanded. They will help maintain the viability of the AUC press. (ETR p. 28)**

The AUC press has continued to upgrade and expand its facilities and services wherever possible and feasible. The Publishing Director reports that the Press's sales revenues have more than doubled in the past five years and the University continues to strongly support Press growth. One indication of the strong University support for the Press is the February 2000 action of the Board of Trustees that added the phrase indicated in italics below to the Mission Statement of the University. In paragraph five of AUC's Mission Statement the last sentence now reads:

...The university's aim of promoting international understanding is supported by means of scholarship, learned discourse, a multicultural campus environment, *and a diversified publishing program.*

- **Consideration of Arabic language publications may enrich the use of the Press. (ETR p. 28)**

This suggestion might be taken two ways: (1) giving consideration to publishing in Arabic and (2) giving consideration to further expand the efforts of Arabic language works in translation.

If the intent of the suggestion is the former, the traditional role of the AUC Press has not been to publish in the Arabic language. Given the non-profit status and the special English language educational and cultural missions of AUC in Egypt there are serious reasons not to enter into competition with the extensive Arabic language publication industry that exists in Egypt.

If the intent of the suggestion is the latter, the AUC Press has continued to expand its efforts in the area of Arabic language works in translation. Currently about 20% of new publications by the AUC Press are of this type. The Press now has in print 70 Arabic language in translation titles and another 20 to 30 either in the publication process or under consideration.

- **Utilizing the Press for greater marketing opportunities should be considered. (ETR p. 28)**

In 2000 the AUC Press established a special marketing office in New York and distribution facilities for North America (in the Washington, D.C. area) and for Europe (in London). As all of the AUC Press's titles relate to Egypt and the Middle East the additional exposure provided through these offices expands the potential of promoting international understanding regarding between the Middle East and the Western world.

## Section O: Adham Center for Television Journalism

The Kamal Adham Center for Television Journalism provides tailored instruction to professionals in television, television news production, journalism and advertising.

### Changes since 1998

An important addition to the Center's activities occurred in the fall of 1999 when it became publisher of a new bi-annual electronic journal called "Transnational Broadcasting Studies" (TBS). Now in its fourth year, it has become a premier professional journal for television broadcasting in the Middle East. The journal can be accessed at: [www.tbsjournal.com](http://www.tbsjournal.com)

In an effort to provide students with a broader range of career opportunities within Egypt and the Middle East a major change was made in the curriculum. Two of the workshop courses were dropped. These were replaced with two new courses geared to Arabic language broadcasting. These changes also relate to one of the items in the following sub-section. Additional information regarding the current curriculum and other information about the Center is available on-line at: [www.adhamonline.com](http://www.adhamonline.com)

### Responses to specific "Challenges and Suggestions"

The evaluation team's list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution's responses and actions (in standard type):

- **A more rigorous recruitment effort should be considered to maintain student enrollment at reasonable levels. (ETR p. 29)**

Prior to the recent negative economic conditions in Egypt, recruiting efforts were producing 16 to 18 qualified applicants per year for the 12 positions available in the Adham Center programs. The current economic downturn in Egypt has drastically affected the television broadcasting industry in the country. In turn this has had a negative effect on the number of individuals applying for places in the Adham Center programs. In the current year there were only 8 applicants for the Adham Center programs. Alternatives are being considered. These will be dealt with further in the following items.

- **A design should be developed for the evaluation of the center. This should include an academic program review. All aspects of the center: administrative, academic, and financial should be assessed in relation to the goals of the program and the institution. (ETR p. 29)**

The Adham Center is a part of the Journalism and Mass Communications Department. The seven-year outcomes assessment cycle calls for a formal assessment of the Department of Journalism and Mass Communications during the fifth year of

the cycle (fiscal year 2005-06) and the Adham evaluation in all the aspects indicated in this item would be a part of this assessment.

The Director of the Adham Center has indicated that because of the current downturn in the demand for the program the Center and the Chair of the Department of Journalism and Mass Communications have already initiated a comprehensive review of the Center and are now looking at additional or alternative programs. While this review is still an early stage, one of the developments being considered will be indicated in conjunction with one of the recommendations in the following item.

- **Serious consideration should be given to the recommendations concerning the Center for TV Journalism, included in the self-study. (ETR p. 29)**

Three items are listed in “The American University in Cairo Institutional Self-Study 1996-98 Final Report” (Volume 1, p. 103, section “VII D.7 Adam Center.” The three items are:

1. Implement a program for training qualified television programmers especially in such fields as children’s programs and drama script writing, in view of the rapid increase in satellite and cable telecasting (over 130 channels in the Arab World).

The core content of the suggestion relates to television programming and drama rather than television journalism. The more appropriate “home” department for such a program would be AUC’s Department of Performing and Visual Arts (which has a strong theater unit) with the Adham Center possibly playing a supporting role. The Adham Center Director reports that discussions have been held with the Chair of the Department of Performing and Visual Arts regarding the consideration to develop such a program.

2. Consider a joint offering by CACE and the Adham Center for TV Journalism of a course in the specialized English of broadcast journalism.

In considering the relative size of the demands in Egypt for English language versus Arabic language broadcasters, instead of going in the direction of expanding the competition for English language broadcast journalism positions the Adham Center decided to take an alternative track. In a joint effort between the Adham Center and the Arabic Language Institute, Arabic language courses geared to Arabic language broadcasting were created and worked into the Adham Center curriculum. The Director of the Adham Center reports that this has already proved “extremely successful” as individuals with these courses are being readily accepted into Arabic language broadcasting positions.

3. Expand the resources of the Adham Center to make room for more non-degree students.



With the cutback in the demand for the current Adham Center programs, the consideration is now a possible alternative or additional uses of the facilities and resources rather than the expansion of Center resources. The Center has offered non-degree students certificate courses in videotape editing. While there may be possibilities of building on these offerings, another alternative with greater potential has emerged. There is a growing demand for broadcasting coursework at the undergraduate level. The Center currently offers one television broadcasting course for undergraduates. In the current review of the Center being conducted by the Director and the Chair of Journalism and Mass Communications, this expanded undergraduate role is one of the alternatives that is being considered.

## Section P: Finances and Facilities

In the Middle State visit team report Finances and Facilities are combined in the same section. To facilitate the presentation of the institution's responses these two areas are dealt with separately below. For example the first item in the evaluation team report's list of challenges and suggestions addressed both "space constraint" issues and faculty and staff "perceived inequities" issues these two issues have been split and are dealt with their respective "Finances" and "Facilities" sub-sections below.

### P1: Finances

The Finance Office is headed by the Vice President for Finance who also serves as the Managing Director of the University Educational Endowment Fund Office. The Finance Area includes: The Budget and Financial Planning Office, the Controller's Office, the Internal Auditors Office, the Purchasing and Support Services Office, and the Travel Office.

### Responses to specific "Challenges and Suggestions"

The evaluation team's list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution's responses and actions (in standard type):

- **The University should give continuing attention to ... perceived inequities in faculty and staff compensation, benefits, and working conditions. (ETR p.30)**

In fiscal year 1996 certain local-hire faculty raised claims against the University for: (1) back pay representing the difference between their salaries and those of relocated-hire faculty in equivalent positions, and (2) reimbursement of schooling costs provided only to relocated-hire faculty. The first cases were heard in 1997 and 1998 and were lost by the plaintiffs, both at the court of the first instance and the court of appeal. Following negotiations between the University and faculty representatives the University abolished any retirement ages for faculty and equalized the salaries between local-hire and relocated hire faculty. Litigating faculty agreed to withdraw lawsuits pending the outcome of ongoing negotiations on the equalization of benefits. (Paraphrased from The American University in Cairo: Notes to the Financial Statements August 31, 1998 and 1997, Arthur Andersen, December 1998, p.8)

In May 1999, the University's Board of Trustees approved an ex-gratia supplementary cash payment to the retirement accumulations of certain long-serving, local-hire and foreign local-hire faculty, administrators and managers who were not eligible to participate in the Teachers Insurance Annuity Association (TIAA) and the College Retirement Equity Fund (CREF) prior to 1990. (Paraphrased from The American University in Cairo: Notes to the Financial Statements August 31, 1999 and 1998, Arthur Andersen, December 1999, p.10.)

No lawsuits of this nature have been filed against the University since that time.

- **The team commends the University for addressing salary inequities and for removing mandatory retirement age for Egyptian faculty to make it consistent with non-Egyptian faculty. However, consideration should be given to raising the retirement age of non-faculty employees.... (ETR p. 31)**

The Egyptian labor laws for Egyptian non-faculty employees are of paramount importance in determining AUC retirement policies and practices. The mandatory retirement age in Egypt is 60 with certain exceptions. Following a policy review and in keeping with these laws, in January 2001 the following was published in the “Personnel Policies and Procedures Manual for Supporting Staff” under the heading “Retirement”:

AUC Policies governing retirement state that non-faculty employees may be retired from the age of 60. Where employees are subject to specific laws and regulations, the terms and conditions of their contract with regard to retirement will be applied.

The university may elect to extend the employment of its personnel beyond the age of 60 if their services are especially required for a specific period of time.

No extension of services at the university beyond the age of 65 is allowed, except with the approval of the Board of Trustees.

Rehiring retirees on a casual basis, whether full-time or part-time, is not permitted. An exception to this is employment on projects for intermittent periods of time on a part-time basis. (The American University in Cairo Personnel Policies and Procedures Manual for Supporting Staff, January 2001, p. 20)

Under the new Egyptian labor laws that become effective in July 2003 there will be more flexibility regarding mandatory retirement. The University’s Staff Policies Committee has been studying these new laws and will consider whether changes are appropriate and desirable.

- **Although improvements have been made in faculty salaries, further improvements should be considered in view of the University’s difficulty in attracting and retaining quality faculty within the prescribed regulations. (ETR p. 31)**

The most important development in this area has been the continuation of “Trustees Supplements” which provide for the possibility of supplements to base salary on a case-by-case consideration of market and merit in recruiting faculty. A significant barrier to retention of quality faculty has been the lack of available tenure slots in many areas. Two programs have been developed to address this problem: (1) The “retirement incentive program” has resulted in 16 senior faculty members setting retirement plans and this is opening-up tenure slots in some areas. (2) In areas where

the tenure cap has been reached and there are no retirements projected for the near future, the “floating tenure program” provides the possibility for tenure in these areas. Twelve such floating tenure slots have been authorized.

- **The Board of Trustees should review and consider changing its current policy of expecting the University to fund capital expenditures through operations and/or short term borrowing. Additional working capital might be provided by using an appropriate portion of its quasi-endowment or by implementing a major fund raising drive. (ETR p. 31)**

After several years of planning and groundwork “a major fundraising drive” for the University was officially launched in February 2003. The goal is to raise \$100 million for new campus construction, attracting and retaining quality faculty and financial aid to students. As of June 2003 the campaign has raised approximately \$60 million in donations and pledges. Also, the University is exploring long term borrowing options as part of the funding for the new campus construction.

- **Although the University’s reserves are substantial, its financial strength can be diminished quickly if it attempts to direct its resources toward the solution of all issues at once. The need to achieve consensus in establishing priorities is evident. The administration, working closely with the faculty and other constituencies, should advise the Board of priorities as it deliberates on resource allocations. (ETR p. 31)**

Regarding major issues that have large impacts on financial resources, the top priority at the time (at immediately beyond) the Middle State team visit in 1998 were the equalization and retirement issues. After these issues were resolved the priorities have become the construction of the new campus, attracting and retaining quality faculty and financial aid to students.

The focal point of activity for achieving consensus and establishing priorities is now within the long range planning process. While much has been done in this regard, as is indicated in other parts of this report, there is additional work to be done on instituting more effective connections between strategic planning and decisions on resource allocations.

- **The team concurs with the recommendations of the study group on Resource Development and Management and is pleased to note that many of its recommendations have been implemented; others need to be clarified and communicated. The remaining recommendations are being reserved for appropriate action. (ETR p. 29)**

In AUC’s Self Study final report, the Resource Development and Management study group made a number of recommendations covering a broad range of issues. The study group’s recommendations were organized into eight categories. The category called “Financial Management” contained nine recommendations (See “The American University in Cairo Institutional Self-Study 1996-98 Final Report” (Volume 1, p. 151).

Five of the nine recommendations in the Financial Management section were judged to be what the visiting teams was referring in indicting “**others need to be clarified and communicated... being reserved for appropriate action.**” These five recommendations (*in italics*) with follow-up comments (in standard type face) are listed below:

#### *Financial Management*

- *Financial training and a handbook for administrators should be prepared.*

An online budget management system developed by Administrative Computing has been implemented. It includes an on-line manual and extensive help functions. Also the Human Resources Office has conducted two administrative assistant training programs. Both included a significant segments on financial training.

In addition to the above three AUC finance system related manuals have been created: (1) a purchasing manual, (2) a budgeting manual, and (3) an administrative assistance manual.

- *An annual report should be prepared by the Budget Office for the University Senate’s Budget Review Committee indicating the recommendations that have been implemented and the reasons for not implementing others.*

Personnel from the Budget Office meet annually with the University’s Senate Budget Review Committee. Implementation and funding of recommendation issues are discussed in a question and answer format rather than the presentation of a formal report format.

- *A report should be attached to the budget presentation quantifying the projects and the costs to be incurred from the university’s long-range plan.*

As the new “rolling plan” long range planning process has been implemented the initiatives have been approved and integrated more quickly into the operational structure. The former method of more general “costing out” aspect of planning initiatives as a whole has been by-passed. The institution recognizes that there is a need and is working on ways of improving the connection and communication between long range planning and decision making, policies setting and resource allocations.

In a visit to the campus in June 2003 the new President of AUC (beginning September 2003) and senior administrators discussed the need to give high priority to developing procedures that would tie the pillars and other results of the long range plan more closely to strategic decision making and budget planning.

- *A cost-benefit analysis and an accountability process should be established prior to the implementation of new academic programs and prior to hiring new faculty.*

A detailed accountability process has been implemented for new degree programs. This includes the requirement of a cost-benefit analysis as a part of the new degree program proposal.

New graduate diplomas, minors, certifications, specializations, etc. are not subject to this same accountability process. They are proposed by the department via the school to the University Senate.

All new positions reviewed by the President, and are identified in the budget presented to the Board of Trustees by the Office of the Provost.

- *The university should establish a committee for the approval of adult and educational programs in order to avoid costly overlapping and duplication.*

Within the Center for Adult and Continuing Education all new educational programs and projects go through an internal sign-off process to prevent overlap and duplication. The “sign-off” sheets are also sent to the Office of Sponsored Programs.

While most of AUC’s adult and continuing education programs are offered through CACE, continuing education and training programs are also offered through AUC’s Management Center, Engineering Services, Adham Center for Television Journalism, Desert Development Center and Social Research Center. There is no blanket new program review mechanism relating to all of these entities.

One of the important advantages of these types of programs is that they are designed to be able to respond to the educational needs of their clients in a timely manner. It is not clear there is “costly overlap and duplication” and further study would be needed to assess the situation.

## **P2: Facilities**

The Buildings and Grounds/Chief Engineer’s Office has overall responsibility for the care and maintenance of all AUC facilities. The offices reporting to the Chief Engineer include: Buildings and Grounds Maintenance, Buildings and Grounds Engineering Projects, Buildings and Grounds Services (e.g. housekeeping and food services), the Car Pool, and the Housing Office (extensive overseas faculty and staff housing).

### **Changes since 1998**

A Space Allocations Committee was established to deal with space issues on the current campus and to reallocate space as it came available as a result of moves to the New Falaki

Center and the Old Falaki Building. The Space Allocations Committee is made up of the Vice President for Planning and Administration, the Provost, and the Chief Engineer & Director of Buildings and Grounds.

### **Responses to specific “Challenges and Suggestions”**

The evaluation team’s list of challenges and suggestions are indicated below with bullets and bolding. These are followed by a description of the institution’s responses and actions (in standard type):

- **The University should give continuing attention to solving problems of current space constraints... (ETR p. 30)**

As described above in “Changes since 1998” the Space Allocations Committee was created to deal directly with issues related to space and facilities on the current campus.

A most significant positive and far reaching event regarding AUC’s down-town campus space constraint problems happened when the Egyptian building authority allowed AUC to continue using the classrooms and offices in the “Old Falaki Building” until the move to the new campus. As a part of the construction agreement for the new Falaki Academic Center, the Old Falaki Building was originally scheduled for demolition as soon as the new Falaki Academic Center was completed. Instead AUC currently benefits from the use of the considerable additional space provided in the new Center as well as the space in the older building. (Note: When the decision was made to build the new campus, the preliminary processes for the construction of the New Falaki Center were so far along that it was decided to go ahead with the construction of the New Falaki Center facility to help relieve the overcrowding in the down-town campus in spite of the decision to create and move to the new campus.)

With various offices, departments and functions moving to the Old Falaki Building and the New Falaki Center a major part of the work of the Space Utilization Committee has been to determine how the space been vacated would be used, who would be able to best use it and how it could be most effectively renovated to serve the new functions that it would house. This process was conducted within a clear set of objectives such as improving teaching space, locating all full-time faculty on campus, unifying departments, and relieving crowding.

- **As it awaits its new campus, which may not be available for ten years, serious consideration should be given to improving space utilization by offering classes in the late afternoon, early morning or on days not currently scheduled. (ETR p. 31)**

Classroom space utilization has been greatly improved. This is a direct result of five major factors:

1. Twelve new classrooms were provided by the new Falaki Academic Center.



2. More “regular-day” classes are now being scheduled later in the late afternoons.
3. In the past a number of class/seminar rooms were considered the proprietary space of various departments. Most of these rooms are now being scheduled by the Registrar. This has resulted in fuller utilization of these rooms and has relieved some of the pressure caused by small classes meeting in some of the relatively larger classrooms.
4. The Egyptian building authority’s allowance for AUC to continue using the classrooms and offices in the “Old Falaki Building” has been covered in the previous item in this sub-section.
5. With the additional space AUC was able to somewhat increase the total undergraduate enrollment. To avoid getting back into a highly overcrowded situation on the downtown campus, a cap at current (2002-2003) levels on total AUC undergraduate enrollment has been declared until the move to the new campus.

Because of the factors listed above the classroom utilization problems at the current campus have significantly decreased. Additionally, AUC has been able to reduce the amount of rented space and has even been able to take several of the lower end quality classrooms off the classroom list and convert them to other uses.

- **Both the 1992-93 Periodic Review and the Institutional Self-Study recommended the appointment of a trained specialized space manager with comprehensive understanding and knowledge of space. This individual could manage and control the use of space more effectively. This recommendation should be given serious consideration. (ETR p. 31)**

In preparing for the construction of a new campus and to deal with the current and transition facilities issues AUC made major additions at the Vice Presidential level:

1. The “Vice President for New Campus Development Office” was created and staffed to coordinate the development of the plans and oversee the construction of the new campus.
2. The “Vice President for Planning and Administration Office” was created to coordinate a number of institutional functions. One of these key functions is the coordination of planning and dealing with issues related to current facilities, transition of activities related to the new campus move, and “post-move” down-town facilities.

As already covered under the first item in this sub-section, the Space Utilization Committee was established under the new Vice President for Planning and Administration to deal with ongoing campus facility issues.

Preliminary plans regarding the continued use and/or sale of the various downtown campus facilities were produced by a sub-committee of the long range planning process. These will continue to guide our actions between now and the time of the move.

## **Chapter Three**

### **Planning, Outcomes Assessment and Self-Study**

This chapter starts with a description of the planning process initiated in 1999, the six main themes of the plan, and the progress made to date. In this process we developed a set of Peer Institutions to be used for the purposes described in Section B. This is followed by a section that describes our commitment to accreditation of appropriate academic programs. Section D describes the process of outcomes assessment that is operating using educational goals and outcomes that were derived from AUC's mission. The chapter concludes with a section about our data collection.

#### **A. The Planning Process**

The current long range planning process covers the period until the move to the new campus which is targeted to be made before the beginning of the 2007 fall semester. The Long Range Plan was first approved in 2001. The planning process itself continues to be active as we are engaged in a "rolling planning process" that updates and restates the plan on an annual basis.

The current process was initiated in 1999 when the new President directed the Provost to form a number of task forces and assigned them specific mandates. The long range planning task forces were asked to perform their work within the context of AUC's mission statement and three timely documents that were critical to AUC planning at this stage: (1) the final report of AUC's Century Committee [a special strategic planning committee instituted by the AUC Board of Trustees], (2) the final report of the Institutional Self-Study 1996-98, and (3) the final report to AUC of the Evaluation Team Representing the Commission on Higher Education of the Middle States Association of Colleges and Schools.

As the task forces were completing their work a broad-based membership Long Range Plan Committee was appointed to oversee the general process and a small Long Range Plan Steering Committee was appointed to facilitate the ongoing activities. When the newly created position of Vice President for Planning and Administration was filled, the incumbent along with the Provost became co-chairs of the planning process. This provided a strong academic/administrative leadership link at the top of the long range planning structure. Other committees and task forces are created (and dissolved) to fulfill the needs of the planning process:

#### **Committees and Task Forces of the Long Range Planning Process (2002-03)**

- Long Range Planning Committee  
Steering Committee
- Assessment Coordinating Council  
Assessment Steering Committee  
Assessment Resource Team

- Information Systems Council  
Online Strategy Group
- Collaboration Task Force
- Task Force on International Students
- Presidential Task Force on Community Service and Service Learning

## **The Planning Framework**

During the development of the plan the Steering Committee and the Long Range Planning Committee adopted the following guidelines for their work:

### **Faculty**

There will be a small growth in full-time faculty numbers commensurate with the growth in students. We will work to achieve the balance between U.S. and Egyptian faculty as laid out in AUC's protocols with the Egyptian Government.

### **Programs**

There are no plans to add Ph.D. programs to the curriculum. Initiatives should be confined to AUC's areas of strength, mainly at the graduate diploma, MA or MS level, and meet the requirements of the **Guidelines or Evaluating New Academic Programs**, available at <http://assessment.aucegypt.edu/Reports/reports.html>

### **Enrollment**

Due to space and other limitations, any increase in undergraduate enrollment will be carefully evaluated. AUC already has exceeded the target increase in undergraduate numbers that had been set at no more than 50 students each year until the move to the new campus. This has resulted in pressure on available facilities and resources. As a result of the re-evaluation, we plan to restrict our undergraduate enrollment to 4,000 until we move to the new campus.

The graduate enrollment will be expanded to make use of existing resources in ways that increase revenues rather than increase costs. Recommendations of the recent assessment of graduate admission, advising and registration process will be implemented.

### **Space and Facilities**

- No new building will be added to the current campus [This is following the completion of the New Falaki Academic Center]
- Maintain the present emphasis on quality of facilities and the campus environment, and the preservation of the value of these properties for later use or sale.
- Flexible and continuous planning and implementation will be used to cope with new space requirements, including careful evaluation of the space

implications of all new programs and growth in existing programs. The following objectives will guide space allocations:

1. Improve the quality of classrooms
2. Maintain general instructional space, including electronic classrooms, under central control
3. Locate full-time member of academic programs together
4. Locate full-time faculty on campus [Parts of some programs were located in rental space adjacent to the campus.]
5. Locate highly-used services and classrooms so that they are accessible
6. Minimize the number of apartments [i.e., rental space in areas surrounding the campus] used for university activities
7. Enhance facilities infrastructure to support increasing utilization of information technology in all university business and educational activities
8. Increase Buildings and Grounds planning and maintenance management techniques and software in preparation for new campus relocation.

## **Resources**

- Fund-raising will continue as a high priority, under the direction of the President and the Board of Trustees
- Faculty and administration will continue to be assisted by the Office of Sponsored Programs to produce grant proposals for external funding of projects, programs, activities and research
- Tuition will be increased gradually for undergraduate and graduate programs
- Extended efforts will be undertaken to market AUC's graduate programs and to make use of existing resources in ways which increase revenues rather than costs. Special efforts will also be made to expand the number of full-tuition paying international graduate students.

## **Six Strategic Themes and a Summary of Actions**

While the "Planning Framework" (presented in the previous section) is primarily a set of "constraints" within which the planning process operates, the "Six Strategic Themes" are statements about what the planning process is aiming to accomplish. The Six Strategic Themes were introduced in this report in Chapter One (p.4). A brief summary of the actions that have and are taking place at AUC as a result of the planning process will be presented here using in Six Strategic Themes as an organizing structure:

### **Theme One: Further develop high quality liberal arts education and first-rate faculty**

- The Center for Learning and Teaching has been established
- The Core Curriculum:
  1. The Extensive revisions in the Writing Program curriculum have been implemented

2. Policy changes have been approved that provide for greater flexibility and variety in what faculty can offer and in the course choices for the students
- Endowed Chairs: Major endowments have been received to support endowed chairs in three areas: Comparative Religion, International Business Leadership, and Coptic Studies

**Theme Two: Introduce a recurrent and comprehensive system of evaluation for campus-wide renewal and innovation**

- The Assessment Coordinating Council and the Assessment Steering Committee were established in September 2001
- First formal academic program assessment 2001-02: Engineering Programs
- Second formal academic program assessment 2002-03: The Teaching and Learning of English – remedial, undergraduate, graduate and continuing ed
- First formal supporting activities assessment 2001-02: The recruiting/admissions/enrollment processes – undergraduate, graduate and continuing ed
- Second formal supporting activities assessment 2002-03: Student development outside the classroom
- Creation of the Assessment Resource Team to assist self assessment groups
- An assessment website created: <http://assessment.aucegypt.edu>
- Peer institution lists created and approved (See Section B in this chapter)
- The Comprehensive Student Enrollment Model has been extensively revised to take into account new planning assumptions and to adjust for changing conditions (See Chapter Four for additional information)
- The master schedules for both the academic and supporting activities official assessment seven-year cycles have been developed, presented and approved.
- In conjunction with their AUC assessment review, the undergraduate programs in Mechanical Engineering and Construction Engineering were reviewed for the renewal of their accreditation with ABET.

**Theme Three: Reconfirm the University's pledge to serve Egypt and the region and inculcate in our students a life long commitment to the public good**

- A Presidential Task Force on Community Service and Service Learning was created to study this issue and make proposals (Many of the remaining items listed below are either direct or indirect results of the initiatives of this group)
- Each of the schools created one or more new courses with service learning components
- A new position in Student Affairs was created and filled to work with student clubs and organizations focusing on student involvement with community services endeavors and experiences

- Additional funds totaling over \$500,000 were raised to support Public School Scholarships
- The Center for Adult and Continuing Education:
  1. Initiated a joint program with the Egyptian Ministry of Communications and Information Technology to teach an intensive six-month IT program to over 1,700 recent high school and university graduates in nine off-campus locations.
  2. Developed programs leading to the awarding of Cisco Network Professional Certification.
  3. Added new offerings in GRE preparation and English skills development for tourism, business and computing
  4. Became a training and examination center for the Institute of Management Accountants and the Association of Investment Management
  5. Initiated a program for English language testing and training in conjunction with a \$2.4 million grant from the U.S. Agency for International Development
- The Social Research Center added two focus areas:
  1. Policy support to build closer ties with civil society in Egypt in conjunction with the Partnership in Development Research Program funded by the Netherlands Governmental Directorate General for International Cooperation
  2. Developed new regional training activities that have attracted over 150 participants from Egypt and thirteen other Arab countries

**Theme Four: Develop appropriate current and emerging information technologies to assist all activities of the University**

- The Information Systems Council was created to focus on issues relating to this strategic theme. They have:
  1. Created visions and mission statements for this area
  2. Conducted surveys on IT resources, programs and services
  3. Created an Online Strategy Group that has developed a report and recommendation regarding the use of technology-enhanced teaching and learning and online education at AUC
  4. Guided the creation of “smart classrooms” for the University
- Smart classrooms and teleconferencing facilities have been installed

**Theme Five: Employ systematic and creative actions to increase internationalization of enrollment, programs and ventures**

- The Task Force on International Students was created in the fall of 2001 to explore way to recruit more international students and to support their successful academic and personal development within the AUC community. As a result of



- the work of this task force a number of initiatives (involving such things as, student recruiting, communications and staff restructuring) that are covered in other parts of this report have already been implemented.
- Two new international student scholarship funds were established: (1) for Palestinian scholarships and (2) for Arab women.
  - A tuition and fees policy change made international undergraduate degree students eligible for AUC scholarships
  - CACE formed a new international educational program partnership the Bashmallah Organization for Cultural and Educational Services in Saudi Arabia and Syria
  - The Task Force on Collaboration began its work of gathering information about existing relationships with other institutions and identifying possible areas for developing collaborative relationships.

**Theme Six: Construct the new campus for educational renewal, innovation and academic excellence**

- The master plan for the new campus was approved
- Work on the campus infrastructure has been underway for over a year
- Six task forces on specific operations on the new campus have completed their work: food services, security, mail delivery, materials procurement, key systems, environmental health and safety; and one task force is currently working: residence operations
- Egypt's First Lady Mrs. Suzanne Mubarak laid the cornerstone for AUC's 260-acre new campus during the official groundbreaking ceremony February 5, 2003.

## **B. Peer Institutions**

### **Introduction**

In the years prior to creating an official list of peer institutions for AUC, lists of similar U.S. institutions would be compiled and comparative data assembled for various ad hoc purposes, such as salary comparisons, space planning, library holding development, grant proposals, etc. As outcomes assessment and specialized accreditation activities came to occupy a more central role in university self-study, planning and decision making, this ad hoc approach to peer institution comparisons was proving to be cumbersome and inadequate. To address these concerns, the Long Range Plan Steering Committee created a sub-committee to study this issue and propose a means of identifying suitable peer institutions. After considering a number of alternatives, in the fall of 2001 this sub-committee made two presentations to the Long Range Plan Steering Committee as to how such a list might be compiled. Based on the deliberations from these meetings the method for creating the official list of peer institutions was developed. This method was employed and the resulting final list of 60 U.S. peer institutions was approved by the Long Range Planning Committee in February 2002. “The Official List of Peer Institutions For The American University in Cairo” is giving on the following page. This list and related information are available at:

<http://opir.aucegypt.edu/PeerInstitutions/PeerListA.htm>

### **The Official List of Peer Institutions For The American University in Cairo**

The sixty universities and colleges listed in alphabetical order below are the official list of peer institutions for The American University in Cairo:

1. Abilene Christian University (TX)
2. Baldwin-Wallace College (OH)
3. Belmont University (TN)
4. Benedictine University (IL)
5. Bentley College (MA)
6. Bradley University (IL)
7. Butler University (IN)
8. Canisius College (NY)
9. Capital University (OH)
10. Christian Brothers University (TN)
11. College of New Jersey (NJ)
12. College of St. Catherine (MN)
13. Concordia University – River Forest (IL)
14. Creighton University (NE)
15. Doane College (NE)
16. Drake University (IA)
17. Drury University (MO)
18. Elon University (NC)
19. Emerson College (MA)
20. Fairfield University (CT)
21. Franciscan U. of Steubenville (OH)
22. Gonzaga University (WA)
23. Hampton University (VA)
24. John Carroll University (PA)
25. La Salle University (PA)
26. Loyola College (MD)
27. Loyola Marymount University (CA)
28. Loyola University New Orleans (LA)
29. Maryville University of St. Louis (MO)
30. Mercer University (GA)
31. Millersville University of Pennsylvania (PA)
32. Mississippi College (MS)
33. Oklahoma City University (OK)
34. Pacific Lutheran University (WA)
35. Providence College (RI)
36. Queens College (NC)
37. Quinnipiac University (CT)
38. Rider University (NJ)
39. Rockhurst University (MO)
40. Rutgers – Camden (NJ)
41. Samford University (AL)
42. Santa Clara University (CA)
43. Seattle Pacific University (WA)
44. Seattle University (WA)
45. Shippensburg U. of Pennsylvania (PA)
46. Springfield College (MA)
47. Saint Mary's College of California (CA)
48. Saint Mary's U. of San Antonio (TX)
49. Trinity University (TX)
50. Tuskegee University (AL)
51. University of Detroit Mercy (MI)
52. University of Portland (OR)
53. University of Richmond (VA)
54. University of Scranton (PA)
55. University of Tampa (FL)
56. Valparaiso University (IN)
57. Villanova University (PA)
58. Winthrop University (SC)
59. Xavier University (OH)
60. Xavier University of Louisiana (LA)

## **Uses of data from peer institutions**

A partial listing of past uses and/or those who have tried to use comparative data indicates some of the perceived uses of such data. These have included:

- Library collection development
- Specialized accreditation
- Student Affairs organization restructuring
- Institutional bond rating application
- Research grant proposals
- Salaries
- Planning of the new campus
- Revision of financial aid program
- Staffing decisions
- Dormitory fees
- Budgeting
- Long Range Planning

## **Why are all the institutions on the peer list in the United States?**

There are strong reasons for focusing on institutions in the United States initially.

Our accreditation is by Middle States, an accrediting agency that is based in the United States. The departments that have sought or are seeking accreditation are also doing so through US bodies. Having data for these purposes should be our first priority.

Our mission states, “The university advances the ideals of American liberal arts and professional education and of lifelong learning.” Given such a statement, it is appropriate that our peers be drawn from the United States so that we can assess how well we are achieving our mission.

There are also pragmatic reasons for restricting the set of peer institutions. The utility of data for comparative purposes depends on the data being available and comparable. Even within one country this can be difficult, but cross-country comparisons can be misleading or even useless unless special care is taken. AUC should not ignore what is happening elsewhere or at competitors within this region. For this reason we have recommended that we compile data regarding a number of regional institutions similar to AUC.

## **How should comparative data be used?**

The primary reason for establishing a list of peers is to ensure objectivity through the availability and reliability of data from comparable institutions. There are many examples of individuals or groups seeking to establish a position and choosing specific institutions to “prove” their point. Such an approach is not objective, and focusing on single issues can mask the institutional choices that have been made.

Although institutions change, normally they do so slowly, and so it is not necessary to change the list of peer institutions each year. In addition, there are advantages to having a stable list so that one may compare institutions over a number of years. For these reasons we have recommended that we compile a list and use it for a period of five years.

There may be occasions where AUC will seek to make comparisons with other universities. For example, we may wish to seek examples of best practice so that we can improve what we do; such examples may occur at institutions that are not on the list. Alternatively, we may wish to identify institutions that we might aspire to emulate. In such a situation it would probably be best for AUC to identify the direction in which it wished to move, and then seek appropriate institutions based upon the characteristics that such direction would imply.

## C. Program Accreditation

### United States Program Accreditation

**Program Accreditations Acquired:** The American University in Cairo has acquired program accreditation for three of its undergraduate majors:

- The first two AUC undergraduate programs to acquire program accreditation were the **Construction Engineering** and the **Mechanical Engineering** programs. Following an extensive self-study and preparation process in the preceding years, in 1997 both programs received accreditation from the Accreditation Board for Engineering and Technology (ABET). This was the first time that ABET awarded accreditation to undergraduate programs outside of the United States. While the Engineering Programs were conducting their formal outcomes assessment self-study in 2001-02 for AUC they were also preparing for the ABET re-accreditation. In the exit interview the ABET visiting team indicated positive feedback from their review. Official word regarding re-accreditation is expected later in 2003 following the Accreditation Board for Engineering and Technology meeting in which these reviews are presented.
- In the Fall of 1995, the Computer Science Department decided to seek additional external evaluation of its undergraduate **Computer Science** program and approached the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board (CSAB). The decision was based on CSAB's leading role in setting the standards and establishing criteria for high quality programs in the U.S., and the conviction that the Computer Science program at AUC would benefit considerably from the in-depth and vigorous evaluation process carried out by CSAB. CSAB was agreeable and the Computer Science Department began its preparation and self-study process based on CSAB guidelines.

In October 1998, a Computer Science Accreditation Commission evaluation committee visited AUC. Based on their recommendations in August 1999, the CSAB officially accredited the undergraduate Computer Science program at AUC. This is the first computer science program outside of the U.S. that was accredited by CSAB.

**Program Accreditations Being Sought:** The American University in Cairo is in the process of seeking accreditation for two undergraduate programs and one masters program:

- AUC's Management Department is working toward accreditation with the Association to Advance Collegiate Schools of Business (AACSB) for its undergraduate **Accounting** and undergraduate **Business Administration** programs and its **Masters of Business Administration** program. AACSB has long been recognized in the U.S. as the most important endorsement of quality business education. Only recently has that accreditation been made available to business programs outside the U.S. and AUC is dedicated to achieving this recognition.

The Department is currently engaged in self-study and making improvements using AACSB guidelines. The work is organized around the examination of standards in

six areas: (1) Mission and Objectives, (2) Intellectual Contribution, (3) Faculty Composition and Development, (4) Students, (5) Instructional Resources, and (6) Curriculum Content and Evaluation.

**Program Accreditations Being Actively Considered:** At this time the American University in Cairo is actively considering program accreditation for one additional undergraduate program:

- AUC's Department of Journalism and Mass Communication is studying the possibility of seeking program accreditation for its undergraduate program in **Journalism and Mass Communication** from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

### **Egyptian Program Accreditation**

AUC's academic degree programs are subjected to review by the Supreme Council of Egyptian Universities. Once they are accepted by this authority they are considered in Egypt as equivalent to those offered by the Egyptian national universities. This is particularly important for the graduates of AUC's "professional programs" who intend to work in Egypt. For example, because AUC's Engineering programs have this accreditation, graduates are eligible to register as professional engineers in the Egyptian Syndicate of Engineers.



## **D. Outcomes Assessment**

The AUC Long Range Planning Committee directed two sub-committees to lay the ground-work for the creation of a comprehensive and continuous outcomes assessment process for the institution. One of the sub-committees focused on assessment of the academic programs and the other focused on assessment of supporting activities. The joint report of these sub-committees, entitled “Academic Programs and Supporting Activities, Policies and Procedures” was adopted by the Long Range Planning Committee on April 10, 2001. Based on these guidelines the University created (1) an Assessment Coordinating Council to oversee the development and functioning of the institutional outcomes assessment processes and (2) an Assessment Steering Committee to facilitate the ongoing outcomes assessment activities.

Another vital part of the adopting of this joint report was the approval of the list the context of approval of the statement of “Educational goals/outcomes for AUC students.” These play a prominent role in the planning and preparation for all subsequent outcomes assessment deliberations and activities. (Even though these are mentioned in chapter two of this report in response to a specific item, they are repeated here because they are so central to the development of the outcomes assessment processes and activities.)

### **Educational goals/outcomes for AUC students**

#### **Personal/Interpersonal Outcomes**

- Self awareness
- Ability to establish rapport
- Ability to work independently and in teams
- Leadership abilities
- Adaptability (Ability to adjust to new circumstances)

#### **Cognitive Outcomes**

- Oral and written communication skills - English and Arabic
- Critical thinking and problem solving skills
- Analytical abilities
- Independent learning abilities
- Increase in knowledge
- Proficiency in the tools of learning and research competence (ability to gather and use information)
- Ability to bridge boundaries between disciplines

#### **Preparedness for Successful Careers**

- Job skills (professional methods of gaining knowledge - major specific)
- Ethical standards and professional conduct
- Use of technology and computers
- Ability to collaborate in a multicultural context

#### Attitudinal/Citizenship Outcomes

- Sense of responsibilities to society
- Appreciation of Egyptian and Arab culture and heritage
- Cross-cultural knowledge and competence
- International understanding and sensitivity to other cultures
- Aesthetic awareness (the various modes of human artistic expression)
- Desire for lifelong learning

*Assessment of Academic Programs and Supporting Activities: Policies and Procedures* April 2001.

As is apparent from their various reports, assessment activities in the academic schools, the adult and continuing education, and the support services use the list of outcomes indicated as a central focus of their self-assessment actions. Examples of reports on assessments activities in progress and recently completed assessment projects are available at: <http://assessment.aucegypt.edu/Reports/reports.html> We acknowledge that further development is needed and this will be undertaken in conjunction with the assessment process.

The first meeting of the Assessment Coordinating Council was convened on September 17, 2001. Building on the work done within the Long Range Planning context, the Assessment Coordinating Council immediately launched the first two outcomes assessment activities for the 2001-2002 academic year:

1. Academic Programs – The Engineering programs on the academic side
2. Supporting Services – All of the services and processes related to the recruiting, admissions and enrollment of new of undergraduate, graduate and adult education students.

During the 2001-2002 academic year the Assessment Steering Committee created the Assessment Resource Team to assist self assessment groups in their work.

While some assessment activity related to the 2001-2002 topic areas carried over into the 2002-2003 academic year, assessment activities in two new areas were initiated in 2002-2003:

1. Academic Programs – All of the instructional programs and activities related to the teaching and learning of English language
2. Supporting Services – The programs and activities involved in student development outside of the classroom.

## The University-wide Seven Year Outcomes Assessment Schedules

During the 2002-03 academic year two set of seven-year cycles were created the university-wide assessment program: (1) for the academic programs and (2) for the support services.

### Seven Year Cycle for Assessment of Academic Programs

|    |                |                                  |  |
|----|----------------|----------------------------------|--|
| 1. | <u>2001-02</u> | <u>SCE</u>                       | Engineering  |
| 2. | <u>2002-03</u> | <u>HUSS</u>                      | Teaching and Learning of English<br>[ <u>SCE</u> -- Engineering completed]   |
| 3. | <u>2003-04</u> | <u>SCE</u>                       | Math, Science (Biology, Chemistry, Physics),<br>Computer Science. TEFL<br>[ <u>HUSS</u> teaching and learning English to be completed]     |
| 4. | <u>2004-05</u> | <u>BEC</u>                       | Mgmt/Public Administration/Business Administration<br>Accounting / Management Center / IMD   |
| 5. | <u>2005-06</u> | <u>BEC &amp;<br/>LLT</u>         | Journalism & Mass Communication<br>Libraries and Learning Technologies & CLT   |
| 6. | <u>2006-07</u> | <u>HUSS &amp;<br/>BEC</u>        | SAPE / Political Science / ME Studies/ FMRS<br>Comparative Literature/Philosophy/History /PVA/<br>Arabic Studies, TAFL, ALI, and Economics |
| 7. | <u>2007-08</u> | <u>Schools &amp;<br/>Provost</u> | Core Curriculum<br>Centers: DDC / SRC/ IGWS / African Studies  |

Although ongoing assessment would be expected, mid-cycle reports would be required from each area in the 2<sup>nd</sup> to 3<sup>rd</sup> year of the cycle. The next formal assessment would be 7 years from the first assessment, or would coincide with accreditation assessment schedules. For example, Computer Science has such a timetable and Engineering would follow the ABET schedule.

## Seven Year Schedule for Assessment of Supporting Activities

Units have been organized and grouped for review using the rationale which follows. If there were simply reviews of existing units, there would be little opportunity to examine activities that involve a number of units. In addition, there would be a large number of reviews. The Organization of the reviews takes into account the clients served.

The organization of reviews proposed here groups organizational units on the basis of primary functions/processes and by primary internal and external clients. These primary functions/processes are listed below, and are followed by tables that show the grouping of units for review. Every supporting unit is included within a primary review. It should be noted part of a unit may need to be considered in another primary review. For example, fee collection will be part of the Controller's Office for the primary review, but this activity needs to be considered at a secondary level in the review of "Organize the learning environment".

### LIST OF PRIMARY FUNCTIONS/PROCESSES

|                       |  |
|-----------------------|--|
| Year One: 2001/2002   | Organize the learning environment  |
| Year Two: 2002/2003   | Foster individual student development  |
| Year Three: 2003/2004 | Provide direct support to classes and the learning process<br>Maintain the physical facilities   |
| Year Four: 2004/2005  | <b>Institutional decision making and planning</b><br>Support institutional decision making and planning  |
| Year Five: 2005/2006  | Provide services to institutional personnel and students   |
| Year Six: 2006/2007   | Maintain internal communication functions<br>Provide educational and/or cultural public services   |
| Year Seven: 2007/2008 | Maintain one or more key institution-to-external communication link(s)<br>Acquire/manage externally acquired goods, services & financial resources |

## **E. Data Collection and Outcomes Assessment Information**

With the creation of the new university-wide assessment process, the growing number of specialized accreditation activities and the growing importance of outcomes assessment in grant reporting, there is growing need for multiple methods for effective outcomes assessment. As the processes mature, work continues (particularly within the assessment coordinating structure) on achieving the best balance between fostering ownership to those involved in assessment activities and gaining the advantages of the efficiencies, objectivity and consistency of more centralized information collection and analysis.

During the 2002-03 academic year the Assessment Steering Committee asked OPIR to prepare information sheets/models that might serve as a basis for developing more coordinated data collection. They asked to consider both existing and possible new assessments, information being collected for both assessment objectives and other objectives, types of data collection (e.g., existing records, hard copy survey, online survey, etc.), cycle data collection as well as what time of year taken and/or administered, typical participants, sampling, who might be responsible for administering it, and were the measurement tools already in existence or did they need to be developed.

Three examples were produced for the Committee: (1) English Language Skills – Undergraduate, (2) English Language Skills – Masters/Graduate Diploma, and (3) University-wide Outcomes Assessment Activities and Processes. Tables summarizing these examples appear on the following three pages. It must be stressed that these are very early stage examples of how this type of data collection might become more systematic and centralized at some point in the future. Although the tables are built directly on current things that are being considered, at this stage they must be considered as tentative possibilities of for future activities rather than solid indicators of current practices.

# University-wide Outcome Assessment Activities and Processes

## English Language Skills - Undergraduate

| English Language Skills - Undergraduate     |                                 |                                 |            |                        |                                     | All or Sample | Admin Via           | Needs to be: |        |
|---|---------------------------------|---------------------------------|------------|------------------------|-------------------------------------|---------------|---------------------|--------------|--------|
| Assessment                                  | Objectives                      | Type                            | Cycle      | When                   | Participants                        |               |                     | Dev.         | Ident. |
| Input Performance Indicators                |                                 |                                 |            |                        |                                     |               |                     |              |        |
| English Language Skills Entrance Levels     | Accept, Place & Outcomes Assess | ELPET TOEFL & Other             | Continuous | Multiple Exam Dates    | New Undergraduates                  | Most          | TES/ External       | No na        | na No  |
| Secondary School & Other Skill Level Info   | Acceptance & Outcomes Assess    | Multiple Types                  | Continuous | na                     | New Undergrads                      | All           | External            | na           | No     |
| Process Performance Indicators              |                                 |                                 |            |                        |                                     |               |                     |              |        |
| English Language Skills "Midway" Levels     | Grading Outcomes Assess         | Faculty Grading                 | Continuous | In-class Activities    | Students in Graded Writing Classes  | Most          | Writing Faculty     | No           | na     |
| [Qs in] UG "Qual Std Life" A/I Survey       | Outcomes Assessment             | Initial Hardcopy Later On-line? | One Year   | Spring                 | Undergraduate Students              | All           | OPIR                | Yes          | Maybe  |
| [Qs in] Faculty/Staff A/I Survey            | Outcomes Assessment             | Initial Hardcopy Later On-line? | Five Year  | Fall                   | AUC Faculty & Staff                 | All           | OPIR                | Yes          | na     |
| Outcome Performance Indicators              |                                 |                                 |            |                        |                                     |               |                     |              |        |
| English Language Skills Upper Levels        | Outcomes Assessment             | ELPET & ACT Write/Read          | Annual     | Spring                 | Undergraduate 3rd or 4th Year       | Sample?       | OPIR/TES External   | Yes na       | na Yes |
| [Qs in] Exit A/I Survey Undergraduate       | Program Eval & Outcomes Assess  | Hardcopy                        | Semester   | Just before Graduation | Undergraduate Students              | Most          | Student Affairs Off | No           | na     |
| [Qs in] Alumni Survey Undergraduate         | Outcomes Assessment             | Hardcopy                        | Five Year  | Sp/Su                  | 2-10 Years After Program Completion | Sample        | OPIR/ CAPS          | No           | na     |
| [Qs in] Employer Survey Undergraduate       | Outcomes Assessment             | Hardcopy                        | Five Year  | Sp/Su                  | 2-10 Years After Program Completion | Sample        | OPIR/ CAPS          | No           | na     |
| Retention & Time to Complete Skills Courses | Outcomes Assessment             | Institutional Records           | Continuous | na                     | Undergraduate Students              | All           | OPIR/ Faculty       | No           | na     |

# University-wide Outcome Assessment Activities and Processes

## English Language Skills - Masters/Graduate Diploma

|   |                                    |                                    |            |                           |  | All or<br>Sample | Admin<br>Via         | Needs to be: |           |
|---|------------------------------------|------------------------------------|------------|---------------------------|--|------------------|----------------------|--------------|-----------|
| Assessment  | Objectives                         | Type                               | Cycle      | When                      | Participants                           |                  |                      | Dev.         | Ident.    |
| <b>Input Performance Indicators</b>               |                                    |                                    |            |                           |  |                  |                      |              |           |
| English Language Skills<br>Entrance Levels        | Accept, Place &<br>Outcomes Assess | ELPET<br>TOEFL & Other             | Continuous | Multiple<br>Exam Dates    | New<br>Masters/Grad Dipl               | Most?            | TES/<br>External     | No<br>na     | na<br>No  |
| Tertiary School &<br>Other Skill Level Info       | Acceptance &<br>Outcomes Assess    | Multiple<br>Types                  | Continuous | na                        | New<br>Masters/Grad Dipl               | All              | External             | na           | No        |
| <b>Process Performance Indicators</b>             |                                    |                                    |            |                           |  |                  |                      |              |           |
| English Language Skills<br>"Midway" Levels        | Grading<br>Outcomes Assess         | Faculty<br>Grading                 | Continuous | In-class<br>Activities    | Students in<br>Skills Classes          | Most             | Writing<br>Faculty   | No           | na        |
| [Qs in] Graduate "Qual<br>Std't Life" A/I Survey  | Outcomes<br>Assessment             | Initial Hardcopy<br>Later On-line? | One Year   | Spring                    | Masters & Grad<br>Diploma Students     | All              | OPIR                 | Yes          | Maybe     |
| [Qs in] Faculty/Staff<br>A/I Survey               | Outcomes<br>Assessment             | Initial Hardcopy<br>Later On-line? | Five Year  | Fall                      | AUC Faculty &<br>Staff                 | All              | OPIR                 | Yes          | na        |
| <b>Outcome Performance Indicators</b>             |                                    |                                    |            |                           |  |                  |                      |              |           |
| English Language Skills<br>Prior to Completion(?) | Outcomes<br>Assessment             | ELPET &<br>ACT Write/Read          | Annual     | Spring                    | Prior to<br>Completion                 | Sample?          | OPIR/TES<br>External | Yes<br>na    | na<br>Yes |
| [Qs in] Exit A/I Survey<br>Masters/Grad Diploma   | Program Eval &<br>Outcomes Assess  | Hardcopy                           | Semester   | Just before<br>Graduation | Masters<br>Students                    | Most             | V Provost<br>Office  | No           | na        |
| [Qs in] Alumni Survey<br>Masters/Grad Diploma     | Outcomes<br>Assessment             | Hardcopy                           | Five Year  | Sp/Su                     | 2-10 Years After<br>Program Completion | Sample           | OPIR/<br>CAPS        | No           | na        |
| [Qs in] Employer Survey<br>Masters/Grad Diploma   | Outcomes<br>Assessment             | Hardcopy                           | Five Year  | Sp/Su                     | 2-10 Years After<br>Program Completion | Sample           | OPIR/<br>CAPS        | No           | na        |
| Retention & Time to<br>Complete Skills Courses    | Outcomes<br>Assessment             | Institutional<br>Records           | Continuous | na                        | Undergraduate<br>Students              | All              | OPIR/<br>Faculty     | No           | na        |



| University-wide Outcome Assessment Activities and Processes |                                       |   |            |                        |                                     | All or Sample | Admin Via              | Needs to be: |             |
|---|---------------------------------------|---|------------|------------------------|-------------------------------------|---------------|------------------------|--------------|-------------|
| Assessment  | Objectives                            | Type  | Cycle      | When                   | Participants                        |               |                        | Dev.         | Ident.      |
| English Language Skills Entrance Levels                     | Accept, Place & Outcomes Assess       | ELPET TOEFL & Other                           | Continuous | Multiple Exam Dates    | New UGs & New Masters/Dipl          | Most          | TES/ External          | No na        | na No       |
| Secondary School & Other Skill Level Info                   | Accept, Scholarship & Outcomes Assess | Multiple Types                                | Continuous | na                     | New Undergrads                      | All           | External               | na           | No          |
| Tertiary School & Other Skill Level Info                    | Acceptance & Outcomes Assess          | Multiple Types                                | Continuous | na                     | New Masters/Dipl                    | All           | External               | na           | No          |
| New Undergraduate Att/Info (A/I) Survey                     | Assess the Recruit & Enroll Process   | Hardcopy                                      | Each Sem   | Beginning Semester     | New Undergrads                      | All           | ?                      | Yes          | na          |
| New Masters/Diploma A/I Survey                              | Assess the Recruit & Enroll Process   | Hardcopy                                      | Each Sem   | Beginning Semester     | New Masters/Dipl                    | All           | ?                      | Yes          | na          |
| Quality of Student Life & A/I Survey - Undergrad            | Outcomes Assessment                   | Initial Hardcopy Later On-line?               | One Year   | Spring                 | Undergraduate Students              | All           | OPIR                   | Yes          | Maybe       |
| Quality of Student Life & A/I Survey - Grad                 | Outcomes Assessment                   | Initial Hardcopy Later On-line?               | One Year   | Spring                 | Masters & Grad Diploma Students     | All           | OPIR                   | Yes          | Maybe       |
| English Language Skills "Midway" Levels                     | Grading Outcomes Assess               | Faculty Grading                               | Continuous | In-class Activities    | Students in Graded Writing Classes  | All           | Writing Faculty        | No           | na          |
| English Language Skills Upper Levels                        | Outcomes Assessment                   | ELPET & ACT Write/Read                        | Annual     | Spring                 | Undergraduate 3rd or 4th Year       | Sample?       | OPIR/TES External      | Yes na       | na Yes      |
| Upper Levels - Other Mission Related Skills                 | Outcomes Assessment                   | Critical Thinking, Scientific Reasoning, Math | Annual     | Spring                 | Undergraduate 3rd or 4th Year       | Sample?       | OPIR/TES External      | na na        | Yes Yes Yes |
| Exit A/I Survey International                               | Program Eval & Outcomes Assess        | Hardcopy                                      | Semester   | Just before Graduation | Undergrad International Stdts       | Most          | International Std Serv | No           | na          |
| Exit A/I Survey Undergraduate                               | Program Eval & Outcomes Assess        | Hardcopy                                      | Semester   | Just before Graduation | Undergraduate Students              | Most          | Student Affairs Off    | No           | na          |
| Exit A/I Survey Masters                                     | Program Eval & Outcomes Assess        | Hardcopy                                      | Semester   | Just before Graduation | Masters Students                    | Most          | V Provost Office       | No           | na          |
| Graduate (Alumni) Survey Both Undergrad & Masters           | Outcomes Assessment                   | Hardcopy                                      | Five Year  | Sp/Su                  | 2-10 Years After Program Completion | Sample        | OPIR/ CAPS             | No           | na          |
| Faculty/Staff A/I Survey                                    | Outcomes Assessment                   | Initial Hardcopy Later On-line?               | Five Year  | Fall                   | AUC Faculty & Staff                 | All           | OPIR                   | Yes          | na          |
| Topical Surveys Example: Integrity                          | Outcomes Assessment                   | On-line                                       | Three Year | Spring                 | Students & Faculty                  | Sample        | Senate OPIR/Ext        | ?            | ?           |

## Chapter Four

### Analysis of Enrollment and Finances

In this chapter the presentation of the information, analysis and projections of AUC enrollments (in Section A: Enrollments) and the finances (in Section B: Institutional Finances) lead to the presentation of a key table presented in Section C: New Campus Finances. In this table the consolidated cash flows for the period fiscal year 1999 through fiscal year 2008 are presented.

#### A. Enrollments

**Prior Model and System:** During the 1998-99 academic year a long range comprehensive enrollment model to cover the transition to the new campus was developed based on the planning assumptions at that time. It provided for limiting the undergraduate enrollment increase to a 50 per year average (i.e. average of fall and spring enrollments) until the move to the new campus and then increasing by a 100 per year average at the new campus until an undergraduate full-time equivalent of 5,500 undergraduates was achieved.

The primary control method based on this model was a semester-to-semester system. In brief, current enrollments along with projected graduations, attritions and readmissions were used to set new-student enrollment targets for the following semester.

**New Model and System:** Because of changing circumstances and changing planning assumptions, in the fall of 2002 OPIR was asked to produce a new “Long Range Enrollment Management Model.” In an effort to give enhanced long-range projection capabilities to the new model, a detailed study of longer-range student graduation and completion patterns was conducted. Based on this study a system was established so that various combinations of new student intake and enrollment patterns could be tested.

On the current campus enrollment management has traditionally been defined in terms of headcount students. In the planning for the new campus the unit of analysis became student full-time equivalent (fte) rather than headcount. The new model also had to be able to easily translate between these two basic units of analysis. The new model was presented and adopted in January of 2003. The “end products” of the new model are shown on the following pages in Tables 1, 2 and 3: Table 1 presents the enrollments in terms of Full-Time Equivalent (fte). Table 2 presents the same information in terms of Head Count. Table 3 repeats the undergraduate portion of the headcount table (Table 2) but adds in the projected new student targets that are needed to achieve the enrollment patterns presented.

#### Brief definitions for terms in the tables, policies and assumptions:

**Day Students** means all undergraduate students and “Other Day Students”

**Other Day Students** means non-degree, audit, and special program (Arabic Language Institute, and Center for Arabic Study Abroad) students

**After 4:00 Students** means master’s degree and graduate diploma students

**Financial Full Time Equivalent** means all full-time students count as one and all part-time students (in terms of tuition charged for programs) added together and divided by the amount of full time tuition

**The new model took into consideration the following policies, assumptions and goals:**

The target enrollment for the new campus is an average (fall/spring) of **5,500 fte day students**. (See the lower part of the “Day Students: Total Day – Annual Average” column on Table 1)

Until the transition to move to the new campus undergraduate enrollment will be limited to an average (fall/spring) of **4,000 headcount undergraduate students**. (See the upper part of the “Day Students: Undergraduate – Annual Average” column on Table 2)

Change the new undergraduate intake so that a high percentage (i.e., 90%) of the new students will be admitted for fall semesters. (See the left hand column on Table 3)

Adjust new student intake targets now and during the new campus transition period to achieve “steady state” intake patterns and enrollments patterns on the new campus as soon as possible. (See the upper part of the left hand column on Table 3 and all student totals on all tables for FY2012-13 and later)

Assume that international student enrollments (primarily in the “Other Day Students” category – i.e., study abroad/non-degree, CASA and ALI) will increase more rapidly that they have in recent years and probably level off at about 300 headcount. (See the “Other Day Students” column on Table 2)

Assume that the master’s degree and diploma students will increase at a steady pace and level off at about 900 headcount. (See the “After 4:00 Students” column on Table 2)

**Table 1: AUC Long Range Enrollment Management Model  
Using Financial Full Time Equivalent (Financial FTE)**

|  | Semester    | Day Students          |                   |                       |              |                   | After 4:00<br>Students | Total<br>Enrollment | Annual<br>Average |
|--|-------------|-----------------------|-------------------|-----------------------|--------------|-------------------|------------------------|---------------------|-------------------|
|  |             | Undergrad<br>Students | Annual<br>Average | Other Day<br>Students | Total<br>Day | Annual<br>Average |                        |                     |                   |
| <b>Current<br/>Year</b>                                    | Fall 2002   | 4,296                 |                   | 214                   | 4,510        |                   | 542                    | 5,051               |                   |
|  | Spring 2003 | 3,985                 | 4,140             | 214                   | 4,199        | 4,354             | 542                    | 4,741               | 4,896             |
| <b>Under<br/>Grad<br/>Head-<br/>count<br/>at<br/>4,000</b> | Fall 2003   | 4,232                 |                   | 222                   | 4,454        |                   | 549                    | 5,003               |                   |
|  | Spring 2004 | 3,968                 | 4,100             | 222                   | 4,190        | 4,322             | 549                    | 4,739               | 4,871             |
|  | Fall 2004   | 4,251                 |                   | 240                   | 4,491        |                   | 556                    | 5,046               |                   |
|  | Spring 2005 | 3,949                 | 4,100             | 240                   | 4,189        | 4,340             | 556                    | 4,745               | 4,896             |
|  | Fall 2005   | 4,240                 |                   | 258                   | 4,497        |                   | 562                    | 5,060               |                   |
|  | Spring 2006 | 3,959                 | 4,100             | 258                   | 4,217        | 4,357             | 562                    | 4,779               | 4,920             |
|  | Fall 2006   | 4,293                 |                   | 273                   | 4,566        |                   | 569                    | 5,135               |                   |
|  | Spring 2007 | 4,027                 | 4,160             | 273                   | 4,300        | 4,433             | 569                    | 4,869               | 5,002             |
| <b>New<br/>Campus</b>                                      | Fall 2007   | 4,569                 |                   | 273                   | 4,842        |                   | 576                    | 5,418               |                   |
|  | Spring 2008 | 4,305                 | 4,437             | 273                   | 4,578        | 4,710             | 576                    | 5,154               | 5,286             |
|  | Fall 2008   | 4,839                 |                   | 273                   | 5,112        |                   | 582                    | 5,694               |                   |
|  | Spring 2009 | 4,559                 | 4,699             | 273                   | 4,832        | 4,972             | 582                    | 5,414               | 5,554             |
|  | Fall 2009   | 5,066                 |                   | 273                   | 5,339        |                   | 600                    | 5,939               |                   |
|  | Spring 2010 | 4,771                 | 4,918             | 273                   | 5,044        | 5,191             | 600                    | 5,644               | 5,791             |
|  | Fall 2010   | 5,259                 |                   | 273                   | 5,532        |                   | 600                    | 6,132               |                   |
|  | Spring 2011 | 4,948                 | 5,103             | 273                   | 5,221        | 5,376             | 600                    | 5,821               | 5,976             |
| <b>Day<br/>Student<br/>Capacity<br/>5,500 fte</b>          | Fall 2011   | 5,387                 |                   | 273                   | 5,660        |                   | 600                    | 6,260               |                   |
|  | Spring 2012 | 5,026                 | 5,207             | 273                   | 5,299        | 5,480             | 600                    | 5,899               | 6,080             |
|  | Fall 2012   | 5,417                 |                   | 273                   | 5,690        |                   | 600                    | 6,290               |                   |
|  | Spring 2013 | 5,038                 | 5,228             | 272                   | 5,310        | 5,500             | 600                    | 5,910               | 6,100             |
|  | Fall 2013   | 5,418                 |                   | 273                   | 5,691        |                   | 600                    | 6,291               |                   |
|  | Spring 2014 | 5,038                 | 5,228             | 272                   | 5,310        | 5,500             | 600                    | 5,910               | 6,100             |
|  | Fall 2014   | 5,418                 |                   | 273                   | 5,691        |                   | 600                    | 6,291               |                   |
|  | Spring 2015 | 5,038                 | 5,228             | 272                   | 5,310        | 5,500             | 600                    | 5,910               | 6,100             |
|  | Fall 2015   | 5,418                 |                   | 273                   | 5,691        |                   | 600                    | 6,291               |                   |
|  | Spring 2016 | 5,038                 | 5,228             | 272                   | 5,310        | 5,500             | 600                    | 5,910               | 6,100             |
|  | Fall 2016   | 5,418                 |                   | 273                   | 5,691        |                   | 600                    | 6,291               |                   |
|  | Spring 2017 | 5,038                 | 5,228             | 272                   | 5,310        | 5,500             | 600                    | 5,910               | 6,100             |
|  | Fall 2017   | 5,418                 |                   | 273                   | 5,691        |                   | 600                    | 6,291               |                   |
|  | Spring 2018 | 5,038                 | 5,228             | 272                   | 5,310        | 5,500             | 600                    | 5,910               | 6,100             |
|  | Fall 2018   | 5,417                 |                   | 273                   | 5,690        |                   | 600                    | 6,290               |                   |
|  | Spring 2019 | 5,038                 | 5,228             | 272                   | 5,310        | 5,500             | 600                    | 5,910               | 6,100             |
|  | Fall 2019   | 5,417                 |                   | 273                   | 5,690        |                   | 600                    | 6,290               |                   |
|  | Spring 2020 | 5,037                 | 5,227             | 273                   | 5,310        | 5,500             | 600                    | 5,910               | 6,100             |
|  | Fall 2020   | 5,417                 |                   | 273                   | 5,690        |                   | 600                    | 6,290               |                   |
|  | Spring 2021 | 5,037                 | 5,227             | 273                   | 5,310        | 5,500             | 600                    | 5,910               | 6,100             |

**Table 2: AUC Long Range Enrollment Management Model  
Using Headcount**

|  | Semester           | Day Students          |                   |                       |              |                   | After 4:00<br>Students | Total<br>Enrollment | Annual<br>Average |
|--|--------------------|-----------------------|-------------------|-----------------------|--------------|-------------------|------------------------|---------------------|-------------------|
|  |                    | Undergrad<br>Students | Annual<br>Average | Other Day<br>Students | Total<br>Day | Annual<br>Average |                        |                     |                   |
| <b>Current<br/>Year</b>                                      | <b>Fall 2002</b>   | 4,191                 |                   | 241                   | 4,432        |                   | 828                    | 5,260               |                   |
|  | <b>Spring 2003</b> | 3,888                 | 4,040             | 241                   | 4,129        | 4,281             | 828                    | 4,957               | 5,109             |
| <b>Under-<br/>Grad<br/>Enroll-<br/>ment<br/>at<br/>4,000</b> | <b>Fall 2003</b>   | 4,129                 |                   | 250                   | 4,379        |                   | 840                    | 5,219               |                   |
|  | <b>Spring 2004</b> | 3,871                 | <b>4,000</b>      | 250                   | 4,121        | 4,250             | 840                    | 4,961               | 5,090             |
|  | <b>Fall 2004</b>   | 4,147                 |                   | 270                   | 4,417        |                   | 850                    | 5,267               |                   |
|  | <b>Spring 2005</b> | 3,853                 | <b>4,000</b>      | 270                   | 4,123        | 4,270             | 850                    | 4,973               | 5,120             |
|  | <b>Fall 2005</b>   | 4,137                 |                   | 290                   | 4,427        |                   | 860                    | 5,287               |                   |
|  | <b>Spring 2006</b> | 3,863                 | <b>4,000</b>      | 290                   | 4,153        | 4,290             | 860                    | 5,013               | 5,150             |
|  | <b>Fall 2006</b>   | 4,188                 |                   | 300                   | 4,488        |                   | 870                    | 5,358               |                   |
|  | <b>Spring 2007</b> | 3,929                 | 4,059             | 300                   | 4,229        | 4,359             | 870                    | 5,099               | 5,229             |
| <b>New<br/>Campus</b>  | <b>Fall 2007</b>   | 4,458                 |                   | 300                   | 4,758        |                   | 880                    | 5,638               |                   |
|  | <b>Spring 2008</b> | 4,200                 | 4,329             | 300                   | 4,500        | 4,629             | 880                    | 5,380               | 5,509             |
|  | <b>Fall 2008</b>   | 4,721                 |                   | 300                   | 5,021        |                   | 890                    | 5,911               |                   |
|  | <b>Spring 2009</b> | 4,448                 | 4,585             | 300                   | 4,748        | 4,885             | 890                    | 5,638               | 5,775             |
|  | <b>Fall 2009</b>   | 4,942                 |                   | 300                   | 5,242        |                   | 900                    | 6,142               |                   |
|  | <b>Spring 2010</b> | 4,654                 | 4,798             | 300                   | 4,954        | 5,098             | 900                    | 5,854               | 5,998             |
|  | <b>Fall 2010</b>   | 5,130                 |                   | 300                   | 5,430        |                   | 900                    | 6,330               |                   |
|  | <b>Spring 2011</b> | 4,827                 | 4,979             | 300                   | 5,127        | 5,279             | 900                    | 6,027               | 6,179             |
| <b>Day<br/>Student<br/>Capacity<br/>5,500 fte</b>            | <b>Fall 2011</b>   | 5,255                 |                   | 300                   | 5,555        |                   | 900                    | 6,455               |                   |
|  | <b>Spring 2012</b> | 4,904                 | 5,080             | 300                   | 5,204        | <b>5,380</b>      | 900                    | 6,104               | 6,280             |
|  | <b>Fall 2012</b>   | 5,285                 |                   | 300                   | 5,585        |                   | 900                    | 6,485               |                   |
|  | <b>Spring 2013</b> | 4,915                 | 5,100             | 300                   | 5,215        | <b>5,400</b>      | 900                    | 6,115               | 6,300             |
|  | <b>Fall 2013</b>   | 5,285                 |                   | 300                   | 5,585        |                   | 900                    | 6,485               |                   |
|  | <b>Spring 2014</b> | 4,915                 | 5,100             | 300                   | 5,215        | <b>5,400</b>      | 900                    | 6,115               | 6,300             |
|  | <b>Fall 2014</b>   | 5,285                 |                   | 300                   | 5,585        |                   | 900                    | 6,485               |                   |
|  | <b>Spring 2015</b> | 4,915                 | 5,100             | 300                   | 5,215        | <b>5,400</b>      | 900                    | 6,115               | 6,300             |
|  | <b>Fall 2015</b>   | 5,286                 |                   | 300                   | 5,586        |                   | 900                    | 6,486               |                   |
|  | <b>Spring 2016</b> | 4,915                 | 5,100             | 300                   | 5,215        | <b>5,400</b>      | 900                    | 6,115               | 6,300             |
|  | <b>Fall 2016</b>   | 5,286                 |                   | 300                   | 5,586        |                   | 900                    | 6,486               |                   |
|  | <b>Spring 2017</b> | 4,915                 | 5,100             | 300                   | 5,215        | <b>5,400</b>      | 900                    | 6,115               | 6,300             |
|  | <b>Fall 2017</b>   | 5,285                 |                   | 300                   | 5,585        |                   | 900                    | 6,485               |                   |
|  | <b>Spring 2018</b> | 4,915                 | 5,100             | 300                   | 5,215        | <b>5,400</b>      | 900                    | 6,115               | 6,300             |
|  | <b>Fall 2018</b>   | 5,285                 |                   | 300                   | 5,585        |                   | 900                    | 6,485               |                   |
|  | <b>Spring 2019</b> | 4,915                 | 5,100             | 300                   | 5,215        | <b>5,400</b>      | 900                    | 6,115               | 6,300             |
|  | <b>Fall 2019</b>   | 5,285                 |                   | 300                   | 5,585        |                   | 900                    | 6,485               |                   |
|  | <b>Spring 2020</b> | 4,915                 | 5,100             | 300                   | 5,215        | <b>5,400</b>      | 900                    | 6,115               | 6,300             |
|  | <b>Fall 2020</b>   | 5,285                 |                   | 300                   | 5,585        |                   | 900                    | 6,485               |                   |
|  | <b>Spring 2021</b> | 4,914                 | 5,100             | 300                   | 5,214        | <b>5,400</b>      | 900                    | 6,114               | 6,300             |

**Table 3: AUC Long Range Enrollment Management Model  
Headcount with New Undergraduate Student Targets**

|                                       | New Undergrads |       | Semester    | Day Students       |                |                    |           | Annual Average |
|---------------------------------------|----------------|-------|-------------|--------------------|----------------|--------------------|-----------|----------------|
|                                       | Semester       | Year  |             | Undergrad Students | Annual Average | Other Day Students | Total Day |                |
| <b>Current Year</b>                   | 732            |       | Fall 2002   | 4,191              |                | 241                | 4,432     |                |
|                                       | 130            | 862   | Spring 2003 | 3,888              | 4,040          | 241                | 4,129     | 4,281          |
| <b>Under-Grad Enrollment at 4,000</b> | 768            |       | Fall 2003   | 4,129              |                | 250                | 4,379     |                |
|                                       | 100            | 868   | Spring 2004 | 3,871              | 4,000          | 250                | 4,121     | 4,250          |
|                                       | 847            |       | Fall 2004   | 4,147              |                | 270                | 4,417     |                |
|                                       | 100            | 947   | Spring 2005 | 3,853              | 4,000          | 270                | 4,123     | 4,270          |
|                                       | 861            |       | Fall 2005   | 4,137              |                | 290                | 4,427     |                |
|                                       | 100            | 961   | Spring 2006 | 3,863              | 4,000          | 290                | 4,153     | 4,290          |
|                                       | 900            |       | Fall 2006   | 4,188              |                | 300                | 4,488     |                |
|                                       | 125            | 1,025 | Spring 2007 | 3,929              | 4,059          | 300                | 4,229     | 4,359          |
| <b>New Campus</b>                     | 1,085          |       | Fall 2007   | 4,458              |                | 300                | 4,758     |                |
|                                       | 125            | 1,210 | Spring 2008 | 4,200              | 4,329          | 300                | 4,500     | 4,629          |
|                                       | 1,085          |       | Fall 2008   | 4,721              |                | 300                | 5,021     |                |
|                                       | 125            | 1,210 | Spring 2009 | 4,448              | 4,585          | 300                | 4,748     | 4,885          |
|                                       | 1,080          |       | Fall 2009   | 4,942              |                | 300                | 5,242     |                |
|                                       | 120            | 1,200 | Spring 2010 | 4,654              | 4,798          | 300                | 4,954     | 5,098          |
|                                       | 1,081          |       | Fall 2010   | 5,130              |                | 300                | 5,430     |                |
|                                       | 120            | 1,201 | Spring 2011 | 4,827              | 4,979          | 300                | 5,127     | 5,279          |
| <b>Day Student Capacity 5,500 fte</b> | 1,083          |       | Fall 2011   | 5,255              |                | 300                | 5,555     |                |
|                                       | 120            | 1,203 | Spring 2012 | 4,904              | 5,080          | 300                | 5,204     | 5,380          |
|                                       | 1,082          |       | Fall 2012   | 5,285              |                | 300                | 5,585     |                |
|                                       | 120            | 1,202 | Spring 2013 | 4,915              | 5,100          | 300                | 5,215     | 5,400          |
|                                       | 1,079          |       | Fall 2013   | 5,285              |                | 300                | 5,585     |                |
|                                       | 120            | 1,199 | Spring 2014 | 4,915              | 5,100          | 300                | 5,215     | 5,400          |
|                                       | 1,080          |       | Fall 2014   | 5,285              |                | 300                | 5,585     |                |
|                                       | 120            | 1,200 | Spring 2015 | 4,915              | 5,100          | 300                | 5,215     | 5,400          |
|                                       | 1,081          |       | Fall 2015   | 5,286              |                | 300                | 5,586     |                |
|                                       | 120            | 1,201 | Spring 2016 | 4,915              | 5,100          | 300                | 5,215     | 5,400          |
|                                       | 1,082          |       | Fall 2016   | 5,286              |                | 300                | 5,586     |                |
|                                       | 120            | 1,202 | Spring 2017 | 4,915              | 5,100          | 300                | 5,215     | 5,400          |
|                                       | 1,081          |       | Fall 2017   | 5,285              |                | 300                | 5,585     |                |
|                                       | 120            | 1,201 | Spring 2018 | 4,915              | 5,100          | 300                | 5,215     | 5,400          |
|                                       | 1,080          |       | Fall 2018   | 5,285              |                | 300                | 5,585     |                |
|                                       | 120            | 1,200 | Spring 2019 | 4,915              | 5,100          | 300                | 5,215     | 5,400          |
|                                       | 1,080          |       | Fall 2019   | 5,285              |                | 300                | 5,585     |                |
|                                       | 120            | 1,200 | Spring 2020 | 4,915              | 5,100          | 300                | 5,215     | 5,400          |
|                                       | 1,081          |       | Fall 2020   | 5,285              |                | 300                | 5,585     |                |
|                                       | 120            | 1,201 | Spring 2021 | 4,914              | 5,100          | 300                | 5,214     | 5,400          |

## Institutional Finances

On the following page is a presentation of the consolidated operating budget of the University based on actual budgets from fiscal year 1998 through fiscal year 2002, an end of year forecast for fiscal year 2003, a budget in preparation for fiscal year 2004, and projected budgets for fiscal years 2005, 2006 and 2007.

In keeping with the general account practice at AUC, the table is expressed in U.S. dollars. Many of AUC's expenses (particularly a high proportion of total salaries) are paid in U.S. dollars and some in Egyptian pounds. Most of the revenues (particularly the tuition revenues) are received in Egyptian pounds.

For the years 2004 through 2007, an annual increase rate of about 3 to 4% is used for U.S. dollars and an annual increase rate of about 8 to 9% is used for Egyptian pounds.

The U.S. dollar to Egyptian pound exchange rate is projected as:

|        |           |
|--------|-----------|
| FY2004 | 1 to 6.50 |
| FY2005 | 1 to 6.89 |
| FY2006 | 1 to 7.30 |
| FY2007 | 1 to 7.74 |

With a steady state undergraduate enrollment and projected tuition increases to cover inflation, basically a steady state of income from undergraduate tuition is projected.

The savings from the achievement (merit) scholarship policy changes will be primarily applied to need-based financial aid so there will not be a major change to the over-all total amounts awarded under this category.

As the operations of the institution are on a steady state focus leading to the move to the new campus most of the other categories are projected on steady states in conjunction with inflation and the degree of their relative expenses and income being in U.S. dollars and/or Egyptian pounds.

The exceptions are two major revenue variables:

1. With the fund raising campaign in operation during these years, while there will be a primary focus on fund raising for the construction of the new campus, it also expected that "Net Annual Gifts" to operations will be significantly increased and these expectations are reflected in the projections.
2. The costs of construction of the new campus will be drawing heavily on the institution's endowment during these years. The amounts made available from endowment income to support for institutional operations are projected to decline significantly during this period.

The implications of these projections are discussed in the context of the financing of the new campus in the next section



Consolidated operating budget

**Consolidated Operating Budget Expressed in Dollars FY98 through FY07**

(Amounts in \$000's)

| Exchange Rate \$1US= xx Egypt Pounds | 3.39     | 3.42     | 3.43     | 3.75     | 4.90     | 5.70     | 6.50     | 6.89      | 7.30      | 7.74      |
|--------------------------------------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
|                                      | Actual   | Actual   | Actual   | Actual   | Actual   | Forecast | Budget   | Projected | Projected | Projected |
|                                      | FY98     | FY99     | FY00     | FY01     | FY02     | FY03     | FY04     | FY05      | FY06      | FY07      |
| <b>Operating Revenues</b>            |          |          |          |          |          |          |          |           |           |           |
| 1. Academic Tuition Gross            | 46,071   | 49,087   | 52,782   | 56,056   | 50,557   | 51,793   | 51,079   | 52,623    | 54,213    | 55,853    |
| Less: Merit Schl & Fin Aid           | (13,668) | (14,515) | (15,396) | (16,756) | (14,695) | (14,710) | (15,205) | (15,658)  | (16,125)  | (16,606)  |
| Net Tuition                          | 32,403   | 34,572   | 37,386   | 39,300   | 35,862   | 37,083   | 35,874   | 36,965    | 38,088    | 39,247    |
| 2. Continuing Education              | 6,773    | 7,568    | 8,384    | 8,398    | 8,596    | 7,704    | 5,039    | 5,182     | 5,197     | 5,213     |
| 3. Research                          | 1,828    | 1,848    | 2,214    | 2,303    | 2,046    | 2,254    | 2,335    | 2,384     | 2,441     | 2,501     |
| 4. Auxiliary Enterprises             |          |          |          |          |          |          |          |           |           |           |
| AUC Press                            | 2,813    | 3,338    | 4,041    | 4,166    | 3,580    | 3,374    | 3,755    | 3,845     | 3,938     | 4,033     |
| Food Services**                      | 938      | 898      | 858      | 0        | 0        | 0        | 0        | 0         | 0         | 0         |
| Hostel                               | 705      | 728      | 781      | 857      | 626      | 622      | 630      | 644       | 658       | 673       |
| 5. Other Revenues                    | 836      | 959      | 1,449    | 1,143    | 921      | 831      | 815      | 833       | 835       | 838       |
| Revenues before Gifts/Endowments     | 46,296   | 49,911   | 55,113   | 56,167   | 51,631   | 51,868   | 48,448   | 49,853    | 51,157    | 52,505    |
| 1. AID ASHA                          | 3,007    | 690      | 0        | 0        | 210      | 126      | 0        | 0         | 0         | 0         |
| 2. Long-Term Investments             | 15,050   | 15,586   | 18,100   | 17,116   | 13,482   | 12,520   | 13,116   | 13,594    | 11,024    | 9,328     |
| 3. Net Annual Gifts                  | 454      | 449      | 657      | 1,122    | 1,092    | 1,292    | 991      | 1,500     | 2,200     | 2,695     |
| Total Revenue                        | 64,807   | 66,636   | 73,870   | 74,405   | 66,415   | 65,806   | 62,555   | 64,947    | 64,381    | 64,528    |
| <b>Operating Expenses</b>            |          |          |          |          |          |          |          |           |           |           |
| 1. Instr & Acad Support              | 22,255   | 25,876   | 28,265   | 28,456   | 28,120   | 29,524   | 31,482   | 33,574    | 34,814    | 35,836    |
| 2. Scholarships & Fellowships        | 778      | 832      | 897      | 1,046    | 1,108    | 1,164    | 980      | 1,008     | 1,037     | 1,066     |
| 3. Continuing Education              | 4,456    | 5,076    | 5,376    | 5,481    | 6,194    | 5,798    | 4,530    | 4,666     | 4,819     | 4,945     |
| 4. Research                          | 1,929    | 1,952    | 2,428    | 2,442    | 2,327    | 2,461    | 2,515    | 2,569     | 2,628     | 2,681     |
| 5. Auxiliary Enterprises             |          |          |          |          |          |          |          |           |           |           |
| AUC Press                            | 2,733    | 3,333    | 3,995    | 4,398    | 4,229    | 3,936    | 4,007    | 4,131     | 4,265     | 4,391     |
| Food Services**                      | 861      | 861      | 845      | 0        |          |          |          |           |           |           |
| Hostel                               | 709      | 791      | 673      | 705      | 873      | 823      | 779      | 804       | 838       | 855       |
| 6. Other Expenses                    | 186      | 186      | 672      | 1,962    | 173      | 269      | 1,708    | 1,776     | 1,846     | 1,918     |
| 7. General & Administrative          |          |          |          |          |          |          |          |           |           |           |
| Executive & Admin                    | 8,512    | 8,807    | 9,603    | 9,843    | 9,260    | 9,842    | 10,053   | 10,412    | 10,801    | 11,166    |
| Physical Plant Operation             | 6,534    | 6,984    | 7,078    | 7,051    | 5,251    | 4,983    | 5,521    | 5,679     | 5,863     | 6,003     |
| 8. AID/ASHA Inst. Support            | 0        | 0        | 0        | 0        | 201      | 78       | 0        | 0         | 0         | 0         |
| 9. Provisions***                     | 679      | 4,775    | 0        | 0        | 0        | 0        | 0        | 0         | 0         | 0         |
| Total Operating Expenses             | 49,632   | 59,473   | 59,832   | 61,384   | 57,736   | 58,878   | 61,575   | 64,619    | 66,911    | 68,861    |
| Net Surplus/(Deficit)                | 15,175   | 7,163    | 14,038   | 13,021   | 8,679    | 6,928    | 980      | 328       | (2,530)   | (4,333)   |

\* Excludes financing of capitalized assets

\*\* Food Service outsourced beginning FY2001

\*\*\* Provisions for special retirement benefit program

## C. New Campus Finances

The information in this section is based on a presentation by the Vice President for Finance to the Finance and the Relocation Committees of the Board of Trustees in May 2003.

The table on the following page is titled “Funding Summary of the New Campus Project, Dollar and Pound Cash Flows Consolidated, Period FY 1999 through FY 2008.” This table highlights the pivotal position of AUC’s endowments. Of total use of funds from the financing sources (\$379.1 million) during this period, the combination of endowment income and sales of endowment securities are projected to provide just under 75% of the total. (This percentage will be reduced if borrowing plays a greater role in financing the campus and is not repaid within the period under review.)

In the table the current donations and grants amount (\$62.85 million) represents projected amounts received (or to be received) during the period under review. It does not therefore consider fund raising pledges that might be received later than FY 2008.

In the table the property sales projected amount (\$21.33 million) indicates a possible early sale(s) (within FY2008) of part of the downtown property and does not represent the total estimated value of downtown properties that might be sold.

Based on the assumptions of the scenario presented in the table, in the coming years some of the endowment funds will be used to fund new campus construction. This will result in lower levels of “Long-Term Investments” revenues that can be applied to operating expenses. As projected, without alternate action, the bottom-line “Net Surplus/(Deficit)” would go into the “(Deficit)” side in FY06. To counter balance this to some extent, following the move to the new campus in FY 2008 capital expenditures are forecast to run at a substantially lower level than the depreciation charge during the early life of the new campus. As indicated below the Board of Trustees and the administration are aware of the implications of these trends and are working to improve the situation.

Given the current difficult global economic conditions and recent the decline in the Egyptian economy, the financial picture has become more challenging than it was when the initial decision to build the new campus was made. The Board of Trustees and the administration continue to review and adjust to the financial conditions and uncertainties. For the new campus, we have determined which buildings are essential and which could be deferred if necessary. In addition, because the campus will not be immediately up to full capacity enrollments, the finishing of some sections of some of the buildings might be delayed until these facilities are needed.

Because of the large cost of the new campus construct, at each of its meetings the Board of Trustees monitors the five-year financial projections. The Board and the administration recognize the need to change the trend that is apparent from the pattern of revenues and expenses from recent years. The President-elect has indicated the need for the administration to review the situation in Fall 2003 with the focus on making strategic choices that can be presented to the Board as a part of a revised plan in February 2004.

**Funding Summary of the New Campus Project**  
**Dollar and Pound Cash Flows Consolidated**  
**Period FY 1999 through FY 2008**

| <b>Sources of Funds</b>           | <b>\$ millions</b> |
|-----------------------------------|--------------------|
| Current donations and grants      | 62.85              |
| Endowment earnings                | 131.39             |
| Net sale of long-term investments | 151.44             |
| Property Sales                    | 21.33              |
| Net loan drawings                 | 12.91              |
| Total sources of funds            | 379.92             |
| <br><b>Application of Funds</b>   |                    |
| New Campus expenditures           | 230.15             |
| Net operational outflows          | 142.63             |
| Loan interest                     | 6.36               |
| Total uses of funds               | 379.14             |
| Net increase in cash              | 0.77               |
| Closing AUC endowments            | 215.17             |
| Projected net operating deficit   | (19.64)            |
| Add endowment draw at 4%          | 8.93               |
| Deduct depreciation charge        | 15.15              |
| Add capital expenditures          | (4.57)             |
| Net cash flow                     | (0.14)             |

## Chapter Five

### Concluding Comments

The report of the Visiting Team for re-accreditation in 1998, together with our own Self-Study Report and the report of the Century Committee, was most useful as we developed the planning process in 1999. The terms of reference for the sub-committees of the Long Range Planning incorporated many of the issues that had been raised by the Visiting Team, and so the issues raised have been dealt with systematically. We believe that we have made substantial progress on addressing the issues that were raised, but we also recognize that we need to build on the progress made to date and plan to do so.

AUC's mission statement has been rewritten so that it is clearer, and world events and the needs in Egypt make our mission even more compelling today. In the long-range plan we have reaffirmed the central role of the liberal arts, the role of English as the language of instruction, and the role of service. Other universities are being developed in Egypt and elsewhere in the region that seek to copy what AUC has done and continues to do. We believe that this is a reaffirmation of the importance of what we do. Many of the leaders in different walks of life in Egypt are graduates of AUC even though we educate only 1% of Egypt's undergraduates. We play a much more significant role in graduate education, and our continuing education and service activities are far-reaching and of great value to Egypt and increasingly to other countries in the region.

AUC serves as an important bridge between the Middle East and the rest of the world in a period where greater mutual understanding is vitally needed. We foster such understanding through our research, education and service. The proportion of our students who come from other countries has slipped and we recognize that increasing international student enrollment must be one of our highest priorities. The presence of more international students will provide more opportunity for both Egyptian and international students to deepen their understanding of each other's cultures, and it will reinforce the use of English outside the classroom.

The period between now and the time for re-accreditation in 2008 will be both critically important and extremely busy. We plan to open the 2007-08 school-year on our new campus. The new campus will obviously provide wonderful facilities that will overcome the chronic space problems that have been part of our life on the crowded downtown campus. The move to a new campus must, however, be much more than simply a move to a new location. It is an opportunity to make a significant improvement in how we carry out our activities. We must use the time before the move to make sure that we remain the premier institution in this region and that we are ready to move to the next higher level on an international scale. After re-accreditation in 1998 we developed a process for planning and a plan that addressed issues raised by the Visiting Team. In the past year we decided to limit our undergraduate enrollment. In the coming months we welcome a new President who has

identified the need to refine our current plan. The current plan will provide the basis for planning, but the strategic objective is to determine how we get better before we get bigger. The plan must have the strategic choices that will guide us more clearly as we seek to gather and allocate resources.

The assessment process that we have developed should support our efforts to improve and move forward. From the assessments completed to date we have learned much about what we need to do and also about the assessment process. After the experience of two years we recognize that we need to make improvements in the process, such as the training and guidance we give to those who are conducting self-studies. We have a seven-year assessment schedule that reflects internal priorities and external needs, and the results should complement our planning activities.

The next five years will be some of the most interesting and challenging years for AUC, because we have wonderful opportunities and a lot of work ahead. We are confident that we have the clear sense of purpose, important needs to meet, and the talented people and the resources that will be needed. We have a good base from which to build, and we trust that the visiting team in 2008 will find that AUC is providing Egypt with what it deserves - a world-class university.