

The American University in Cairo

The Self-Study Report

Prepared for

The Middle States Commission on Higher Education

January 2008

Executive Summary

The American University in Cairo, established in 1919 with a commitment to excellence in education along the American liberal arts model, has a clear mission that has evolved over the years. This mission is well communicated to various departments and units and has been integrated in the university's planning, assessment and resource allocation processes. However, it is possible that the mission could better reflect AUC's commitment to service, outreach and interaction with the community.

The concept of long range planning is well established within AUC and is linked to resource allocation. However, the link between planning and resource allocation should be further strengthened and communicated to the entire AUC community. The School of Continuing Education has a central role to play in this plan. The vision of the university needs to be communicated on a regular basis to the AUC community and better integrated with the process of resource allocation.

The budget and institutional resources of the university are well-managed. Although still in the implementation phase, new technological tools are envisioned to strengthen the management and coordination of information and records throughout AUC. The institutional fundraising unit has a defined mission and is assessed on an ongoing basis. Defined roles exist for purchasing, internal auditing and library and learning technologies as well as for the financial planning office. Most units need to enhance the assessment and strategic planning process and more closely tie plans and budgets to desired outcomes. In addition, data necessary for assessment should be more readily available to support planning efforts.

There are well defined structures and mechanisms for governance with roles and clear responsibilities for the administration, board of trustees and faculty, all of which are well documented and periodically assessed. There is a need to strengthen the middle management and to integrate student records and database management. The unique nature of AUC could be better communicated to the community.

Sound and clear policies exist for equal opportunity issues and grievance matters, although the implementation of these policies can be further improved for staff and students. AUC has made academic and institutional integrity a priority. As a member in the Center for Academic Integrity, AUC is perceived as a regional model of academic integrity practices. Over the past years, AUC has achieved a high level of awareness and implementation of policies related to integrity for students and faculty. Effective channels exist to communicate news and information within AUC. In the future, students should gradually claim ownership of academic integrity policies and practices. AUC policies on these fronts need to be continuously communicated to the entire AUC community including the School of Continuing Education and new programs.

AUC has well established plans and a schedule for assessment of the academic and support services that would be completed by 2012. Some units are still working on their self-study and assessment. All of these efforts will be linked to resource allocation and long range planning. Further efforts are needed on all levels to strengthen assessment and long range planning throughout the university and augment the level of coordination between plans and sound resource allocation.

Clear policies for admission of students exist and are communicated through different channels. The enrollment services program is viewed to be effective, although AUC must further enhance its

enrollment management. Services such as financial aid, student support services and credit transfer are well rendered at AUC. A number of additional services will be implemented on the new campus, such as the Student Services Center (one-stop-shop). Issues for further consideration include recruitment from other parts of the world, recruitment of graduate students from the Middle East and elsewhere, responding to demands for new majors as well the potential introduction of PhD programs. General studies majors are proposed to minimize credit hour traffic when students see a need to change majors.

Student support services operate with efficiency and effectiveness and are responsive to students' needs. The offices that provide the services have qualified staff and an adequate budget which is explained to students during orientation. Improvement mechanisms include better incorporation of IT and re-organizing the units based on students' needs. Better coordination between various units in this sector and continuous assessment are recommended. The AUC website has been revised and requires continuous monitoring and updating.

The university has a well qualified and diverse faculty with a strong culture of excellence and self development. AUC is viewed as an employer of choice for both faculty and staff. Faculty teaching loads bear examination considering the expectations for research. It is recommended that AUC continues to raise the bar of excellence and recognize outstanding performance and promote staff empowerment. The university will continue to focus on recruiting, developing and retaining highly qualified faculty and staff.

AUC's academic programs have developed plans to improve existing offerings, although there is some concern about the availability of sufficient full-time faculty. The revised core curriculum should permit more effective use of available resources and better match requirements with students' academic levels. Academic advising is carried out by different entities at various levels and needs improvement through a university-wide initiative. The university should establish a better mechanism for gathering information about recent graduates. Specially-designed freshman-level courses for the revised core curriculum should continue to be developed.

All programs and services have some method of assessment and feedback. Procedures are in place to ensure that services and programs downtown are comparable to those at the New Campus. Entire credit courses offered on-line are rare at AUC. Comparative studies need to be made comparing current first-year experience students with the graduating students. Better analysis of the job market as well as the counseling services at AUC is also expected.

AUC is taking confident steps towards its move to the New Campus. All AUC units and departments are reviewing their plans and taking necessary actions in light of this move to ensure that all endeavors are congruent with our mission and our commitment to excellence in higher education. Effective communication, exchange of information as well as documentation should be maintained at all times. Vigilance is exercised to ensure that the transition to the New Campus will bring the best to the AUC community, Egypt and the region.

ELIGIBILITY CERTIFICATION STATEMENT

The American University in Cairo is seeking:

_____ Reaffirmation of Accreditation

_____ Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission of Higher Education.

If applicable, exceptions are noted in the attached memorandum.

David Arnold
Chief Executive Officer

Date

B. Boyd Hight
Chair, Board of Trustees

Date

Table of Contents

Executive Summary.....	i
Eligibility Certification Statement.....	iv
Table of Contents.....	v
Introduction and Purpose.....	v
Chapter 1 Mission, Strategic Vision, Goals and Objectives.....	1
Middle States Standard 1	
Chapter 2 Planning, Resource Allocation and Institutional Renewal.....	10
Middle States Standard 2	
Chapter 3 Institutional Resources.....	15
Middle States Standard 3	
Chapter 4 Leadership, Governance and Administration.....	30
Middle States Standards 4 and 5	
Chapter 5 Academic and Institutional Integrity.....	43
Middle States Standard 6	
Chapter 6 Institutional and Student Learning Assessment.....	58
Middle States Standards 7 and 14	
Chapter 7 Student Admissions and Retention.....	66
Middle States Standard 8	
Chapter 8 Student Support Services.....	84
Middle States Standard 9	
Chapter 9 Faculty and Staff.....	91
Middle States Standard 10	
Chapter 10 Educational Offerings & General Education/the Core Curriculum.....	105
Middle States Standard 11 and 12	
Chapter 11 Related Educational Activities.....	114
Middle States Standard 13	
Chapter 12 Transition to Life on the New Campus and the Renovated Facilities...	123
Unique to AUC	

Introduction and Purpose

A- Institutional Context

Founded in 1919, the American University in Cairo is an independent and nonprofit institution. The university's mission is to provide high quality educational opportunities to students from all segments of Egyptian society as well as 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 university provides an English language environment designed to advance proficient use of the tools of learning as well as students' critical thinking capabilities, language and personal skills. AUC considers it essential to foster students' appreciation of their own culture and heritage and their responsibilities to society. The university has a highly qualified international faculty, primarily from the United States and Egypt, but also from many other countries. Emphasis is placed on excellence in teaching, research, creative work and intellectual contributions to disciplines.

Currently, AUC operates within the framework of a 1975 protocol with the Egyptian government which in turn is based on a 1962 cultural relations agreement between the Egyptian and the United States governments. In the US, AUC is licensed to grant degrees and is incorporated by the State of Delaware. AUC is governed by a board of trustees and is administered by a chief executive officer appointed by this board.

B- AUC at A Glance

This section provides a brief introduction to the AUC, outlining its history, indicating its licensure, incorporation, governmental relations, accreditation and linkages, its missions and goals, its governing structure, including its Board of Trustees and Presidency, upper management, the Faculty Senate and various standing committees. Also featured are the Statement of Mission and goals as well as a description of the university campus and the vision for a new campus environment. As of the FALL 2007 semester, AUC has the following student body composition:

Undergraduate students	4,229
Master's program students	1,093
Special students (not seeking a degree)	600

Academic Programs and Environments

AUC's degree seeking students (those pursuing undergraduate and master's degrees) are comprised of 47.0% male and 53.0% female students, of these 89.1% hold Egyptian primary citizenship while 10.9% represent more than 50 nations.

AUC offers the following undergraduate degrees:

Fourteen (14) Bachelor of Arts Degrees in the following fields: Anthropology, Arabic Studies, Art, Economics, Egyptology, English and Comparative Literature, Journalism and Mass Communication, History, Middle East Studies, Philosophy, Political Science, Psychology, Sociology and Theater.

Twelve (12) Bachelor of Science Degrees in the following subjects: Actuarial Science, Architectural Engineering, Biology, Chemistry, Computer Engineering, Computer Science, Construction Engineering, Electronical Engineering, Mathematics, Mechanical Engineering, Petroleum and Energy Engineering, and Physics. AUC also offers a Bachelor of Accounting and a Bachelor of Business Administration. With respect to graduate degrees, AUC offers the following:

Twelve (12) Master of Arts Degrees in:

Arabic Studies, Economics, Economics-International Development, English and Comparative Literature, Gender and Women's Studies, International Human Rights Law, Journalism and Mass Communication, Middle East Studies, Political Science, Sociology and Anthropology, Teaching Arabic as a Foreign Language, Teaching English as a Foreign Language. Seven (7) Master of Science Degrees in: Biotechnology, Computer Science, Construction Engineering, Engineering, Environmental Engineering, Mechanical Engineering, Physics as well as a Master of Business Administration, a Master of Law, a Master of Public Administration and a Master of Public Policy and Administration.

Additionally, the university offers Thirteen (13) Graduate Diplomas in Computer Science, Economics-International Development, European Studies, Forced Migration and Refugee Studies, Gender and Women's Studies, Islamic Studies, Middle East Studies, Physics, Political Science, Public Policy and Administration, Teaching Arabic as a Foreign Language, Teaching English as a Foreign Language and Television Journalism. New degrees were recently introduced leading to several Masters of engineering degrees, and students in these programs are scheduled to graduate within two to four years.

Continuing Education:

The School of Continuing Education has Six (6) Divisions focusing on Arabic and Translation, Business, Computer, English, International Human Rights Law, Youth and Special Studies.

In Fiscal Year 2006-07 AUC enrolled 44,883 students (headcount) in its Continuing Education offerings of which 62.2% were male, 37.8% female, 95.5% Egyptian and 4.5% from other nations.

Student Financial Assistance Academic Year 2006-2007

Total AUC tuition scholarships, fellowships and financial aid is about \$15 millions.

Financial Information

The Budget for operating expenses for 2007-08 is \$106,145,000

Income

Academic program tuition	59.2%
Endowment and current gifts	18.3%
Auxiliary enterprises	7.7%
Educational enterprises	8.7%
Research	5.2%
Miscellaneous	0.9%

Expenditures

Academic and support	45.2%
Admin. & general	19.1%
Auxiliary enterprises	8.4%
Plant operations	10.5%
Educational enterprises	7.5%
Research	6.2%
Contingency & misc.	3.0%

Graduates and Alumni

Academic Year 2006-07: bachelor's degrees awarded	833
Academic Year 2006-07: master's degrees awarded	249
Since its founding, the total number of degrees awarded by AUC	23,537
Completed special programs: ALI/CASA/Year-Abroad	7,000+

Additional thousands have been students in AUC certificate and diploma programs and in short-term classes.

Faculty

Undergraduate, graduate and special programs faculty: The Faculty to student ratio is 1 to 12.3. The number of Full-time faculty in active teaching positions is 348 and the number of Part-time faculty (134.8 full-time equivalent) is 298. The School of Continuing Education has one Full-time teaching faculty member and 498 Part-time faculty.

AUC's library holds 407,155 volumes, 1,694 current serial/periodical and subscriptions to more than 119 Databases. The AUC rare book library has international recognition for its collection.

Physical Plant and Equipment

Total area owned and leased area currently covers 110,554 square meters while AUC's new campus which opens in Summer 2008 is on a 1,050,000 square meter site in New Cairo.

C- Nature and Scope of the Self-Study

AUC is scheduled to move its central educational and support services during summer 2008 to a new campus that is built in the outer area of the Cairo metropolitan region. Some of the current down-town facilities will be kept by the university. These facilities will be renovated to serve the changing set of educational and support functions. This transformation in facilities has become a symbol of planning for institution-wide improvement in the education and support functions of the university. To facilitate the plans, AUC has undertaken a comprehensive self-study with emphasis on institutional improvement in light of this transformation.

D- The Self-Study Leadership and Working Structure

The Executive Committee: In Fall 2005, a new structure was approved to provide closer coordination among the outcomes assessment, long range planning, resource allocation, and self-study processes of the university. A key element of this restructuring was the conversion of the Outcomes Assessment Steering Committee into the Executive Committee for Long Range Planning, Assessment and the Reaccreditation Self-Study. The Executive Committee is also charged with coordinating between each of the processes and the resource allocation processes of the university. In that sense, the Executive Committee has laid the groundwork for the self-study by selecting and recommending a self-study model, obtaining administrative leadership agreement on the model and submitting the design to the Commission office for review and comment. The committee also established a timeline for self-study completion and recommended the membership structure for the “Self-Study Steering Committee” and the “Task Forces”. The composition of the twelve task forces is included at the end of the supporting documents and appendices.

Chapter 1

Mission, Strategic Vision, Goals and Objectives: Middle States Standard 1

The mission statement of AUC is a guiding framework within which the units of AUC should articulate their strategic vision, goals and objectives. The mission statement has been subject to several revisions over the years, but has been in its present form for nearly a decade, supporting the consensus that it continues to reflect and guide university aims and directions (Appendix I-a).

What emerges as the most salient point is the continual re-affirmation of the liberal arts and the philosophy of liberal education. The defining core commitment of this university is its dedication to the ideals of an American style of education that is respectful and supportive of its environment, shapes future leaders for the region, spearheads research and innovation and, above all, fosters and champions independent critical thought to provide the capacity and skills for a lifetime of learning.

There is, however, one aspect of AUC's purpose and commitment that may deserve improved articulation in the mission statement: service. Since its inception, in addition to its academic goals, AUC has aimed to serve a large number of Egyptian and regional constituencies. In recent years, and particularly with the impending move to the new campus, service learning and outreach to the community have come to be increasingly highlighted. The service components of AUC are reflected in its research and specialized centers (the Social Research Center (SRC), the Desert Development Center (DDC), the Gerhart Center, the School of Continuing Education (SCE), the AUC Press, among others) its volunteer student activities, and the involvement of its faculty, students and staff outside AUC. The design of its new campus

explicitly provides space for enhanced service components, such as AUC Park and Square which will be open to the public.

AUC's mission, strategic vision, goals and objectives guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development and outcomes assessment. Recently, there has been a systematic effort to better coordinate the manifestations of the mission and vision of AUC, and to more explicitly integrate them into the planning process of organizational units and departments. This effort involved adoption, in 2006, of a new Long Range Planning framework document that both guides overall strategic planning and provides a broad vision statement alongside specific guidelines for unit level planning. This document focuses on six strategic themes: Academic Excellence, Institutional Effectiveness, International Education, Service, Operational Excellence and Student Experience; a number of specific goals are identified for each theme.

During the 2006-07 academic year, AUC President David Arnold promulgated a draft for a strategic vision to guide the current long range planning process, laying out thematic directions for the next five years. The introductory statement provides a concise summary of the President's vision: "to maintain and enhance the high quality of our liberal arts undergraduate education programs while strengthening graduate programs and research capabilities in carefully selected fields," with the longer-term goal of positioning AUC to become "a regional center of research, technology development, policy analysis and innovation for Egypt and the Arab world," including the development of a new campus that will contain the latest state-of-the-art technologies. The President's draft vision illustrates not only long-range strategic thinking, but also AUC's commitment to transparency regarding its vision, goals and objectives, and recognition of the need to continuously adapt to changing contexts.

As the previous discussion shows, AUC has come a long way in developing a systematic approach to planning with clear benchmarks that allow for continuous updating of plans and goals in response to opportunities and challenges. The processes and benchmarks now being put in place will provide far greater transparency and efficiency and an enhanced spirit of collaboration in articulating goals and objectives as well as in monitoring and evaluating adherence to them, through an on-going system of planning, self-assessment, adaptation, and development.

AUC's mission, strategic vision, goals and objectives are responsive to its internal constituents and to its external Egyptian, Middle Eastern and international constituencies. AUC's internal and external constituencies are its students, faculty, staff, parents, employers, alumni, and others in the region and beyond. For each constituency, the nature of the interaction is such that there is always a feedback mechanism in place, a continuous effort to determine what specific constituents want, and to canvas opinions on where AUC should be going. AUC's competitive environment is constantly changing, and the administration has, in recent years, been pro-actively engaged in analysis on the SWOT model: strengths, weaknesses, opportunities and threats are being identified, assessed, and responded to.

The Parents' Association meets with members of the faculty and administrators twice a year. The widely imitated AUC job fair is but one mechanism for the periodic checks with employers and prospective employers conducted by CAPS with assistance of the Alumni Office. International student surveys have been conducted, as well as an extensive survey of employers and recent graduates to determine overall satisfaction and, more specifically, how AUC graduates fare in the world of work. Some AUC faculty have been involved in shaping policy in Egypt and the region. All programs that reach out into the community (such as the Gerhart

Center, Law, FMRS, SRC, DDC) also get feedback from the community about what AUC should and should not be doing. Similarly, the university's efforts in Development and fundraising constitute a continuous informal survey of key players in the external environment, gathering advice and input. In general there is good feedback and involvement from all AUC's constituencies in the articulation and implementation of the university's goals and objectives.

The missions, goals and objectives of the academic departments, support units and offices of AUC reflect the values and intent of AUC's mission, strategic vision, goals and objectives.

Individual departments and units have specific functions and goals, which they strive to articulate in their mission statements, and through the processes of self-assessment and long-range planning (see the IPART website). At the same time, the basic values, vision, and strategic goals of AUC's over-all mission and objectives are reflected at most levels of the institution, and play a visible role in shaping the mission statements and priorities of many of its academic and administrative units. For example, the Office of the University Registrar focuses on performing "the essential roles of supporting, facilitating, and promoting the academic mission of the university by connecting students to the faculty, curriculum, and classroom," while the mission of the Construction Engineering Department is "to provide a high quality engineering education within a liberal arts context" with a focus on "maintaining high standards of academic integrity and achievement, professional behavior and ethical conduct." Finally, one unit of Libraries and Learning Technologies (LLT), the Center for Learning and Teaching (CLT), is a highly visible manifestation of the University's commitment to providing high quality education for all students; its mission includes better acquainting faculty, including part-timers, with teaching approaches specifically effective in "a liberal arts institution," helping to bring about "wider

integration of technology in teaching practices,” and emphasizing the importance of continuous professional development (Document I, AUC Master Documents).

AUC’s mission, strategic vision, goals and objectives guide and support student learning, student support services, the scholarly and creative activities of the university, and institutional enhancement. As stated in the opening paragraph of AUC’s mission statement, and as the first strategic theme identified in the Long Range Plan, academic excellence is the primary goal of the university. Devotion to educational quality is evident throughout the operations and plans of AUC. Documents and materials at departmental, school, and university levels stress undergraduate and graduate learning throughout. The mission’s emphasis on contributing to Egypt’s cultural and intellectual life and educating students from all segments of Egyptian society is also clear in a number of ways, including the regular sponsoring of programs on campus and at other locations in Egypt, the Public School Scholarship Program (PSSP) and the Leadership for Education and Development (LEAD) scholarship system that funds underprivileged students from every governorate in the country (Document II, AUC Master Documents).

Support for research and creative activities is provided through the awarding of grants of various sorts through the Office of Graduate Studies and Research. The Office of Sponsored Programs regularly organizes workshops on proposal writing and research funding. A newly adopted system of merit pay increases provides incentives for superior research and scholarly activities. The mission statement’s emphasis on “professional behavior and ethical conduct” is behind the university’s recent development and implementation of academic integrity standards. A “Best Practices for Students” booklet covering principles of academic honesty and appropriate conduct is distributed to all AUC students and the “Faculty Best Practices” document provides

standards and guidelines concerning ethics in teaching and course management for faculty (Appendix I-b).

AUC's mission, strategic vision, goals and objectives are widely known throughout the university and have been (and are currently being) developed through collaborative participation, periodically evaluated, formally approved and publicized. AUC has had a mission statement since its founding that can only be changed by the Board of Trustees. In 1953, a Board committee produced a comprehensive study of AUC, highlighting the shift from the evangelical focus of early years to the emerging focus on complementing an expanding and more progressive national system of education in Egypt. In the late 1970s, the rise of professional programs, a perceived need for AUC to become financially independent, and a plan to seek U.S. accreditation for AUC's programs, all contributed to the resolve for a full policy review and institutional self-study.

AUC was granted Middle States accreditation in 1982; in the following years, changes made to the mission statement were piecemeal. Then, in 1998 the Board of Trustees and its Century Committee significantly revised the mission statement, greatly improving its clarity and intelligibility, underscoring that AUC teaches in the English language and reconfirming the continuing centrality of the liberal arts.

The design and construction of AUC's new campus, as well as the planned disposition of and renovations to "old campus" facilities, were guided by AUC's mission, strategic vision, goals and objectives. In addition, these guide AUC's resolve to invest significant resources into further advancing the quality and impact of the institution following the transition to the new facilities. From the beginning, the design and planning for AUC's new campus has been inspired and directed by the university's mission. Specifically, the aim was to transform 260

acres of land on the eastern outskirts of Cairo into a “City for Learning” that will provide an enriched student experience and first-rate resources for interactive learning and research. It will respect, interact with and enhance the specificities of its environments, both natural and cultural. Moreover, in its commitment to diversity within unity and cross-disciplinary interchanges, it will give tangible form to AUC’s liberal arts philosophy within a vibrant campus setting.

Liberal education emphasizes breadth as well as depth, building informed critical awareness that transcends narrow specialization. In this spirit, the new campus encourages connections and a sense of shared space; rather than discrete, isolated sectors for the various schools and programs of study, it instead aims to “maximize the potential for interaction of students from differing courses of study as well as faculty, staff, and the community” (Executive Summary of The Master Plan, p. 3; See Document III, AUC Master Document). The design goal has been to make the campus itself a teaching tool, providing ample areas for “interactive learning” outside, as well as within, classrooms and laboratories. In addition the campus aims to be “culturally instructive,” endowing all its constituent communities with an enriched appreciation of art, architecture, performing arts, landscaped and natural environments, and the experience of active learning.

Even in the heart of Cairo, AUC has had to contend with the danger of aloofness and isolation; the new campus can be expected to exacerbate such concerns. The challenge will be to build mutually beneficial connections with the external community, to help students explore and understand their cultural environment, and to facilitate their engagement and commitment to civic responsibility. The new campus aims to address these issues in part through a number of specific design features (such as AUC Park and Square) that aim to extend the educational aspects of AUC out into the community, to invite the community into the campus for civic and

cultural events as well as traditional learning and research, and to physically link campus open spaces with the neighborhood (see for example “The Campus Master Plan: Overview of the Master Plan Development and its Components,” p. 9, Document IV, AUC Master Documents).

A number of specific concerns have arisen that will test AUC’s resolve in making the move work. One relates to the level and type of development that has thus far occurred, or that can be expected, around the new campus – both commercial and residential. Transportation to and from the campus, at least until the (projected) light rail line to the area is completed, will be a significant issue that extensive planning has already addressed. The University is looking into various options to address the transportation of the AUC Community once the majority of the university has relocated to New Cairo. Finally, concerns have been raised about integrating into the new campus the many changes that have occurred at AUC since the assessment of program space needs in the late 1990s – such as creation of the Prince Al-Waleed Center for American Studies and the Science and Technology Research Center.

The decision to keep significant (and historically important) parts of the downtown campus is an indication of the resolve on the part of the university to maintain a connection with its past and with the downtown community. This presence will facilitate cultural events and outreach activities and provide venues for meetings and conference as well as classroom and administrative space for the Management Center, Engineering Services, the Law Department and the new School of Continuing Education, which will be able to implement an expanded mandate for service to the broader Cairo community.

AUC’s Mission, strategic vision, goals and objectives have been formulated, disseminated and applied in a collaborative and constructive manner (bottom-up as well as top-down) that has been responsive to its various internal and external constituencies. Increasingly,

this has been integrated with the planning, assessment and resource allocation processes of the university, and reflected in the mission statements and priorities of departments and units. In general, AUC's Mission Statement adequately captures and reflects the university's aims and directions. The design of the new campus and related issues- including AUC's resolve to invest significant resources in further institutional advancement-have been inspired and guided by its mission, strategic vision, goal and objectives.

Summary and Recommendations: AUC should certainly continue -and probably better highlight and more visibly affirm and communicate- its commitment to liberal education and transferable skills that equip all who study here with the capacity for leadership, self-expression, critical enquiry and a lifetime commitment to learning. The mission statement should better reflect the increasing importance for AUC of service, including service learning and outreach to the community, as reflected in the research centers in student volunteer activities, and in faculty involvement in external projects and national and regional affairs. Careful vigilance must be maintained in the transition to the new campus environment, particularly regarding space allocation, transportation and community engagement.

Chapter 2

Planning, Resource Allocation and Institutional Renewal: Middle States Standard 2

AUC's integrated planning process is intended to foster synergies, collegiality, openness and transparency to the planning and budgeting enterprise. It is meant to support the objectives of the strategic themes by evaluating and approving university wide and unit plans in a multi-year timeframe.

Integrated planning encourages all units to focus on the connection between academic and administrative planning, assessment and accountability, planning and budgeting and it bridges current and long range planning. The paramount metric remains: Each Department and each Unit's contribution to AUC's Mission.

Since AUC announced its new planning structure, anchored in the University's mission and guided by the President's vision statement and the six strategic themes communicated to the university community, more than 100 units responded to the call for unit level input to the university's long range plan for the years 2007-2012. All proposals for new initiatives must be congruent with AUC's Mission. Additionally, individual unit plans are tied to at least one of six strategic themes and related goals that have been endorsed by the Board of Trustees. Collectively, those themes and goals are designed "to improve the quality of educational activities and services of the university".

The following strategic themes that inform the long range planning process have been agreed upon by the AUC community:

- Academic Excellence
- International Education
- Operational Excellence
- Institutional Effectiveness
- Service
- Student Experience

The long range plan represents a consolidation of input from a variety of sources and is intended to provide direction to those involved in the planning process. It is being broadly shared with the academic community because the new integrated planning process will involve just about everyone on campus.

The American University in Cairo has well established planning, resource allocation and institutional renewal vehicles. The current long range planning (LRP) cycle was initiated in Spring 2006 for the 2007-2012 time period. The process calls for an annual update along with an extension of another year as each year passes. The guideline documents were distributed to the 127 planning units (academic and administrative). These units developed their respective contributions to the LRP in Spring/Summer/Fall 2006 to be compiled by the relevant academic deans or vice presidents. The effort was reinforced by university-wide open forums in Spring 2006 to introduce the LRP process and in September 2006 when President Arnold presented his vision statement, *“Building on Strong Foundations: AUC in 2012”*.

In order to evaluate AUC’s planning and resource allocation processes, extensive interviews with both academic and administrative staff were conducted (a sample is provided in Appendix II-a). In formulating the LRP, guidance documents were used alongside an existing

set of specific goals, outcomes and outcomes assessment procedures that were prepared in the context of the AUC mission statement. However, interviews with responsible persons revealed that while the AUC mission statement is accessible to everyone in the process, whether it serves as a vital tool in the planning process varies from one unit to another. Two examples illustrate this variability, one from an academic area, the second from an administrative area (Appendix II-b). Development and implementation of a formal assessment process is one of the tasks of the current LRP cycle for all areas in the university. The Vice President for Planning and Administration has already directed his unit heads to begin this activity within their respective units. The anticipated outcome is a unified assessment procedure for the entire area.

The existing administrative structure directly links planning and resource allocation at the institutional level. For instance, an interview with the Provost, the head of academic affairs, revealed that he not only oversees a large constituency in addition to three schools but also serves on the Executive Committee for LRP, Assessment and Reaccreditation Self-Study and the President's Budget Committee. When the Provost receives planning documents from the heads of the areas under his jurisdiction, he reviews them and makes modifications with assistance from various offices. At that point, however, the modified document becomes two documents; one detailing programs and initiatives requiring resource allocation for the next year that goes to the Budget Committee and another that is submitted to the LRP Committee and Executive Committee for long range planning purposes. This illustrates how the annual budget plan is a tool to implement the LRP. (A brief example of the association between budget planning and the LRP at the unit level can be found in Appendix II-c).

With respect to these topics at the unit level, some units had a history of planning, resource allocation, and outcomes assessment that was already tangent to the new LRP process.

Others are implementing the process for the first time, or have functions that are more reactive than proactive. However, the evidence shows that these units are making verifiable progress toward structuring their activities to comply with the stated mission and objectives of the university. The inherent links between planning and resource allocation in the institutional structure and the strong commitment on the part of the leadership of the university to objectives-outcomes based planning and resource allocation, however, suggest that direct coordination of the two will become standard practice throughout AUC within the five-year time frame of the current planning cycle.

The success of AUC's planning and resource allocation processes are dependent upon a collaborative effort of administrative officials, staff and all other stake-holders in the program improvement process. The LRP administrative structure, agreement upon a unified planning process, publication of and training in the use of unified planning guideline documents, the use of open forums to communicate the process to faculty, staff, and students, and the close involvement and example of the university leadership are all positive steps that have aided in directing area leaders and units to generating initiatives, goals, and outcomes that are visible to and shared by the entire university community.

The schedule for outcomes assessment has been revised and is being strengthened further. In the mean time, major revisions are taking place that will ensure better integration, making them more responsive to unit level input based on student and other client outcomes assessment. Institutional renewal will be easier to assess once the planning process on the unit level long range planning becomes operational, and all of the functionally related service areas systematically use the outcomes assessment tools that they have developed, (See Document V, AUC Master Documents).

Planning for the transition to the new AUC facilities, as well as the planned disposition of and renovations to old campus facilities is underway. Space allocation and utilization plans for renovating the old campus facilities that will be retained (Main Campus and the New Falaki building), have been prepared, in coordination with the Director of Engineering Projects, Facilities & Services, based on the needs of the various constituencies. The historic downtown campus in Tahrir Square will become the home of the School of Continuing Education under the leadership of the VP for Continuing Education and select other programs and services.

A significant effort has been made to effectively balance general institutional planning with operational resource allocation planning. We expect that the implementation and subsequent evaluation of the success of the long range plans and resource allocation will support the development and change necessary to improve and to maintain institutional quality at the Tahrir Campus as well as the New Cairo Campus.

Summary and Recommendations: The concept of long-range planning is well established at AUC and the link exists between planning and budgeting. The unit/department long range plans are in line with the university's mission and strategic initiatives. Additional advancements in the quality and impact of the institution's activities following the transition to the new AUC facilities are expected. The AUC's long-range plan aims at quality enhancement and allows for a common vision for the entire community. The role of leadership is increasingly important to demonstrate the vision. Towards this end, the link between planning and resource allocation needs to be continually strengthened and communicated.

Chapter 3

Institutional Resources: Middle States Standard 3

This chapter investigates the effectiveness of the offices and activities at AUC involved in the planning, acquiring, allocating, securing, and managing of the university's resources. These offices and activities include budget planning and resource allocation, facilities management, institutional fund raising, grants and sponsored research, internal auditing, purchasing management and infrastructure management and planning. The review of these activities included an examination of the responsible offices' mission statement, goals and objectives, expected outcomes, a brief description of process, the mechanism of assessment, measures of effectiveness, planned changes to improve effectiveness and planned changes in view of New Campus facilities.

Budget Planning and Resources Allocation: The Budget Office develops annual and long-range university budgets, administers these budgets throughout the fiscal year, originates research, develops, analyzes and makes recommendations on a wide variety of academic and financial issues that have a major impact on the university budget. The office also formulates annual and long-term revenue models and integrates expenditure priorities that are expressed in the university's strategic plan. The Budget Office measures its effectiveness by examining resource allocation in line with the long range plan in the proposed budget request and budget versus actual performance through a series of periodic reports as well as a year-end forecast report, thereby ensuring control over revenue and expenditures in compliance with the approved budget.

Over a period of eight months, the budget preparation process passes through the following phases in budget planning:

Phase 1 Submission of department/unit budgets, informed by results of assessment. The goal is for each unit to have assessed their stated goals and achievements of the past cycle and to adjust their request for the coming budget in light of a painstaking self-appraisal. One impediment to achieving the goal of true integrated planning lies in the fact that several units need to better distinguish their new and long-term strategic plans and wishes from normal budget accretion and requested increments to ongoing activities. The university has some way to go in acculturating all units to accountability that is tied into assessment and subsequent plans and forecasting, and is based on annual and long range plans.

Phase 2 Review/modification by Deans (where an intermediate level of management exists)

Phase 3 Review by Area Heads

Phase 4 Review by the President and the President's Budget Committee. Additionally, the University Senate has created a Budget Review Committee, whose chief concern is providing the Senate input into budget preparation. This committee consists of three senators elected by the Senate, two faculty members appointed by the Senate for their expertise, the President, the Provost and the Vice President for Finance (ex-officio), a student observer (a non voting representative of the Student Union). The intent is for the Committee to meet at appropriate points in the budget cycle to identify major financial issues in advance of the meeting of the Finance Committee of the Board of Trustees at which the budget for the coming year is set, and communicate to the President the views of the Senate on the issues identified. A review of the budget as agreed by the Finance Committee of the Board of Trustees, would be communicated to the Senate including major points arising from this review, The committee would make in writing any appropriate recommendations for consideration during the

preparation of the following year's budget. The Committee would advise the Senate on budgeting policy and other budgeting matters.

Phase 5 Budget adopted by the Board of Trustees. This is carried out in two sessions with primary review by the Finance Committee of the Board.

The effectiveness of the budget planning process and the subsequent resource allocation process is assessed against benchmarks for performance to identify challenges and areas needing improvement (Appendix III-a). For example, the performance of budget/actual operational results had a favorable variance of 4% in expenses and 7% in revenues for the year 2004/05 and the office improved forecast to actual results with a favorable deviation of 2% in expenses and a negligibly unfavorable deviation of 0.15% in revenues.

The university's budget planning and resource allocation process allows for input from a broad spectrum of the university community at various stages in the process. Additionally, budget operations are managed through an integrated information system that allows the university, from individual units and departments to senior administration, to control and manage resources.

The self-study task force noted that because the budget process begins nearly a full calendar year prior to implementation, and in light of the increasing pace of change and development in higher education, it is difficult for some departments to accurately forecast their needs, for example in regard to maintenance, technology replacement, etc., or to take advantage of unanticipated opportunities.

To improve overall effectiveness of the budget planning and resource allocation process, the university has migrated its legacy systems to SAP Enterprise Resource Planning (ERP) software, building on its features to realize a workflow scheme and to integrate the Fund

Management (Budgeting) module with other business applications. This process has represented an enormous investment of the university's staff time and financial resources, but, with the process nearing completion, the university is expecting to reap substantial benefits in improving and streamlining the effectiveness, efficiency and control of administrative activities, resource allocation, and management of human resources. This will represent long-term savings for the university. The migration to the new system, however, also presented the university with a number of challenges and many departments and units have voiced concerns regarding the SAP migration. For example,

- Unforeseen challenges came to light during the SAP migration phase which demonstrates the need for more extensive research should AUC ever choose to migrate to another system in the future
- New budget procedures and controls will require substantial staff training
- The administration needs to pay very careful attention to the extent to which funds raised have, in fact, coincided with institutional priorities. The casual perception that the \$100 million raised pursuant to the Capital Campaign is synonymous with funds raised for the New Campus can engender the misleading belief that funding of the New Campus is further advanced than is actually the case. There must be a coordination of efforts to track funds raised and the purpose for which funds may have been designated (earmarked) lest stakeholders form the impression that the institution has great leeway in applying funds raised to activities and programs, at its own discretion. For example, funds raised might be specifically earmarked, and public announcements might give the erroneous impression that those funds can automatically be allocated to the New Campus budget

- Staff training must address increasing financial awareness and cost consciousness, as this will represent a shift in culture with an emphasis on responsibility budgeting and additional controls.
- The Human Resources functions of the SAP needs strengthening and enhancement to take full responsibility for the human resources budget, including salaries and fringe benefits as well as statistical reporting.
- While the SAP, a powerful system in its own right, holds great promise once it is fully implemented, some restrictions present themselves, as AUC has not acquired all modules and all software necessary to allow an institution to use SAP to its full potential. In some cases the software may have been acquired, but not fully implemented, and training in the use of certain modules and software will take time, hence it may be a while before all potential benefits manifest themselves. Among the modules that would enhance the use of SAP are, inter alia, the Grants Module, the Personnel Cost Planning Module and the Executive Decision Modules.

It is expected that once the SAP is fully implemented it will produce substantial benefits. The move from the old legacy systems to the SAP environment has already brought about tighter budget control, as individual units have to identify available budget before they can request that funds be expended. This system, which may seem rigid at first try, in fact induces “freedom under responsibility” and should prevent ad-hoc budgeting maneuvers. A well functioning and appropriately used SAP will also provide much more up to date views of financials, thereby allowing for early alerts and intervention, where warranted.

Any sophisticated system is only as good as the people attempting to use it. AUC would be greatly served if all units would adhere to budget guidelines, and ensure that units separate long-range planning /strategic plans from ongoing projects/ activities.

SAP promises to yield many benefits, but the university is still in a “wait and see” phase, where one is bound to experience and hear about the initial hurdles that any new change presents.

In order to address concerns such as these, the university has acquired the expertise of consultants on this new system and created the position of Chief Technology Officer whose immediate task is to address SAP related issues and to provide on-campus training to the AUC community.

Considerations unique to AUC. While AUC is an American University operating in Cairo, one should remember that this institution has to operate in dual currency environment, a circumstance unfamiliar to most American institutions.

Exchange rate fluctuations represent a unique challenge for AUC. Faculty and many staff are paid in a mix of US dollars and Egyptian pounds, which has presented difficulties for the Payroll system that have not yet been fully resolved. Students may settle fees in either currency, posing major challenges for the legacy Student Information System.

Endowment, long term investments and the move to a New Campus environment

AUC has a healthy endowment, and its long term investments have performed credibly over the years, providing an impressive cushion in times of difficult political circumstances, drastic currency fluctuations, unforeseen expenses and changes in capital budgets.

The bulk of AUC’s long-term investments are not traditional endowments, but rather represent funds functioning as endowments, which may be borrowed against or even liquidated

and expended should the Board of Trustees so approve. In times of financial stress this circumstance provides AUC with a degree of flexibility that is denied most US institutions.

This flexibility of response is visible in the Board's decision to progressively liquidate special-purpose vehicles investing in Egyptian securities in order to provide funding for the completion of the New Campus. Another consideration of importance to AUC is the divestment of local funds and a dispossession of current real estate assets. While disposing of assets, whether in parcels, as vacant buildings, whether various regulations, traditions or local pressure might preclude or make difficult the relinquishing of buildings and lots, the fact remains that AUC holds impressive real estate and buildings in an attractive and appreciating downtown area. This fact, also is not insignificant in connection with the transition to a new campus. AUC has the comfort of having a well functioning institutional home and good relations with its neighbors, and can avail itself of rented/leased space in the interim period, until the move to the new campus is fully affected.

The Move to AUC's new campus: timelines, financing and completion of project

The decision to build a New Campus facility, to better accommodate the growth in number and diversity of schools, programs, courses and student enrollment and to provide a facility that optimizes learning for AUC students, while serving as a model for the region, was embarked on more than ten years ago.

Extensive studies were undertaken to ensure that AUC made a wise decision. No time, cost and deliberation has been spared to build a truly unique, state-of-the art campus – the like of which has not been seen in the region – one of which all AUCians will be truly proud. It is important to emphasize the continued commitment to AUC's historic down-town (Tahrir) campus, many of whose buildings will be retained and used for several ongoing programs,

primarily those offered by the School of Continuing Education, but also other graduate and diploma programs that serve our working students. Additionally AUC's commitment to the community in which it has resided for almost a century, induces the university to refurbish and present public events in their public venues, theaters and gathering places that carry the memories of historic events of importance to Egypt. AUC will bear the cost of ensuring that Egypt and Cairo will continue to look to this beautiful landmark with pride and joy.

As for the New Campus development, in addition to obtaining all relevant governmental permits, undertaking extensive environmental impact assessments (which would be required should AUC have opted to pursue certain loan facilities in international markets), and evaluating social and cultural implications of the move to a multi-campus system, the university has also, naturally, developed financial forecasts and estimates of the impact of the move and subsequent reorganization.

Board deliberations, community feedback, and an extensive study undertaken more than ten years ago along with consultancy advice led to the decision of constructing a new campus. While cost projections estimates have undeniably proved too optimistic, many "cost overruns" are explained by extraneous factors beyond the control of AUC.

November 2004 marked the point at which the execution of the New Campus project became a reality in terms of construction on the ground. AUC has had to contend with a number of adjustments and has incurred costs not foreseen in the original projections, including major increases in energy costs, surprisingly high quotations from the contractor for executing project works not included in the original contract, and substantial losses arising from the decline of the US dollar against the Egyptian pound. Such unforeseen expenditures are not unusual in any project of such magnitude, and the project is currently progressing to the satisfaction of those in

charge. Throughout the execution of this project, AUC has remained committed to creating an environment that is a state-of-the-art learning facility, one which is safe, accessible to all, secure and aesthetically pleasing.

Despite delays and cost increases, the Board of Trustees has remained steadfastly committed to ensuring that the works are executed to the highest safety and quality standards – in short it is committed to “doing things right”. AUC is confident that the next year will mark a historic phase in which the university reaffirms its commitment to quality education, a cutting-edge learning environment, and a true commitment to Egypt and to the Region.

AUC is confident that the next year will mark a historic phase in which the university reaffirms its commitment to quality education, a cutting edge learning environment, and a true commitment to Egypt and to the Region.

Facilities Management: The Department of Facilities and Services offers essential support services to the AUC community to support the educational process by optimizing the allocation of the university’s built space and resources. The activities of this department support the needs of academic departments, students, administrative departments and AUC visitors and guests. The services include Housekeeping, Halls Reservation, Mail Services, Transportation Services, Landscaping, and Laundry. The main goals and objectives focus on providing services such as space reservation, housekeeping, delivery and collection of all intra-campus mail, allocating and managing transportation, maintaining green areas on the campuses and maintaining cleanliness for all kinds of fabric and material (from employee uniforms to furniture fabric upholstery and curtains, whether on campus or in university provided housing. The department conducts weekly meetings with supervisors to discuss issues, feedback and observations during daily inspections, and customers’ opinion on services provided through

direct visits or received calls. As a result of the assessment process, a number of actions have been conducted to improve the performance of the unit. Examples are:

- a) Reduction of mail rounds from five times a day to three in order to guarantee accurate and same-day processing of outgoing mail.
- b) Redistribution of housekeeping tasks to improve service standards.
- c) Coordination of all Facilities and Services (F&S) sections to reduce errors and time needed for troubleshooting.

There is continuous progress in F&S management and in resource allocation. This includes provision of high quality services to meet the diverse needs of end users, reduction of response time to increase system efficiency and the presence of a working self assessment process leading to improvement. Medium and long range planning for the services required for the move to the new campus is ongoing. However, there is a degree of fragmentation among the different sections, leading to a need to further utilize information technology to support the different processes as well as a need for higher level training for the personnel involved in the process. Moreover, in view of AUC's move to the new campus and the continued operation of the Tahrir Campus, the following steps have been planned:

- Establish new rules and standards for recruitment of new employees.
- Adjust mail services operations to manage new campus and downtown campus mail concurrently.
- Develop budget estimates for new campus transactions as expected for summer 2008.
- Train department employees in new campus operations according to data available.

In addition, the unit has set up a long range planning goal to institute best practice facilities management systems and procedures in both campuses. The objective is to facilitate:

- Uninterrupted operation of Tahrir Campus.
- Preparation of new campus for operation.
- Physical move to the new campus (library, laboratory equipment, staff and faculty belongings).
- Planning and remodeling of the downtown campus.
- Downtown campus internal moves.
- Operating in a dual campus environment.
- Implementing new Computerized Facilities Management System "CFMS."
- Transportation

Institutional Advancement and Development: Fundraising is the primary responsibility of the Office of Development, which undertakes research, cultivates, secures, and exercises the stewardship of gifts from individuals, corporations, and private and corporate foundations. In addition, the President, the Board of Trustees, the Special Advisor to the President, campaign consultants, volunteers, faculty members, and others help the office secure leadership and major gifts.

Goals and objectives are set annually in a highly consultative manner, with leadership from the Board of Trustees coupled with analyses of the market, past performance and anticipated performance. These goals are established at the beginning of the academic year and are approved at the Fall Board meeting; they are also included in all staff performance plans. To date, the institutional advancement team has exceeded its capital campaign goal of \$100 million. Some funds pledged may be realized over an extended time period and others are earmarked for special purposes. While the university is not at liberty to allocate all these funds to new campus development, and while optimism about oral pledges and planned giving has to be cautiously

balanced with realism, the Office of Development should be commended for its enthusiasm and tenacity in raising funds for the university.

The Office of Development reports its progress toward its financial goals to the Vice President for Advancement and the Board of Trustees three times each year. These reports include both quantitative and qualitative information on overall progress. Internally, each month the office reports both overall progress and progress by individual fundraisers on a large number of quantitative metrics, including funds raised, new pledges, alumni participation, trustee participation, outstanding pledges and more. These reports are shared with senior administrators. Information with respect to the budget and monetary issues are also transferred to the AUC Community. A good example is the quarterly update on the exchange rate of the dollar which affects both the budget and the staff. Performance appraisals are conducted on an annual basis and supplemented by informal on-the-job coaching sessions. The Office of Development staff are encouraged to join professional associations and to attend international conferences and workshops to improve their knowledge and skill sets. The Office of Development benefits from the university's excellent reputation in the region and from that fact that alumni feel proud of their connection to AUC. In addition, the Office benefits from a strong team of fundraisers in Cairo and New York, strong leadership from the President and Board of Trustees, and excellent research capabilities in Cairo. The office's shortcoming is its limited staffing, which hinders the ability of both fundraisers and support staff in Cairo and impacts the level of contact and activity with potential donors. The office has had several director level changes. With new leadership, policies and procedures should be revised, enhanced and institutionalized to avoid inconsistency.

The university has recently hired a new Director of Development who is focusing on increasing coordination of university events, hoping to create a multiplier effect to enhance

donor stewardship and cultivation. There have been some new efforts to identify potential donors outside Cairo, through the appointment of regional representatives. Innovations in the use of online technologies present great opportunities to cultivate and solicit widespread alumni populations. Nonetheless, the office faces serious challenges including increasing and innovative competition for limited numbers of donors from new universities and professional fundraising efforts for other new projects in Egypt. In light of increasing tuition and the move to the new campus, the office must expand awareness among all AUC constituents of the importance of annual giving. This must be done in the context of ongoing regional political conflicts and the impact on public opinion of US policy in the region. It should also be remembered that the “culture of giving in Egypt” is very different from that of the United States, which has a long-standing tradition of giving to ones alma mater. This is largely absent in the Middle East (or in Europe and Asia for that matter). AUC is trying to cultivate all alumni, and many successful AUC alumni contribute generously to the university, whether with funds, event sponsoring, mentoring of students or facilitating contacts for students and graduates.

Purchasing Management: The Purchasing Office is responsible for the selection of suppliers and the negotiation and administration of purchase orders and contracts. The office strives to ensure the availability of high quality products required by the various university departments. The Purchasing Office holds periodic meetings to monitor progress towards goals and to propose improvements in the purchasing process. One of the challenges faced by the office is a degree of fragmentation when multiple vendors are used by university departments outside of the official purchasing system. There is a lack of proper vendor assessment and only partial success in implementing university sourcing policies due to the individual preferences of some departments. Other difficult areas the office must focus on include strategic sourcing plans,

supplier selection procedures and techniques, strategic alliance of and with suppliers, and the rapid electronic procurement applications development. The purchasing process will greatly benefit from implementation of the new SAP financial system that will undoubtedly improve many of the current procedures. Additionally, there is an opportunity to implement new techniques for capital equipment and movable assets control besides the use of Radio Frequency Identification (RFID) techniques, although such implementation faces the challenges of a perpetually changing environment. There is hope that AUC will continue to benefit from USAID/ASHA grants in implementing such systems in the Library and elsewhere.

Internal Auditing: The Internal Auditing Office is dedicated to improving university operations by providing independent, objective assurance and advice with respect to evaluating risk management, control, and governance processes. The office assists all members of the university community in complying with policies and procedures and in upholding the highest standards of business conduct. It has access to all records of the university including those of the President and the Board of Trustees. The auditing process is strengthened by a highly experienced and professionally skilled staff; there is an ongoing training process for the audit team and a self-evaluation and assessment mechanism that is geared towards improvement. However, these qualified professionals are in limited supply and there is a need to augment the number of individuals involved with this office. Additionally, the AUC community must become more familiar with the activities of the Auditing Office, as one of the major threats to the success of this office is the degree of resistance to change among the university staff.

Summary and Recommendations: The process of planning, acquiring, allocating, securing, and managing institutional resources is conducted in an efficient and effective manner to ensure that resources are available to the AUC community to enable it to fulfill the university

mission. Units understand their mission and objectives and their part in helping the university achieve its mission. Units assess progress and reports are made to staff, administrators, board members, alumni and donors at intervals throughout the year. The migration to SAP is expected to greatly enhance efficiency and effectiveness, although the adjustment process requires extensive training and awareness building, which the university is managing. It is recommended that units and departments adopt an assessment and strategic planning process which more closely ties plans and budgets to desired outcomes. Institutional fundraising needs to document its systems, policies, and procedures and determine appropriate staffing for achieving its objectives. Purchasing needs to work on improving vendor assessment, reducing purchase fragmentation, and take advantage of the capabilities of SAP to increase efficiency. The Internal Auditing office needs to educate the university community on its role and work with administrators to ensure cooperation in its efforts to have departments formally document all policies and procedures. The Budget and Financial Planning offices need to continue to work with departments to help them more accurately forecast their needs.

Chapter 4

Leadership, Governance and Administration: Middle States Standards 4 & 5

The principal constituencies of the university community are identified to be the Board of Trustees, the administration, the faculty, the university support staff and the student body. The documents and practices reviewed demonstrate a well-defined system of collegial governance. The constitutional documents establish the Board of Trustees of the American University in Cairo as the institution's governing body. The Board is vested with all the powers possessed by the university itself so far as this is not inconsistent with the laws of the State of Delaware, with the Certificate of Incorporation, and with the By-Laws of the university. The Certificate of Incorporation, university By-Laws, and policies adopted by the Board of Trustees specifically determine the structure and responsibilities of the Board of Trustees. The Board has control of all funds and properties belonging to the university. The Board policy and practice is to establish and maintain strong communications and dialogue with the prime constituencies and programs of the university. (The composition and a brief bio of AUC's Board members are included in Appendix IV-a).

In meeting its responsibilities to regulatory agencies, the Board assures that appropriate university officers provide certification for meeting eligibility requirements, policy standards, and accreditation standards to relevant regulatory and accrediting agencies, both governmental and non-governmental. Board authority and responsibilities are clearly identified to the parties involved through the university's governing documents. The Board has prepared a brief document entitled Board of Trustees: Summary Statement of Governance Responsibilities (effective November 2005) that addresses policy setting and management, curriculum and

program development, staff salaries, and other program support and guidance responsibilities. This document is included in all relevant submissions to outside agencies. The Board articulates any changes that might affect the institution's accreditation status to the accrediting agency through periodic institutional self-studies and interim reports and agrees to disclose information required by any accrediting agency to allow it to carry out its responsibilities.

Most programs at AUC are accredited in Egypt by the government regulatory agency, the Supreme Council for Higher Education. In addition, their corresponding professional and disciplinary associations accredit an increasing number of programs. For example, AUC's programs in Mechanical, Construction and Electronic Engineering and Computer Science are accredited by the Accreditation Board for Engineering and Technology (ABET), and the Business Administration program is accredited by The Association to Advance Collegiate Schools of Business (AACSB).

No person is eligible for election to trusteeship after his or her seventy-second birthday, and each Trustee shall become an Advisory Trustee without vote following the next meeting after reaching the age of seventy-two. Trustees serve renewable three-year terms. Any Trustee may be removed from office, with or without cause, by a majority vote of the Board of Trustees at a meeting called for such purpose. The Board of Trustees, by a majority vote of the Trustees present at a meeting called for such purpose, may remove from office any officer of the university with or without cause. The powers, duties, and responsibilities of individual Trustees are stated in the By-Laws.

The By-Laws provide clear and effective Board member and Board officer succession and selection. Each officer is elected at an annual meeting of the Board to serve three-year terms and holds office until the election and qualification of their successors. The stated expectation is

that officers may serve two terms but thereafter a successor will be elected unless there are compelling reasons for an additional term.

All Board members and Advisory Trustees serve without financial compensation. The Board of Trustees has a “Conflict of Interest Policy” (revised, February 2006) to ensure that decisions concerning AUC’s operation, personnel and properties are only made to serve the welfare of the university. The policy obliges all the Trustees to exercise their fiduciary responsibility in governance so as to avoid influence from any private motive or personal benefit, and to sign annually conflict of interest disclosure statements in compliance with established policy.

During John Gerhart’s presidency (1998-2002), the Board instituted a formal review process of presidential performance. A designated Board member interviews a broad range of internal and external constituencies and reports the results to the full Board of Trustees. The President is then provided with a digest of the Board’s comments and suggestions. The Presidential review process takes place roughly once every three years, although this is not pre-determined.

As the chief executive officer, the President administers the university through a team of senior officials (Provost, Vice Presidents, and University Counselor). While the basic policy-making body of the university is the Board of Trustees, the President and senior officials set administrative rules and procedures. These are developed in consultation with the University Senate, an elective body made up primarily of faculty from the schools and departments. The President is an *ex officio* non-voting member, and the Provost and academic deans are voting *ex officio* members of the Senate. The support staff and student body have voting representatives in the Senate. The President chairs regular, scheduled meetings with his senior administrators in

which information is shared, issues affecting the university are discussed, consultations take place, and consensus is sought. These meetings are an important element in the president's decision-making.

Established in 1993, the University Senate (later changed to faculty Senate) is essentially an advisory body, but with significant responsibilities for key institutional documents, such as the *AUC Catalog* and the *Personnel, Policies, and Procedures for Teaching, Research and Library Faculty and Related Staff* (PPP), as well as considerable discretion to initiate studies, debate issues, investigate problems, and recommend policies in any area of university life. The Senate ensures faculty, as well as staff and student, participation in governance and the public discussion of issues important to the university community. It seeks to foster mutual respect and cooperation among the faculty, students, staff, and administration of the university. Senate resolutions are transmitted to the President for consideration and appropriate action.

The Senate has standing committees for Academic Affairs, Administrative Affairs, Curriculum, Faculty Affairs, and Student Affairs, in addition to Budget Review and Grievance Committees. In 2006-07, there were fifty elected senators, including three support staff members and three students. Faculty also contribute to the governance and administration of the university through their participation in standing and *ad hoc* special purpose committees, many of which are created by the senior administrative and academic officers in carrying out their various responsibilities (Document VI, AUC Master Documents).

Formal support staff participation in university governance and decision-making is initiated through three mechanisms: The Faculty Senate, the Staff Advisory Group, and the AUC Staff Syndicate. Formerly a focus for staff-administration consultations, two other groups, the Staff Body and the Custodial Body (representing two different categories of support staff) have

gradually evolved into primarily recreational and social organizations. The Senate By-Laws provide for two voting representatives of the staff appointed from the membership of the Staff Advisory Group (SAG). The SAG was formed in 2005 as a vehicle for dealing with policy and administrative matters of primary concern to staff employees. The SAG provides the university administration and staff with a structured framework within which they may collaboratively work toward mutually rewarding improvements in the overall working environment of AUC. Membership in the SAG includes the Vice President for Planning and Administration (serving as SAG Chair), the Director of Human Resources, the Manager of Training and Development in Human Resources, and three others appointed by the Chair. In addition, eight more members are elected from among the eight principal non-academic staff categories. The employees in that category elect each category representative.

The Staff Syndicate differs from either the Senate or the SAG in that it is a statutory body existing under the auspices of the Egyptian Ministry of Labor and Manpower. Such employer-specific syndicates are authorized if at least 50 employees decide to establish one. The Syndicate operates under by-laws and procedures established by the Ministry, and it has a board of eleven members elected from among eligible AUC employees who have enrolled themselves as Syndicate members. Present membership is concentrated in the Security, Service, Skilled, Semi-Skilled, and Office Support employee categories. The Syndicate Board meets regularly with the Vice President for Administration and Planning to discuss specific issues or areas of concern to Syndicate members and to exchange information.

Student participation in university governance and decision-making is achieved primarily through their specialized student organizations or participation in other university deliberative groups, such as the senate and university committees with student membership. The Student

Union (SU) encompasses the entire undergraduate student body at AUC. Its president is elected in May by the student body at large. The president of the Student Union in turn appoints a treasurer and a vice president. The SU operates according to the guidelines set by the Permanent Constitution of the General Assembly of the Student Body (2004) and is governed by the appropriate university rules and regulations. The SU presents student proposals, concerns, and worthy grievances of an academic nature to the faculty and administration through its Academic Committee. Similarly, the SU addresses issues regarding the provision of university services to students through its Service Committee. Student activities (such as cultural, recreational, and social events) and public relations are handled through their respective committees. The principal university administrative link to the SU is the Office of Student Development (OSD), and the principal link to the faculty is the Student Affairs Committee of the University Senate. Separate from the SU, the Student Judicial board (SJB) consists of students elected annually in an election held prior to that of the SU presidential elections. The SJB is a monitoring body, run by and for students, which addresses specific student concerns (Document VII, AUC Master Documents).

The current university president is now in his fifth year in office. In addition to normal responsibilities as the chief administrative officer of the university, the president of AUC coordinates relations between AUC and governmental and non-governmental institutions on a local, regional and international level to promote greater opportunities for the university and its students. Furthermore, he is heavily involved in AUC's capital campaign to increase the endowment and create sustainable foundations for the university's future growth after the move to the new campus. In addition to building AUC's financial security, the president is responsible for ensuring that the university's management team has the capabilities and the opportunity to constantly reassess and improve the quality of AUC's academic programs, research activities,

community outreach and student services. He is also directly responsible for supervising the completion of the new campus and AUC's successful move to New Cairo, including redevelopment and utilization of the Downtown Tahrir Campus. His academic, professional training and experience have provided him with the skills to deal with a variety of university affairs including budget management, curriculum development, team building and cross cultural communications. The Cabinet (president, provost, and vice presidents) meets at least once a month, with the New York based vice president participating via video conferencing. A larger group, the Senior Administrators Group, holds bi-monthly meetings. Smaller sub-groups concerned with specific areas of administration meet more often according to need. All senior administrators have expressed their satisfaction with the efficiency of the system. The President requests them to set annual goals, work plans and performance objectives. He meets regularly with them to monitor their areas and at the end of the academic year he meets with each of them to review their performance and to set goals for the succeeding year. Salary adjustments are based on performance during the preceding year. The President, in consultation with the Chairman of the BOT, determines salary increases for senior administrators.

The university mandates that self-assessments be conducted at various levels of the institution. Self-assessments by the Board of Trustees and their results also takes place, as have the review processes for the President, the Provost, and the Vice Presidents. For administrators and staff, there is an annual appraisal system overseen by the Area Heads and the Office of Human Resources. For faculty members, there is an annual report and appraisal process jointly devised by the academic leadership and university senate. Compensation is linked to performance, as assessed through these procedures. Each academic department in the university is currently developing its own guidelines for assessing performance.

The university's structure, as represented in the most recent official organizational chart, is appropriate to AUC's mission, goals, size, and complexity. Moreover, there is a general feeling that the university's institutional systems are effective in providing information to managers and administrators for decision-making. In conducting its assessment of the functionality of the organizational structure and information systems, the Task Force interviewed a number of key persons, representative of the various schools and support units, to complement the documentary information and to provide insights into real-life processes and day-to-day operations. Interviews included administrators and faculty members with administrative responsibilities. The following points concerning organizational structure, staffing, and decision-making systems emerged in these interviews.

The AUC administration, faculty, and support staff were viewed as qualified to fulfill their responsibilities. Staffing levels were seen as generally appropriate to the goals, size, and complexity of the institution. Faculty members are encouraged to continue their professional development, and the university makes considerable financial and other resources available for research and professional development activities. Staff members are competent, and good training opportunities exist for further staff development. AUC has invested in up-to-date technology to facilitate the work of staff members. Positive mention was also made of AUC's plan to adopt the one-stop-shop approach to efficient provision of services to registered and prospective students.

Regarding the adequacy of information and decision-making systems to support the work of administrative leaders, most AUC software systems, such as the Student Information System (S.I.S.) and the newly adopted Systems, Applications, and Products (SAP) for budget and finance, were seen as relatively efficient. In addition, the process for hiring faculty and support

staff was seen as having been streamlined and improved, since departments (rather than deans) can now interview their own candidates.

Those interviewed felt that AUC has clearly documented lines of organization and authority, particularly regarding faculty and administration. AUC uses an appraisal system that focuses upon periodic assessment of individual performance. Some interviewees made positive mention of the appraisal system for deans, support staff and faculty members. One interviewee mentioned that the appraisal implemented in the Admissions Office was effective in providing feedback and improving performance.

While most AUC staff were viewed by those interviewed as being qualified for their job responsibilities, concerns were expressed about the quality of customer service for students, especially during peak periods. It is hoped that more thorough on-the-job training for new staff, clearer signs and maps for visitors, and the one-stop shop for applicants will help alleviate these concerns.

Information and decision-making systems at AUC are seen as providing adequate information for their various particular purposes. However, one interviewee voiced concerns about the lack of integration across systems. Some concerns were expressed about the new software SAP system for budget and finance, which, although seen as relatively efficient, was perceived as quite complex and not entirely transparent. We believe that some of these concerns will be alleviated during the implementation of the system. One interviewee saw somewhat of a disconnect in the budgeting process between department chairs and faculty, who make up the budget, and the administrative assistants, who by communicating with AUC accountants, actually execute budget decisions. This concern was seen as critical, since budget line decisions

during the planning process can later impact the likelihood of budgetary requests by faculty being approved.

Concerns were also raised about the student information system (S.I.S.) including the inadequacy of some screens, which are not tailored specifically for AUC, and the lack of an integrated university-wide electronic imaging system for archiving records such as student transcripts. This concern will be most likely addressed in the planned migration to a new student information system (Banner) within the next two years.

Major concerns were expressed about issues related to student enrollment. These included a perceived lack of adequate coordination between decisions regarding student intake, at the level of the higher administration, and the room allocation and faculty hiring needs of departments, particularly those serving large numbers of newly admitted students. In general, interviewees felt that more attention needs to be given to the provision of adequate facilities and services for newly admitted students in light of their increasing numbers. One interviewee suggested that such problems could be at least partially alleviated if the university were stricter in adhering to application deadlines. In terms of space and room allocation, the problem likely will remain critical, particularly in Fall semesters, until AUC moves to the new campus and much larger facilities.

Although most interviewees expressed overall satisfaction with the clarity of the lines of organization and authority, one interviewee expressed some concerns about an overlap of functions between offices, e.g., between the Scholarship Diversity Office and the Student Financial Affairs Office, and between the Admissions Office and Enrollment Services. Several interviewees pointed out that while clear documentation of the lines of organization and authority do exist, they are only made available when specifically requested. Most interviewees

felt that there is a need to introduce and implement a system that assesses functions and services at an institution-wide level, in addition to individual performance.

The final question submitted to the leadership was of particular interest since it elicited the identification of areas that need improvement. The responses mentioned three areas needing attention: management depth, succession planning, and bureaucracy/customer service. A consideration of management depth and succession planning revealed that both challenges are two sides of a single inefficiency within the administrative system of the university. Management depth was described as the lack of professional expertise within the third tier level (i.e. below managers who report directly to the administrative VP level). This results in a workload beyond appropriate limits for administrators at the VP and senior manager level. They have been described as overstretched. This situation may, in the long run, affect outcomes negatively.

Succession planning and preparation are additional aspects of the management depth issue. As mentioned, the university faces impending retirements in several key administrative positions. The challenge relates to the perceived lack of professional expertise and preparation at the third level of administration. These issues can be addressed by career path and professional development initiatives. Budget constraints and conflicting objectives have been mentioned as impeding these solutions to the management depth issue.

An excess of bureaucracy and lack of customer service are clearly areas that need improvement. An organization with a long history such as AUC has the tendency to follow familiar processes which have been in place for many years. This feature of mature institutions may become problematic. There may be a tendency for managers and staff to focus on following process rather than producing desired outcomes. The bureaucracy mentioned by a number of

respondents may indicate that the university's present evaluation system is not adequately addressing outcomes, nor does it encourage revisiting the efficacy of processes. Adequately serving the customers of the university was also mentioned as an issue. It is recognized that this concern is behind the development of a one stop shop approach being implemented by Student Services.

Summary and Conclusions: The constitutional and governance documents of AUC are well-developed, address all areas of significance, clearly describe the mission and objectives of the institution, and define and delineate the roles and contributions of its various constituencies. The documents are publicly available and accessible. The AUC Board of Trustees follows an exemplary set of policies, by-laws, and procedures appropriate to the mission, size, and complexity of the institution. The Board is broadly representative and therefore is able to serve the needs and interests of the university's various stakeholders. Board members collectively and individually contribute to the well-being and advancement of the institution and are aware of and fulfill their fiduciary and trusteeship responsibilities.

AUC practices collegial governance with appropriate opportunities for input in policy development and decision-making for administration, faculty, staff, and students. There are clear lines demarcating authority, duties, and responsibilities at all levels of the organizational structure. The university administrative leadership team has the appropriate work experience, professional training, and academic background to perform their individual and collective responsibilities and functions. The organizational structure and staffing are appropriate to the goals, size, and complexity of the institution, although it is expected that structure and staffing will need adjustments as the transition is made to the new campus facility. In anticipation of the

move, a number of significant modifications in leadership assignments have recently been implemented.

The university has effective information and decision-making systems in place. Planning and appraisal functions are well-established traditions. Periodic self-evaluations are being strengthened by conversion to outcomes-based assessment procedures at all levels of the institution, and these are closely linked to a parallel planning process to produce synergistic results.

AUC has a unique bi-national identity and status as the university is legally and culturally constituted in both the United States of America and the Arab Republic of Egypt. AUC rightly values this identity as a source of strength, as do its constituents. However, external agencies and bodies do not always understand this fundamental aspect of the institution. The AUC Board of Trustees has prepared a brief document describing the AUC governance structure for use in all relevant submissions to outside regulatory agencies. It is suggested that the university might also consider preparing a brief document or documents describing AUC's legal and cultural affiliations within the context of its bi-national character. The university or its constituent units could use these documents in relevant submissions to outside agencies from which support or active cooperation is sought.

It is evident that collegial governance effectively exercises strong leadership at AUC. However, during the course of the self-study senior administrators identified several administrative areas in need of improvement. It is suggested that, as the university makes the transition to the new campus and experiences expected concomitant growth in managerial complexity, attention be given to strengthening management depth and career development paths at the middle management levels of the university administration.

Chapter 5

Academic and Institutional Integrity: Middle States Standard 6

AUC is viewed as regional leader in guarding, fostering and promoting academic and institutional integrity. The university is an active member in the Center for Academic Integrity in Duke University (later moved to Clemson) and is represented by a board member in that center. AUC quest for excellence on academic integrity is often referred to as a model not only in Egypt but in the wider region.

The right to express grievance is one that is granted to students, faculty and staff at AUC. Students convey their complaints through the academic channels that include instructors and department chairs. The procedures for addressing complaints are stated in the Student Handbook and are conveyed to the students during the orientation program (Document VII, AUC Master Documents). Students are also made aware of AUC policies such as equal opportunity and affirmative action as well as policies to prevent and combat sexual harassment.

A recent survey conducted by the students reveals that more than 71% of students are currently satisfied with the existing means for addressing unfair treatment. Nevertheless, the students are working on a new vehicle for addressing their grievances through their proposed “Student Bill of Rights” which was discussed and approved in the Faculty Senate. Discussions were initiated in the University Senate in May 2006. Students met with faculty and senior administration to formulate their proposal and worked out a coherent and meaningful document which was approved after discussion in the Senate during the Fall 2007 Semester.

Policies exist for addressing staff grievances through the Human Resources Office although some staff believe that some of these policies need further enforcement. One of the findings of the self-study team is that proper documentation of staff grievances bears improvement, and the policy for access to such documents needs to be clarified in order to grant privacy of some issues. In addition, the level of awareness among staff members with respect to the proper channels and procedures for handling grievance-related issues shall be addressed. Policies and procedures are routinely revised, and new policies are examined by the legal department to ensure consistency with the labor law. A major challenge remains, raising the awareness of and providing effective channels for resolution of grievances for staff such as custodians.

Other than the normal path for faculty grievances through the department/unit chair, dean and provost, there remains one major channel for faculty to express their grievances: the Senate Grievance Committee. This committee consists of faculty members and handles cases in strict confidentiality and makes recommendations to the AUC president. Reviewing the cases of the last three years shows that some of the cases were concluded by a reversal of a prior decision or action taken and, as a result, supporting the claim of the grievance submitted. Such cases may also be used to change procedures and practices that led to the grievance.

Over the past few years, and as documented in the minutes of the Senate meetings, faculty expressed dissatisfaction with the grievance procedure as stated in the ‘Personnel, Policies and Procedures’ (PPP) document. It was referred to as “lengthy, ambiguous and discouraging.” To facilitate the process, the Senate modified the procedure and approved a revised document that is easier to understand and to implement. The Senate and the AUC

president approved the new procedure before it was implemented in the year 2005/2006 (Document VIII, AUC Master Documents).

AUC is viewed as a leader in the region in fostering academic integrity throughout the campus, and has defined this issue as a major priority area. AUC is also the only University outside North America represented by a board member in this Center since 2003. To reach that status, the Task Force on Academic Integrity was formed and later institutionalized as the Council for Academic Integrity. Over the past few years, this council has fostered academic integrity and developed a new policy, a new code of ethics approved by the entire AUC community and a multi-dimensional awareness campaign. The following are some of the key tasks undertaken by the task force and the academic integrity council:

1. Conducting surveys and assessing the status of academic integrity at AUC.
2. Establishing effective linkage with CAI at Duke University and Clemson University.
3. Developing a new academic honesty policy that was approved by the University senate in Spring 2003 and reviewing and modifying AUC's major documents in light of policy.
4. Forming a structure with a balanced representation for examining violation cases.
5. Preparing AUC's First Code of Academic Ethics. AUC is unique in the sense that students, faculty and staff pledge to this code.
6. Initiating and coordinating students' contributions to academic integrity efforts.
7. Conducting an awareness campaign throughout AUC on Academic Integrity.
8. Developing and updating a Website for Academic Integrity at AUC
<http://www.aucegypt.edu/resources/acadintegrity/>.
9. Preparing downloadable forms for the reporting of violation cases.
10. Developing a database for previous violation cases which tracks the history of violations.

11. Preparing a short movie on Academic Integrity to be presented during orientation.
12. Participating in all student and faculty orientation events to raise the awareness on AUC policies and practices regarding Academic Integrity.
13. Taking part in academic integrity conferences and public events that foster AUC commitment to the community.
14. Designing and implementing the “*Academic Integrity Matters Workshop*” for student violators of academic integrity. The idea is to further make the students aware of academic integrity best practices.

Assessment of the status of academic integrity takes place every year by the council members. In terms of awareness, currently only a small percentage of the community believes that the level of understanding on policies for both faculty and students is either low or very low. There is an obvious trend of enhanced awareness of AUC policies on academic integrity.

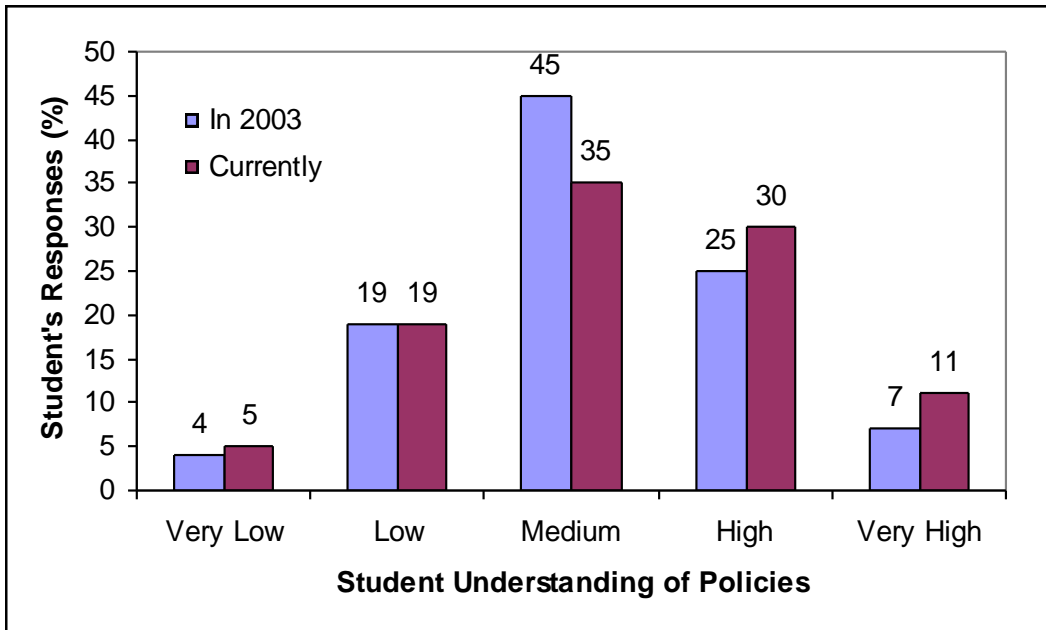


Figure 5-1 Student Views of Peer Students Understanding of Integrity Policies

Based on a survey conducted in Summer 2006, the above figure shows that currently about 76% of the students see that their peer students have good to very high level of understanding of these policies. This is an improvement from a previous survey that was conducted in 2003 particularly for the high and very high level of understanding. When students were surveyed for their views on the faculty understanding of the policies, the responses came to reflect a good to high level of faculty understanding with approximately one quarter of the students who disagree to that as shown in Figure 5-2.

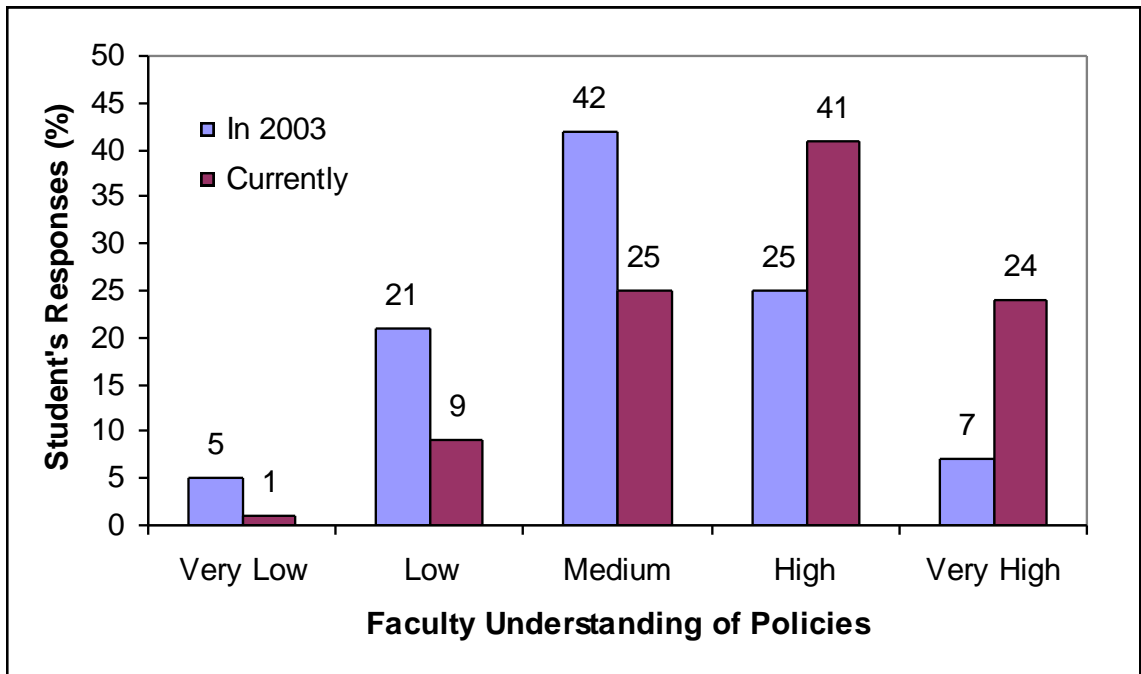


Figure 5-2 Student Views on Faculty Understanding of Integrity Policies

The results of surveys conducted in 2003, 2005 and 2006 of AUC students and faculty demonstrate that academic integrity issues remain a major concern at AUC. Eighty-five percent of the faculty and forty-seven percent of the students consider it to be a serious problem. The data also reveal that the perception of the seriousness of the issue is of higher concern to the faculty than to students. Penalties for violations are seen as severe with only eight percent of the

students viewing the penalties as “not severe enough,” in comparison to approximately forty percent of the faculty who consider the penalties “not severe enough.” Still, both faculty and students consider this situation as having improved when compared to previous years, prior to the creation of the Task Force, when more than sixty percent of the AUC community considered the policies and penalties ineffective and lenient (Appendix V-a & V-b). More evidence and statistical data can be accessed in Task Force E work area.

Among the faculty in particular, there seems to be a growing satisfaction regarding AUC adopted policies on academic integrity. In line with experience at several member institutions of the Center for Academic Integrity, the number of violations had been on the increase and began to decline in 2005. The validation of this pattern needs to be supported by adequate reporting and case processing mechanisms. The data indicate that plagiarism represents the major pattern of violations at AUC.

On another relevant front, the university has pursued institutional integrity as one of its primary objectives. This means that all professional actions and activities must be based on ethical values that include professionalism, equality and mutual respect. Commitment to this objective includes an obligation by all members of the university community to promote and protect the highest standards of integrity in all of its activities. Meetings and workshops are held regularly to emphasize the fact that unethical practices of any shape or form do not belong to an institution that is dedicated to the promotion of knowledge and learning.

AUC adheres to policies of affirmative action. Through training sessions, prepared and coordinated by the university training office with the cooperation of the equal opportunity and affirmative action office, the awareness of the staff has been increased. There is undoubtedly still room for improvement in terms of augmenting the staff’s understanding of the importance of this

subject, but the training schedule is evidence of the awareness efforts (Document IX, AUC Master Documents).

To ensure commitment to academic principals across the entire staff strata, the code of academic ethics has been translated into Arabic and conveyed to the staff members whose English language skills may be lacking. The training plan and the awareness processes for staff are well-documented and cover a wide spectrum of values and professional practices. Cases of violations have been provided through a system that aims at encouraging the staff to report violations. These cases have been investigated and many were concluded by supporting the claims represented by the case.

Some major staff concerns and complaints may also be forwarded to the University Senate. For example, the staff provided a complaint to the Senate in 2003-2004 regarding what was then a proposed policy for tuition fees for their children joining AUC. The issue received a wide discussion on the Senate floor and the administration responded by reconsidering this proposed policy in support of the staff request. Recently, the staff members have been discussing in an AUC open forum chaired by the President their views on the work schedule and transportation to the New Campus. There are attempts to improve the awareness and reporting operations and create an environment that enhances the reporting vehicles in a timely manner. As reported by the Syndicate representatives, improvements are warranted in the reporting mechanisms, particularly when the case is against a direct superior. Nonetheless, there is room for improvement, and as reported by the equal opportunity and affirmative action office, “Although there is an improved awareness, the hesitation to complain is still there in some cases.”

Academic freedom is a central value of AUC education as stated in the university's mission statement, noting that 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 ongoing interaction with scholarly institutions throughout Egypt and other parts of the world." As stated in the AUC Code of Academic Ethics: "The process of learning requires an open exchange of ideas between scholars and students." It also states that "Participants in the academic community [should] feel that their ideas will be respected, discussed and evaluated in an atmosphere free of prejudice and bias" (Document X, AUC Master Documents).

Our goal is to foster academic freedom among students, between students and faculty, and among the faculty. It should also be evident in faculty research, publications and other forms of creative work. As part of its mission and due to AUC's geographic student and faculty demographics, AUC serves as a platform for a broad spectrum of ideas, opinions and schools of thoughts. In light of this, AUC encourages and evaluates student-instructor dialog, critical thinking and fact-examining, and open ended questions. As documented in the AUC course catalog, AUC curricula include various forms of interactions, presentations and debates. It is the norm that instructors use diverse references, text books and study materials. Numerous out-of-class activities and public lectures involve debates and invite speakers and participants from around the world who provide various political, ethnic and gender perspectives. There are several student-run periodicals and journals where free speech is exercised (e.g. Caravan and Dimensions) and there are examples within AUC's recent history when questions were raised with respect to academic freedom.

Until recently AUC had not adopted a policy on intellectual property. In 2007, however, the university formulated a policy for intellectual property policy, which is to be adopted by its faculty and students. The draft of this policy has been discussed and approved by the University Senate prior to final approval and adoption by the administration. This policy is yet another vehicle not only to regulate intellectual activity between AUC constituencies and the broader environment but also to strengthen academic integrity through proper handling and ownership of student and faculty outputs (AUC's Intellectual Property Policy is included in Appendix V-c).

In order to assess the effectiveness of policies of intellectual freedom, one would have to resort to existing records concerning grievances about breaches. In 2002 the Senate adopted a document that secures a regulated access to information within AUC and limited some of the information of specific confidentiality/privacy to controlled access only.

Reports from various external and internal entities perceive AUC as a community where academic freedom exists, particularly when compared with other institutions in the region. Controversial issues such as regional political conflicts, religious and personnel matters that have relevance to AUC have been often discussed in an open forum or in general meetings. A healthy debate regarding further reinforcement of intellectual freedom at AUC is often raised, as the concept itself remains an important basis of AUC's mission statement. AUC invites speakers from the entire world with various religious, political and ethnic orientations to deliver public lectures which are open the entire community. Such lectures are widely publicized and attended.

AUC strives to recruit top students and highly-qualified faculty and staff that meet rigorous international standards; efficient admission and recruitment is a high priority. Students are admitted through a process that is well-communicated to the community and that takes place within clear and concise dates and deadlines. The set of rules that govern admission to AUC as

well as subsequent admission to majors follow preset criteria that are routinely reviewed and examined. Although there have been cases where candidates have been dissatisfied with the admissions process because they were not admitted to AUC or to their desired majors, there are few, if any, cases of unfair regulations or double standards. Campus visits are promoted and schools are encouraged to send accepted students on a guided tour of AUC to in order to increase their awareness of the atmosphere of the university and to promote their decision to join AUC and their desired major. The AUC orientation program also offers excellent exposure for new students and allows them to acclimate to their new community.

As documented by the Human Resources office, recruitment and hiring at AUC follow a systematic process that is transparent and well-advertised. For faculty positions, the slot is identified by the department and is communicated by the school's dean to the provost. Upon authorization, the position is advertised locally and internationally to invite potential candidates to apply. A short list of applicants is prepared and interviews take place locally or internationally often through video conferences. Based on a ranking system, the successful candidate is contacted by the dean/provost and an offer is made. The qualified faculty who fill these positions are from various countries, ethnic groups and both genders. Likewise, recruitment for some key AUC positions such as the President, Provost and Deans are carried out in a transparent manner with open forums scheduled so that the AUC community can meet applicants and ask them about their vision of their prospective roles and responsibilities. The policies and procedure for admission and recruitment will remain when AUC moves to the new campus, as the institution continues to work on studying potential improvements in the target groups. This is of particular importance in the light of increased competition with other institutions both locally and regionally.

The university communicates through a number of vehicles to its various audiences and stakeholders, including the web site that is accessible to the public. In addition, the university employs staff (including one position in the New York office) to work with local, regional and international media to ensure that news of its programs and activities are reported to the general public. The university's communications and marketing office works with the administration, academic schools and offices to ensure that all communications to the respective audience are clear and in accordance with university policy. For example, the office works closely with the Office of Enrollment Services to prepare material for prospective students, with the Office of Alumni Affairs in communicating to alumni and with the Office of the President to communicate to the AUC community and supporters of the university. AUC's channels of communication, in addition to the web and the news media, include university-wide forums, daily e-mail newsletters to the AUC community, monthly e-newsletters to donors and alumni, an alumni magazine and annual President's Report to alumni and donors and bi-monthly meetings of the university's senior administrators, which includes representatives of the administration and faculty.

Since the decision was made to relocate to New Cairo, the university has made a significant investment in keeping the AUC community and its supporters apprised of the status of that project. Committees for internal and external communication have been formed to facilitate the flow of information regarding the move. In addition to hiring a public relations firm in New York at the start of the project, the university has designed and published collateral material including a manual and a series of comprehensive web pages on AUC's website. There is a periodic announcement on the AUC bulletin titled "AUC on the Move" that provides news on the move to the New Campus and the necessary steps to be taken.

In the academic year 2006-2007 the university hired a full-time staff person who will be responsible for creating a comprehensive communications strategy, incorporating collateral material as well as personal tours, to ensure that the AUC community and the wider Egyptian community is kept apprised of the progress of the project. Additionally, the university circulates monthly reports on news information related to the new campus and other university-related news.

The university routinely surveys its audiences to ensure that its communications efforts are successful with the respective audiences. This is done through the use of professional marketing firms and through informal communication channels. AUC also periodically surveys the general public and prospective students and their parents to determine how they perceive AUC and its programs. Recent surveys have illustrated that AUC is recognized and valued for its international faculty and liberal arts education.

Students enrolling at AUC Fall into two categories: declared and undeclared. Several offices within the university cater to students' needs in terms of choice of major, course selection, and registration. Through a number of communication channels, students are informed of all matters pertaining to their academic careers at AUC. The Freshman Advising Office advises two groups of students - new and continuing undeclared students. Based on the numbers provided, this office secures places in the various specializations for new direct entrants (who are not eligible to enroll through the web). Within the requirement plan of each department, this office integrates the students' required courses with the required first semester courses - such as English - and the core curriculum courses. Information is disseminated to these students through three brochures: 'Your Journey Begins' also known as the 'First Year Experience Program' (Document XI, AUC Master Documents), The Core Curriculum, and a comprehensive list of

what a freshman needs to know, in addition to the continuously updated website: www.aucegypt.edu/academic/core/advisor.htm.

The First Year Experience Program has been extremely successful. It covers all that students need to know about the institution, the majors, courses and the basics of student life at AUC. These tools of communication to students are comprehensive. IGCSE students, whose results are released in the last week of August and enroll in the first week of September, often find difficulty in securing places in sections of the courses of their choice or may be placed on a waiting list. To overcome registration problems, the Core Curriculum has developed a number of additional 100-level courses to serve the needs of entering students. Through presentations by the faculty, who have already designed and are currently teaching these courses, the Core is encouraging more faculty to develop 100-level courses in the humanities and social science disciplines which will increase course offerings for first year students. Given the geographical constraints on campus, and the over-enrollment this year, the staff of the Freshmen Advisors Office are doing their utmost to accommodate and serve the students fairly and efficiently.

The registrar's office serves both declared and undeclared students. Students are admitted as declared if they meet the departmental requirements of their selected majors. Undeclared students are advised by the Freshmen Advisors Office until they declare a major. All declared students are advised through the departments of their selected majors. The Registrar's Office has a large number of handouts and a comprehensive Bulletin issued at the beginning of every academic year covering the three semesters Fall, Spring, and Summer. Requirements, electives, and collaterals are all documented in the Bulletin and updated every year. The Registrar's website for Students also includes this information. A section of the Bulletin, "*Where to Go With Questions*" is especially helpful. In addition to the aforementioned tools, the

Registrar regularly reminds students of important dates through special announcements, flyers, email and notice boards. An elegant bookmarker takes students through the various steps of registration, and drop/add process.

AUC serves a large population through the offerings of the School of Continuing Education and short courses offered at AUC. The School of Continuing Education has a standing committee CISC (The Curriculum and Instructional Standards Committee) whose mandate is to review all instructional programs biennially, approve new curricula and design and evaluate instructional standards and assessment instruments. The primary goal of the CISC is to enforce and maintain consistent, high standards for all continuing education programs. This working committee has formalized meetings, with minutes which are distributed and filed.

The School of Continuing Education publishes a student handbook and a faculty handbook each academic year for the purpose of conveying information to students and their families as well as faculty members. Flyers and brochures are regularly updated and made available at strategic locations on campus and at clients' premises. Email marketing campaigns are organized and visits to major potential clients are ongoing throughout the year. Assessment of the course offerings takes place through evaluation forms and surveys are conducted to highlight market trends in order to develop a responsive spectrum of offerings.

The role of the School of Continuing Education is envisioned to expand both qualitatively and quantitatively. As virtually all academic programs will be conducted on the new campus, SCE will maintain a strong presence downtown. In addition, off-campus sites run by full-time administrators in the Smart Village and El-Gouna (Red Sea) provide local communities with up to date information on program offerings. Orientation days and special events provide another forum for information dissemination.

Summary and Conclusions: AUC places academic integrity and institutional integrity as priorities areas. The University is viewed as a leader and source of emulation for the region. AUC has clear policies on academic and institutional integrity, equal opportunity and affirmative action and for reporting grievances. The University is considered to be a regional leader on these issues. The AUC community views those policies as effective and assessment tools show improvement on the transparency and effectiveness of these policies. AUC should continue to pursue its academic and institutional integrity campaign, particularly for staff and students. Communication channels within AUC and with the community convey facts and information in an effective and truthful manner and need to be continued and augmented.

Chapter 6

Assessment of Student Learning and Institutional Effectiveness:

Middle States Standards 7 & 14

AUC considers assessment in all areas essential to sound performance and continuous improvement. Hence, the university has established an active program of assessment directed at evaluating institutional effectiveness and student learning. Since the last institutional self-study, AUC has made a number of significant changes to strengthen assessment that include: requiring a number of internal and external studies on institutional effectiveness; implementing program reviews and formal outcomes assessment in a number of academic departments and supporting units; training faculty and administrators in effective outcomes assessment; applying for specialized accreditation for academic programs; launching a review of the university's core curriculum; conducting opinion polls among students, alumni, employers, and others; centralizing coordination of assessment activities in an expanded Office of Institutional Planning, Assessment, Research and Testing (IPART); and creating a new position of Director of Assessment to broaden and strengthen assessment across the university and promote a culture of assessment that induces evidence based planning.

The university has used the results of these tools and processes to model student learning assessment to the rest of the university, to improve academic programs, to make changes, where warranted and to improve student learning and support services. Examples of such changes include: standardizing and improving the process for new program development and approval; revising the core curriculum and adding a required capstone experience; and creating a Student Services Center (One-Stop-Shop) to facilitate the distribution of uniform information for

prospective students, simplify the process of admissions and registration and increase both student and parent satisfaction.

Throughout academic year 2007-08, AUC will increase its focus on outcomes assessment, with the goal of completing the development of initial year assessment plans in academic departments which have not yet undergone self-study and revisiting and strengthening assessment processes in those departments that have already implemented assessment plans. From 2008 to 2010, the university will review assessment processes in administrative units (the assessment plan, along with the timeline and schedule, can be found in the workspace in (Appendix VI-a).

Academic Programs

Using AUC's mission statement as a guide, the university's Long-Range Planning subcommittee on assessment established a set of educational outcomes for students to be used in the development and assessment of student learning. These outcomes, endorsed by the university's governance structure, recently have been edited and organized into five logical groupings as the university's key institutional learning outcomes for all students (Appendix VI-b). This new grouping of outcomes will be submitted to the University Senate for approval. While the university's outcomes have been in place for several years, the level of awareness of those outcomes is not even across campus; departments that have undergone self-studies are generally aware of the outcomes, having undergone training and workshops, but many other departments are not.

Assessment of student learning takes place at the classroom, course, program, and institutional levels. Individual faculty members conduct a wide range of assessments and are

responsible for ensuring that course outcomes are met. Each program is responsible for determining its mission, learning outcomes and objectives, and assessment techniques.

Most academic departments have learning outcomes assessment plans in various stages of development and implementation. An increasing number of AUC's programs have received or are seeking accreditation by discipline-specific accrediting agencies, such as ABET, CSAB, AACSB, and ACEJMC. These departments have developed and implemented assessment plans and are actively measuring and reporting on student progress towards learning goals. In addition, the majority of AUC's academic programs have completed or are in the process of completing self-studies. Most of the academic units have concluded their self-study report using multiple qualitative and/or quantitative assessment measures to measure student achievement and to make planning and resource allocation decisions. Not all departments have those measures clearly tied to learning goals. In addition, in the absence of annual assessment reports, it is not clear that these departments are using these assessment measures on a continuous basis.

Efforts are underway to review all previous assessment efforts across the university and ensure that, by the end of the 2007-2008 year, all academic departments have developed effective assessment plans. The university will require all programs to submit annual assessment reports in the Fall of the year following implementation; this timetable will assist departments in using the information in their Fall budget submissions and long-range planning updates. To assist them in their efforts, IPART will be offering workshops and consultations, a website providing assessment resources and templates, and an assessment guide.

This new assessment schedule will include a program review every six years, using the previous five years of assessment data. Departments will review, analyze, and reflect on the previous five years of assessment information, how that information has been used to inform

decision-making and improve student learning, changes that have been made based on assessment information, and programmatic needs to improve student learning. These program reviews will be submitted to a team of external reviewers, recommended by the Dean, who will evaluate the program reviews using an evaluation rubric. Academic departments that have submitted program reviews to specialized accrediting agencies within the previous 12 month period may submit those studies to meet this requirement.

Institutional Effectiveness

IPART and other offices administer assessment instruments on a university wide basis to measure progress towards university learning outcomes. AUC considers its institutional and specialized accreditation status a marker of excellence. In order to adhere to accreditation standards, the university conducts various surveys and adapts other measures of compliances and compiles numerous reports. Examples of surveys include: the Student Opinion Survey (SOS); senior exit survey; Career Advancement and Placements Services (CAPS) survey of employers; alumni surveys; transportation survey; Freshman Year Experience survey and international students exit survey. Reports include: quarterly financial reports; reports to external agencies; AUC Profile/Census Day; annual faculty reports; course evaluations; strategic planning and resource allocation reports, including enrollment management models, statistics on grading by department, and tracking indicators (dashboard indicators) and studies by external reviewers, e.g., an assessment of admissions and registration activities.

AUC has used these assessment tools to make changes in all areas of the university, from policy and long-range planning to facilities management. AUC needs to work further on systematizing this assessment process, expanding its research of student engagement and

achievement, ensuring that effective assessment measures are in place to measure attainment of the university's learning outcomes, and communicating the results of these assessments to university stakeholders.

Assessment of administrative and educational support activities is taking place in supporting units across campus. University-wide implementation of a formal assessment process, however, is lagging somewhat as the university has placed its primary focus on assessing student learning outcomes. Most administrative units across campus actively measure their progress towards specific goals, collecting both qualitative and quantitative data, yet the results need to be analyzed and shared and the process systematized. The measures and indicators are used to inform budgetary decision-making and planning.

Resources

Self-assessment takes time, energy, training and money. While at many U.S. institutions full time faculty or staff members are given release time to undertake these efforts, at AUC, this happens only on occasion. For the most part, self-assessment duties are squeezed in among committee assignments, teaching and other duties. Moreover, unit budgets have not been increased to reflect additional paper, printing and postal costs recumbent upon an ongoing assessment effort. These shortcomings should be addressed in the future.

The university has established the Center for Learning and Teaching to assist faculty in developing classroom assessment techniques as well as improving overall teaching effectiveness. Teaching Enhancement Grants are offered to help faculty develop skills in assessment and improve their teaching methods.

The Middle States self-study has become a great catalyst for enhanced awareness both at the level of the departments, units, individual faculty and administrators. Equally important,

there is an enhanced commitment at the institutional level to ensure that AUC becomes a leader in university assessment at the national and regional levels. The university supports faculty and administrators' attendance at international workshops and conferences on assessment, teaching effectiveness, and other venues to improve student learning and institutional effectiveness. Additionally, the university encourages faculty and administrators to become members and actively contribute to international associations, such as MSCHE, AIR, SCUP, ABET, AACSB and many other organizations that promote active learning and assessment. AUC faculty and administrators conduct workshops and participate in local and regional conferences and accreditation missions as part of AUC's role and cooperation with other institutions. The university also intends to take a leading role in promoting a culture of assessment and transparency throughout the country and the region by conducting training sessions and workshops that are open to the wider community and creating an online knowledge base of best practices in assessment, planning and reporting.

Enhanced resources focusing on overall institutional assessment demonstrate the commitment to integrated planning and assessment. The appointment of directors of both planning and assessment, expanded institutional research efforts and propagation of institutional data and findings, as well as conference and training opportunities for faculty and staff, all bear witness to a commitment on the part of the university to assessment.

Conclusion and Recommendations

The process of assessment of student learning and institutional effectiveness is ongoing. While AUC has a relatively long history of promoting a culture of assessment across campus, the university is not yet at the point where assessment is sustained and uniform either horizontally

(across units) or vertically (between units and the administration). We need to ensure that assessment results provide convincing evidence that students are achieving key institutional and program learning outcomes. Furthermore, it is important that they are shared and discussed with the appropriate constituents, used to improve teaching and learning and guide resource allocation.

For those units that are experienced in this process, their assessments are orderly and well-considered, but may require refinement so that assessment measures are more clearly tied to individual learning outcomes. For units new to the process, there is often a great deal of confusion, resistance and suspicion. Some see the value in the process; others do not. In other words, some understand the spirit of the exercise, that assessment is a tool to be used to improve the running of the unit, while some see it as a one-time task that must be completed at the behest of the administration. For some, there is confusion regarding terminology and reporting requirements: for example, the difference between self-studies and ongoing assessment, and the length and format of assessment reports. Many individuals are alienated by the standard terms of institutional assessment and feel that they are trying to unravel administrative jargon that is unintelligible to them.

On the whole, it seems the university has made a good start in terms of institutional assessment but there is still a need to systematize the process. The university's increased focus on assessment and new assessment plan is an important move towards institutionalizing an assessment culture on campus. It is important that the units that are currently undergoing the process and those that have not yet begun be trained appropriately so as to avoid some of the mistakes that have been made in the past. It is also important that the administration continue to explain the rationale of assessment to academics in ways that they can understand, and that the

value of assessment be reinforced among the entire university population. Training sessions and public awareness campaigns should be ongoing and are vital to the long term success of the program.

Chapter 7

Student Admissions and Retention: Middle States Standard 8

AUC seeks to recruit, select and enroll applicants from a diverse pool of students who demonstrate excellent academic potential and a strong command of the English language.

Admission to AUC has been operating with rolling admission, whereby acceptance is granted on an ongoing basis to qualified candidates based on the availability of places.

Admissions policies are geared to ensure the academic performance and success of students in the graduate as well as in the undergraduate programs. To encourage a highly qualified undergraduate applicant pool, AUC recruits from the best secondary schools locally and regionally, as well as selecting top students from Egypt's public schools. Admission standards are continually reviewed and updated for all programs and selectivity has consistently increased over the years.

Over the years, AUC is becoming increasingly selective. In academic year 2006-2007, the annual selectivity rate, which is the percentage of undergraduate applicants who were not accepted, did not change significantly from the previous year; from 37.6% to 37.7%. However, the yield annual rate, which is the percentage of accepted undergraduates who registered, went up from 71.03% to 76.90%.

Table 7-1: Student Selectivity Annual Trends (Year 02/03 - Year 06/07)

Year	02/03	03/04	04/05	05/06	06/07
Percent	37.00%	39.90%	38.80%	37.60%	37.70%

Table 7-2: Student Yield Annual Trends (Year 02/03 - Year 06/07)

Year	02/03	03/04	04/05	05/06	06/07
Percent	75.60%	68.60%	76.70%	71.03%	76.90%

AUC’s website and other recruitment material outlines admissions requirements clearly, and explains in detail the benchmarks and requirements set for AUC’s diverse applicant pool, which includes graduates from a wide variety of backgrounds and with a multitude of Secondary School Certificates including the Egyptian “Thanawia Amma”, “GCSE/GCSE/GCE”, the French Baccalaureate, the International Baccalaureate as well as other recognized secondary school certificates. AUC maintains data on individual performance as correlated with secondary school attended, which in turn can assist the university in recruitment efforts, selection, English language placement and academic advising of incoming students.

Language Requirements: Since the language of instruction at AUC is English, all applicants are required to submit test results from the Test of English as a Foreign Language with Test of Written English (TOEFL with TWE) or AUC's English Language Proficiency Entrance Test (ELPET). Test results are used for English placement at the university. Students who earn a “C” or better in a freshman-level English course at an accredited English-language university or who successfully complete advanced coursework in English at secondary school level may be exempted from this requirement. It is recognized that several students, while otherwise academically qualified, encounter problems when studying in the English language. The university therefore dedicates substantial resources and effort to place, test and continuously monitor the proficiency of English of all its students. Many students are required to enroll in non-credit preparatory English language courses to create a more level playing field once the

students progress to regular courses. Tutoring and assistance in writing is available to further foster English language proficiency.

In the Fall 2007 semester, AUC saw an exceptionally large entering class, many of whom needed remedial English courses in order to be able to progress in their desired program of study. This placed a particular burden on the university's English Language Institute (ELI) and necessitated last-minute recruitment of faculty. In addition to better enrollment management, the university is exploring various ways to better ascertain the language skills of incoming students and to continue to support their language acquisition. AUC also collects data and attempts to discern correlations between English skills of the entrants and their prior institution of learning.

Diversity: *What does diversity mean at AUC?* AUC values and seeks to foster the multi-faceted and multi-cultural dialogue that ensues when a university enrolls a qualified and diverse student body. Diversity in Egypt may not necessarily mean the same as in an American university setting. AUC, naturally, adheres to the same ethos of equal access for all and it is the university's stated policy to provide equal opportunity to its employees and students, regardless of race, color, religion, creed, gender, national origin, age, disability, veteran status or other factors specified by American or Egyptian laws. However, the quest for diversity goes beyond that. As stated on AUC's Website we seek "students who are flexible, imaginative, broad-minded thinkers capable of learning quickly and acquiring new skills, analyzing complex information and responding to unexpected demands, working collaboratively and serving as enlightened leaders".

As emphasized by our Office of Equal Opportunity and Affirmative Action "AUC enjoys a diversity in its population (student body and workforce) that is not available to many other institutions. If we build on this population's diversity and cross barriers and boundaries, we will

achieve an international living experience and learning environment. The benefits of diversity are many and include new insights; mutual understanding and interpersonal inspiration through multiculturalism; access to a wider talent pool and the opportunity to develop overlooked talent”.

AUC creates opportunities for diverse students through its recruitment, admissions policies and in its extension of scholarship and financial aid. AUC does not want to be an “elitist” institution that is off limits to the many and accessible only to a few. AUC seeks to be a university that welcomes a socio-economically, ethnically, racially diverse body of students from a variety of backgrounds. While the university’s undergraduate and graduate programs contribute to the AUC mission of providing a rigorous US-style education to students seeking academic degrees and professional qualifications, individuals who are seeking high quality and specialized training, but who are not interested in – or unable to allocate the time to a degree program - are served by AUC through the School of Continuing Education, the Management Center, and Science and Engineering Services. In this way, AUC serves students of all ages, adding a further dimension to diversity on campus.

The AUC mission statement itself emphasizes the importance of diversity in the undergraduate and graduate student body. Some indicators of the diverse nature of the student body include their prior educational background, their gender, nationality and socio-economic background.

AUC has long been regarded as a leader in women’s education; more than half of all degree-seeking students are women. Scholarship programs such as LEAD and the Public School Scholarship Fund enables students from less advantaged segments of Egyptian society and from remote parts of Egypt to attend AUC. Special scholarships for African graduate fellows, Palestinian students, Nubian students and Yemeni students contribute to the international and

ethnic mix. Altogether, AUC welcomes students from all 27 governorates of Egypt and over 100 different countries, adding to the variety and vibrancy of student life at AUC.

International Education: AUC has a highly esteemed and growing Study Abroad program, which requires that admitted students have a minimum GPA of 3.0 and strong recommendation letters from their home institutions. Priority for admission to the Arabic Language Institute is given to students who need to study the language for their career. This includes diplomats from various embassies as well as students funded by certain foundations.

Each year, students from dozens of colleges and universities across North America and around the world enroll at AUC for one or more semesters, usually during their third or junior year. Applicants for the Study Abroad Program must be enrolled in a program of study at a college or university that has a study abroad agreement with AUC. Study Abroad students may attend AUC for no more than two semesters and a summer session.

AUC's Study Abroad program is one of direct enrollment; students select courses from general undergraduate listings and are not limited to a fixed set of courses. Since AUC is accredited in the United States as well as in Egypt, students from US universities are usually able to transfer AUC credits to their home institutions. Study abroad applicants are advised to plan the selection of courses with their academic advisors or registrars before applying to AUC.

AUC is recognized by many US colleges as an approved overseas study site for their students, and has formal agreements with many institutions. While 80 to 100 foreign colleges a year may be represented on campus, a few that regularly send students are Brown, Cornell, Duke, Georgetown, Northeastern and Tufts Universities, Kalamazoo College, and the University of Wisconsin. A longstanding agreement with the University of California system brings roughly 35 students each year from various UC institutions for a full academic year at AUC.

While AUC is justifiably proud of its renowned study abroad programs, enrolments (currently around 350 per semester) will not be expanded substantially, lest service provision to these – and other students – might suffer as a consequence. AUC will strive for enhanced coordination between its Cairo and New York offices in admission of study abroad students. Qualitative improvements and enhancement of the course offerings and the coordination with the sending universities should be enhanced, and might include bringing visiting faculty members from universities that hold cooperative/ consortium arrangements with AUC. In refining the university's enrolment model, AUC will carefully analyze the proposed figures for new initiatives to evaluate the likelihood of a course/program achieving the stated targets. Any changes to enrolment figures will be assessed within the context of a desirable faculty to student ratio; our ideal target is 13:1.

The number of international students admitted annually into undergraduate degree programs since Fall 2001 has been slightly over one hundred students (except for Fall 2004). In percentage terms, it has been around 10% to 11% in the last three years, representing a decrease from the previous three years (2001-2003) where the figure stood at 16% to 18%. This decrease is largely explained by the opening of other American-style universities in the neighboring countries, especially in the Gulf. Meanwhile, the number of international students admitted into the graduate program has been steadily increasing from a figure of thirty-seven in Fall 2001 to eighty-nine in Fall 2006 (approximately 20% of total graduate students) and the number of international graduate students is even higher in the Fall 2007 semester.

In recent years, there has been a steady increase in the number of enrolled international students in both the undergraduate and graduate programs and in the Intensive Arabic Unit. The following table (Table 7-3) illustrates the healthy growth in the international student body.

Table 7-3 -International Students for the Academic Year 2006-07

Semester				Total
	Graduates	Undergraduates	Special	
Summer 2006	30	143	218	391
Fall 2006	195	352	465	1012
Spring 2007	191	336	471	998
	416	831	1154	2401

Scholarship and Financial Aid: While AUC has always had a number of scholarships available, scholarship and financial aid packages have not been a traditional part of student recruitment strategies the way they are in North America. AUC now encourages applicants to apply for financial aid, as they apply to AUC. This broadens the access and expands opportunities for less advantaged students, is in line with the university's mission. Scholarship programs play an important role in access and increased diversity.

A highly successful example of an attempt to increase socio-economic diversity in the student body, is the Leadership for Education and Development (LEAD) scholarship program that funds socio-economically disadvantaged students from every governorate in the country. Each year, the LEAD program provides a full scholarship to 54 outstanding students, one male and one female, from each governorate in Egypt. The LEAD program commenced in the fall of 2004 with the goal of helping underprivileged students benefit from an AUC liberal arts education, with the intent of promoting their leadership and educational skills (AUC Master Documents, Document II). Another program aimed at increasing diversity is the Public School Scholarship Fund (PSSF) which provides scholarships for twenty students each year who graduated from public schools (Thanawiya Amma) with very high averages in their final secondary school certificate and who would not be able to attend AUC without financial assistance. A third illustration of the importance of financial aid in enrolling qualified

applicants is the scholarships AUC provides to financially underprivileged non-Egyptian students. Examples include the African Graduate Fellows Programs, Palestinian Scholarship Fund and named scholarships for Yemeni and Sudanese Students.

The university also makes a major commitment to providing need-based financial aid to Egyptian undergraduate and graduate students who are academically qualified, but who cannot afford the full amount of AUC tuition. It bears mentioning that AUC's tuition waiver program to qualified staff and their dependents, who qualify academically for the university's programs, also constitutes a substantial benefit and incentive for pursuing education to constituencies who might not otherwise be able to pursue a dream of a better life through better education.

Information Dissemination: AUC ensures that students and the public are well informed about programs, activities and services, through various media. Information about AUC is provided to interested parties via a variety of sources including the AUC website, frequent publications, educational fairs and recruitment events, answers to e-mail inquiries, mailings, and conversation in response to walk-in inquiries. In addition, individual schools and programs conduct educational fairs/recruitment events and information sessions, during which they respond to inquiries from prospective students and their parents.

Overall, the website was found through student surveys to be effective, although some recommendations include adding more details or making it more user-friendly. There is comprehensive information available on line on numerous topics of interest to current and prospective students. The task force identified a few areas in need of change: namely making the navigation to tuition information and its presentation more readily accessible and easy for the reader to discern. The School of Continuing Education and the various graduate programs offer

clearer information regarding tuition. The AUC website has recently been re-designed and is undergoing constant updating and enhancements.

Questionnaires regarding the clarity and comprehensiveness of information provided to parents and students at AUC were administered to a random sampling and the results analyzed. The findings demonstrate that the majority of respondents were satisfied with the current information. Areas mentioned for improvement include academic prerequisites, opportunities for fellowships, scholarships and financial aid and language requirements. Students and parents found the enrollment front desk to be the most helpful source of information followed by the printed admissions package. Respondents felt that the AUC website could be made more user friendly and become a better source of information regarding the program contents, opportunities for fellowships, scholarships and financial aid, and student services.

Enrollment Management: AUC recognizes that enrollment management entails more than simply admitting students to a university. It is process as well as a series of activities which aim to identify, attract, enroll and graduate students. We know that it is not only about the size of the student body, but equally important, about the characteristics of the students and the flow of students through various programs and classes from admissions through graduation. The existing enrollment model in use for a number of years at AUC has served the institution well, but needs refinement to take into account of changing patterns of demand and program capacity. The university will enhance its efforts in institutional research and seek to manage recruitment, admission, retention as well as the flow of students through the university. Developing a better understanding of the educational pipeline should enable us to manage enrollments rather than simply reacting to them.

The goal is for AUC to achieve a targeted capacity enrollment of 5,500 full time day students at the New Campus between Fall 2007 to Fall 2012. AUC recognizes that it overshot its enrollment target substantially in the Fall 2007 semester and had to endure the adherent consequences and inconveniences, for students, faculty and staff. The recent spike in fall enrollments presents challenges in terms of resource allocations but is also offers an opportunity for AUC to be even more selective in terms of the students admitted to its programs in the future.

Admissions Cycles, Deadlines and Criteria. To better manage enrollments in any given semester, AUC plans to further tighten its admissions cycles and requirements. The university plans to institute **earlier admissions cycles** and set **earlier application deadlines**. An earlier cycle will facilitate planning and allow more timely and thorough review of applications. With the move to the new campus, the application deadline will be moved up to an earlier date in the spring for applicants seeking admission to AUC in a fall semester. AUC may consider a late application deadline, which might preclude or reduce any financial assistance (scholarships) granted to students admitted. AUC will have to be attentive to the cycles for Egyptian high school graduates and the change in application deadlines must be widely and clearly publicized. Students who miss the deadline for consideration for fall admission may be placed on a waiting list for the subsequent spring semester. For example the university may further consider whether to balance fall – spring enrollments by aiming for an 85 %/15% or 80%/20% ratio. An offer of admission should specify an early commitment and early payment of a substantial non-refundable deposit for securing space at AUC.

Other components of enhanced admissions criteria might include requirement of standardized test scores or topic specific aptitude tests, as well as analysis of GPA and grades in Mathematics and English; requiring applicants to submit a CV, a portfolio of activities and a

short essay demonstrating seriousness of purpose in applying to a university. Requiring letters of recommendation and a select number personal interviews might also assist in identifying worthy candidates early. Interviews would also help AUC ascertain whether a student has adequate English skills to succeed academically.

Any enrollment cycle is only as good as the enforcement of an enrollment cap. Enabling the admissions area to identify incoming students earlier should assist in achieving - but not exceeding by too wide a margin - the targeted enrollment figure.

From recruitment through graduation, AUC needs to predict with some accuracy where and in which classes, what types of students will be able to sit. AUC Cairo and New York offices will work to better coordinate its admissions of Study Abroad Students and to develop a common data base to better track these students and their study patterns.

AUC will establish an Enrollment Management Committee to further develop the diagnostics and data manipulation tools that are required to develop a more refined enrollment model and to set policies for adhering to enrollment targets. The university will seek to better understand the study dynamics as categories of students expand. Underlying the current enrollment model are historical figures on graduation patterns, retention and completion rates, drop out and stop out percentages and other data. However, as more graduate and professional programs are introduced and as more students opt to complete their studies during summer and winter terms, prior assumptions may not hold. Identifying trends require longitudinal studies, but with time findings should assist in better understanding student flow. New student information systems need to be reconfigured to better capture different categories of students and their enrollment trends.

Enrollment targets for the plan period.

The core of AUC's identity is solidly embedded in its commitment to providing a strong American-style liberal arts undergraduate education to students from the Arab world. To continue to fulfill this mission, undergraduate enrollments will be kept fairly stable, with growth limited to 20% over the next five years. The focus will be on further enhancing the quality of the student body rather than on increased enrollment. AUC will endeavor to expand the number of international degree-seeking students, while Egyptian admissions would be stabilizing. International and regional recruitment efforts will be emphasized. Ideally AUC should have at least 25% of its undergraduate degree students coming from outside Egypt. Scholarship programs and other efforts should foster a better regional and socio-economic representation of students from within Egypt.

AUC will aim to achieve a steady state of new undergraduate student by admitting approximately 1,000 new undergraduate students each Fall semester by Fall 2012 and by increasing from 130 to 150 new undergraduate students entering each Spring by Spring 2012. The number of Study abroad and other non-degree undergraduate students should expand only modestly from just over 500 in Fall 2007 to 550 over the plan period. Masters and Graduate diploma enrollments should go to 1,500 by Fall 2012. An enrollment scenario extending to the year 2023 is attached.

The current enrollment plan was developed on the assumption that Fall 2007 would see enrollment of 925 new undergraduate students. However, this target was exceeded and actual enrollment of new undergraduate students stood at 1,080 students at the October census. In order to smooth the spike in enrollment and not hit full capacity too soon, it is recommended that the intake of new students not exceed 1,000 over the coming years. To smooth the spike in the Fall 2007 enrollment, spring semester intakes will be adjusted.

Targeting a faculty to student ratio of 1 to 13 by Fall 2011, the above enrollment scenario and stated preferences regarding full to part time instructors, would indicate that an average of 20 new faculty each year. Some years will see a spurt in hiring, which is expected to plateau after the third plan year.

In all enrollment projection and integrated planning, AUC's focus will remain on attracting the highest quality faculty to field full time instruction. In line with the Protocol agreement and to sustain the emphasis on American education, AUC will aim to attract more American faculty. Some of the enrollment growth occasions needs for faculty that can be recruited locally and on a part time basis, including courses in the ALI, ELI programs and in the writing program.

Transfer Credits: AUC closely monitors the courses offered at other regional institutions and a recent sample from student records consisting of over one hundred courses was evaluated and the overlap/ congruence in course equivalences between AUC and similar institutions in the area was given special attention. Yet, it is recognized that the university can do more in this area to ease the process of transfer applicants to AUC.

AUC's stated policies and procedures regarding transfer credit and extra-institutional college level learning are implemented effectively. Policies are publicly communicated, though this is an area that could use improvement. These policies are applied fairly and consistently. Review processes involve course equivalencies and expected learning outcomes rather than just accreditation of the sending institution.

Specific changes that need to be introduced to current proceedings include posting transfer credit requirements for graduate students on the Registrar's website. As in other universities, AUC could better systematize and develop its bank of information for equivalent

courses in other universities. This can be initiated at AUC for the universities that historically have exchange agreements with AUC. Additionally, courses taken at other institutions which are of comparable academic level and utility to an AUC course are often wrongly transferred as an elective or Core Curriculum requirement. Consequently, students sometimes fail to receive credit for courses that are educationally valuable. We recommend that AUC consider giving credit for legitimate courses taken at other institutions, even when no equivalent courses exist at AUC.

Student Retention and Completion: A recent survey reveals that while AUC is effectively using appropriate resources and practices to help students with financial, family or academic difficulties, the university sometimes retains students who should not have been allowed to continue their studies at AUC. We recommend that such policies be revised so that academic dismissal means dismissal rather than suspension. Additionally, a suitable body or person should be available to counsel students about changing their majors when it is clear that they are not succeeding. A support system for students who wish to change their major should also be in place, especially when they feel pressure from parents who force their children to continue in fields for which they are not suited. Students should be allowed to declare an aspiring major rather than be forced to declare a camouflage major, so that they come to the attention of the department in question, and are properly advised.

Many students who exhibit poor academic performance have problems with English language and writing courses as well as with mathematics courses. A student's ability in mathematics should be tested prior to admission in the same way their English abilities are tested in order to prevent students from attempting majors for which their mathematical skills are inadequate. Given the frequent complaints about the ELPET, the accuracy of this placement exam should be reviewed. The Undergraduate Admissions Office revises and assesses the

admissions policies through continuous research to verify the existing policies and to test their consistency with the actual performance of students.

The tables below indicate student retention and completion rates. It should be kept in mind that many AUC students will need more than four years to complete an undergraduate degree program, either because some majors require five years to completion, or because academically qualified students spend a number of semesters on courses to augment their English skills as shown by the table and figure below.

Table 7-4: Second Year Retention – Trends (Fall 02 – Fall 06)

Year	2002	2003	2004	2005	2006
Retention (%)	91.00%	91.00%	92.00%	93.00%	93.00%

Retention increased slightly between 2002 and 2006 and credit for this change can be attributed to the mentoring program that was designed to help students who were struggling to succeed.

To provide better admission services to new applicants, the university has just implemented a new Student Services Center (SSC), known as “the one-stop-shop”. It provides several services to students in one convenient location. While the pilot project on the current campus caters to undergraduate students, the SSC, will expand to provide information and services to both graduate and undergraduate students including information services, student enrollment and test scheduling. The implementation of this center is carried out in phases and phase one has been initiated in Fall 2007.

While the School of Continuing Education will remain downtown, space has been allocated on the new campus so the school can recruit students in the New Cairo area. The

Engineering Services department will also offer programs at both campuses. Intensive programs (day programs) are planned to move to the new campus, as they entail sharing resources (faculty as well as lab facilities) with the current academic engineering programs. Most evening programs will remain at the downtown campus.

It is believed that one of many contributing factors to the increase in undergraduate enrollment is the evolution of the financial aid office. In a change from past practice, the office now acts as a financial counselor to parents and provides personalized service to parents on a one-to-one basis. This helped buffer the impact of the record increases in tuition rates. Further development in this area will help boost enrollment in the future.

The graduate admission procedures, forms, cycles of approvals, and communication with prospective students are being reviewed in order to reduce the time lag for admission decisions from departments and improve the effectiveness of communication with students. The need has been identified for the coordination of different enrollment and admission services at AUC and such work should be carried out through a university committee. In the School for Continuing Education, different programs at AUC would be coordinated through the Continuing Education and Outreach (CEO) Committee thereby ensuring better coordination and synchronization. The move to the new campus and the subsequent expansion in space is believed to offer further opportunities for Engineering Services to increase admissions. Admission services will still be within Engineering Services and should have an office downtown as well as at the new campus. This would facilitate the registration of potential students at either location.

Increasing the number of graduate students has been identified as a priority, and a market research study is currently underway. Exploratory missions to new international markets (e.g. Asian markets) are being carried out with the objective of identifying needs for updates in the

graduate programs available at AUC. The issue of tuition is recognized to have a direct impact on the yield of graduate students, and any plans to increase graduate programs must bear this fact in mind.

Efforts are exerted to improve retention rates at AUC for the undergraduate level and include the First Year Experience (FYE) program and mentoring services offered to students. It is believed that the additional space on the new facility will aid in further developing these programs. AUC must also investigate the retention rate of all enrolled students as well as the time it takes for them to graduate. A suggestion was made to strengthen the orientation program of the graduate students to be somewhat similar to that of the first year program (AUC Master Documents, Document XII).

In order to improve admissions and retention in the School of Continuing Education, current programs are continuously being reviewed and updated to meet the latest trends. A study is underway to investigate the feasibility of starting a graduate certificate/diploma program for professional education, with an emphasis on pedagogical strategies. A new initiative, to be developed soon, is the certification of continuing education programs at AUC through the International Association of Continuing Education and Training (IACET). The leadership of the school believes that accreditation will have a very significant impact on admissions to and retention in such programs. In addition, current investigations are addressing e-learning as a tool in continuing education courses, as well as its inclusion as a pedagogical topic in the new program of professional education.

Summary and Recommendations: Enrollment management and admissions policies are in place that support the university's mission. However, the current test score-based approach to student admissions needs to be revised and other criteria for student admission need to be

explored. The enrollment management at AUC should be further refined to more accurately project resource requirements. Information about AUC is provided to all constituencies through several channels. A number of extra services will be implemented in the new campus such as the Student Services Center (one-stop-shop). Plans to increase the retention rate are needed at all levels. The university needs to work on recruiting students from other parts of the world, in addition to current recruitment efforts in North America, Europe and the region. A greater effort should be exerted to create user-friendly web pages for prospective students. AUC should also consider allowing transfer credit for courses taken at other reputable universities that have valuable educational outcomes, even if a directly equivalent course does not exist at AUC. Pending transfer articulation agreements or the institution on databases for course equivalency, AUC will evaluate transfer credits on a case-by-case basis.

Chapter 8

Student Support Services: Middle States Standard 9

The assistance rendered to students at AUC can be divided into two main categories. The first relates to academic services; the second involves student and resident lives. Service offices in support of academic matters include Enrollment Services, Admissions Office, Registrar's Office, Office of Student Financial Services (charged with administering financial aid and scholarship support) as well as Office of Core Curriculum and First Year Experience (FYE) (in charge of Core advising and student orientation programs). Other offices include the International Students Services Office (ISSO), the International Student Office and the Office of Graduate Students and Research.

Units in support of Student Life include the Office of Career and Placement and Services (CAPS), the Counseling Center, the Mentoring Unit, the Office of Student Sports Department. Many of these units are covered elsewhere in this report.

The student counseling services at AUC are considered highly effective in regards to student needs, especially given the limited resources with which they operate. The total number of student cases which were referred to counseling services totals 1469 over four years, with seventy percent of such cases reporting that AUC's counseling resulted in good to maximum benefit. The total number of students seeking individual counseling has increased by 125 percent over the last four years (AUC Master Documents, Document XII). With increased staff and resources, it is believed that the counseling program could improve and expand. AUC's mentoring program has also been rated as highly effective and has seen a 243 percent increase in the number of workshops, although 86 percent of students report that the program still requires

improvement. During the 2005 academic year, the athletic programs at AUC involved 424 students who participated in 27 types of sports and 829 students who used the university's indoor athletic facilities regularly. However, the sports program has not been seen as effective as it could be, as it has been dependent on seasonal coaches and outside facilities. The athletic office is headed by a recently appointed (internationally recruited) Director, an Associate Director and a supervisor. The program is dependent upon nineteen seasonal coaches for individual and team sports. The policies and procedures of the Sports office are not clearly defined. Interviews with some students indicate dissatisfaction with the system of seasonal coaches and off campus facilities.

The Counseling Center is headed by academics with sound professional and field experience. This includes one full time psychiatrist who relies on a number of part-time social workers, psychologists, and psychiatrists. The mentoring program is headed by an academic with professional and field experience and also includes three highly qualified staff, who have degrees in either education or psychology. The counseling and mentoring programs follow well-developed policies and procedures effectively.

Through continuous improvement, the Office of Enrollment Services provides clear and comprehensive information about AUC to prospective students through visits to feeder schools, fairs, utilizing special events, very well designed publications, the AUC Website, advertising and regional representatives. The office is staffed with qualified and skilled personnel who adhere to their uniform policies and procedures, which are clear to all members of the office. However, a manual does not exist, as the policies and procedures are not formally documented.

The information system for the Office of Enrollment includes data on school history, inquiry history, and applicant history. Access to and updating of information is limited to

authorized personnel. In its long term plan, the office has identified a number of indicators to assess their performance. However, the level of satisfaction of the students with respect to the information they had prior to joining AUC has not yet been evaluated.

The existing services of the Office of Graduate Student Services includes advertising, mailing, attending fairs, the AUC Website, brochures, and regional representatives. The services are provided by several offices: Office of Graduate Admissions, the Office of International Students, the Office of International Programs, and, with respect to fairs, by the Office of Enrollment Services. The boundaries of the role of each unit are not always clear. The role of the academic departments is minimal and needs to be enlarged.

The enrollment services provided by the Graduate Admission Office are carried out by one individual who is very qualified. The graduate enrollment process has informal policies and procedures in each office. However, due to the lack of written policies and procedures, the systems of each office may not be clear enough to other offices and consequently a coordination committee has been established. The Office of Graduate Admission does not have an MIS for inquiries. It keeps its information on spread sheets and therefore needs to use the SIS system. Continuous improvement is an objective. Publications are being reviewed, CDs and memory flashes are being considered, the Website has been updated, and new countries have been considered as potential markets, such as: China, The Netherlands, and Turkey.

Assessment of AUC's enrollment is carried out on a semester-by-semester basis. It identifies the changes in the number of applicants, number of students accepted, number registered, and nationality. As of Fall 2006, the Office of Communication and Marketing has started to research the factors that attract foreign students to AUC. More assessment tools need to

be implemented such as tracking, reasons why some students who are accepted do not register, the problems that the new applicants face, the information that is required by applicants etc.

While international diversity is maintained at AUC through a broad spectrum of degree-seeking international students, a large fraction of the present international student body are registered as non-degree in graduate diplomas (European Studies, Forced Migration and Refugee Studies, Islamic Studies, and Television and Journalism), the Arabic Language Institute (ALI), the Center for Arabic Studies Abroad (CASA). A large number of Study Abroad students (67% of the total non-degree enrollment in 2006) registered in undergraduate courses. While international (non-Egyptian) students represented 10.5% of the degree students in Fall 2006, the inclusion of international non-degree students brings the international enrollment to 18.1% of all academic students (degree and non-degree seeking students), an increase of 1.2% over the Fall 2004 figures. The Fall 2006 admission statistics show that for the Study Abroad category increased by 21% between 2005 and 2006 and the ALI increased by 18.5% during the same period. While non-degree students benefit from the standard student services offered to the student body at AUC, they require special attention, particularly regarding orientation, housing, advising, and registration. Accordingly, four offices, along with the Student Housing Office, provide additional and very effective special services to this group: the New York Office (NYO), the International Student Services Office (ISSO) and the Graduate Student Services Office, and the Office of the Associate Provost for International Programs.

All services provided by these offices are carried out by experienced staff members and supervised by experienced directors who have been handling these responsibilities with great success over the last decades. To ensure the retention of international students, senior officers dealing with international student affairs undergo cross training on all aspects of the Student

Affairs Offices. They are also required to attend conferences on issues such as International Education, Federal Financial Aid and FERPA Laws. All student policies and procedures are implemented with transparency to all students registered at AUC, including international non-degree students.

As most of the international non-degree seeking students are from the United States, the New York Office effectively handles the following responsibilities: recruitment, inquiries, applications, and pre-departure advising. In addition, the International Student Services Office (ISSO) and the Graduate Studies Office collaborate with the NYO and complement its efforts by conducting special orientations as well as coordinating with the academic departments for academic advising and with different student services' offices (housing, student development, counseling and mentoring units) to provide efficient quality services to all international students (AUC Master Documents, Document XIII). To implement institutional policies, the NYO handles students' applications, transcripts, billing papers and financial aid requests (through FFELP program) with utmost confidentiality and secures compliance with Department of Education regulations.

All offices of international student affairs conduct surveys with the Institutional Planning, Assessment, Research and Testing office (IPART) along with internal surveys, focus groups discussions and questionnaires among international students, as a source of feedback.

Because the new campus might not be as appealing to study abroad students as the downtown campus, ISSO recommends the student services in the new campus (library hours, computer labs, and clinic services) be operated around the clock. In addition, there is a need for improvement in student employment rates and development. Furthermore, a more extensive

orientation program for international and study abroad students is required, similar to the FYE program for new AUC entrants.

The Registrar's Office is well staffed and equipped with advanced information technology. Registration services have undergone key improvement phases since the introduction of computer technology in 1988, and the web for faculty and students in 2001. Registration services support AUC students regardless of their location, nationality or category. The Registrar's office employs thirteen qualified professionals and has recently been reorganized to include three associate registrars for three key areas. It provides services to both students and faculty while implementing AUC policies and procedures. However, it is necessary to extend training to departmental secretaries periodically, enhance multilingual communication and educational skills, and hire a registrar's assistant.

Procedures for the Registrar's office cover regular student cases effectively, but require careful individual counseling for some situations, including transfer credit, international, and graduate students. Recommendations for improvement include a planned periodic reexamination of the procedures and formats between admissions, advising, and tuition payments, checking for completeness, streamlining and clarity. There should also be frequent refinements to make the software more user-friendly.

AUC implements secure safety measures for its inventory of documents and physical entities. Records starting from 1988 are stored as computer soft copy. Earlier records (1920-1988) are stored as hard copy. All student information and data are made fully accessible to several AUC parties. Improving effectiveness will require emphasizing data verification at the admissions office, procuring document imaging facilities to create backups of older records, maintaining computerized registration documents and devising firm policies to ensure the

student's withdrawal of their documents after graduation. The office should develop a formal evaluation tool to gauge student and faculty satisfaction with the registration process. A questionnaire could be conducted concurrently with the student registration activities to provide rapid feedback for meeting the intended goals.

With the transition to the new campus, the Registrar's office will acquire more space for serving students. The WEB system will be updated regularly and the Registrar's Office will be involved in the one-stop-shop information services. Longer range plans call for increasing staff, implementing an on-line transcript service, and the installation of new imaging facilities.

Summary and Recommendations: The student services work effectively in many areas and employ qualified staff. The services are well integrated although better coordination between the various units needs to take place. AUC should consider restructuring the student services units based on student's needs, not functions, and to enhance the coordination between units that perform similar functions. Better implementation of information technology needs to be adapted within the various units that provide services to students. More of these services should be available on-line. Plans and facilities for these units are being reviewed in light of the move to the new campus.

Chapter 9

Faculty and Staff: Middle States Standard 10

The Faculty

AUC considers the presence of outstanding faculty to be the key element for the success of all educational activities. The faculty devises, develops, monitors and supports the various academic programs offered by the institution. To demonstrate the extent to which the faculty can be referred to as qualified professionals it is necessary to examine, among other things, the following: a) faculty recruitment; b) faculty qualifications; c) institutional support for promoting effective teaching; d) assessment of teaching; e) institutional support for research and scholarly work; f) assessment of faculty research and scholarly work; g) annual faculty reporting and merit pay and; h) promotion and tenure procedures.

Some background against which this analysis is made will illustrate the unique character of AUC. Arguably, the most distinctive features of this university are the truly multi-national character of its faculty and staff, its commitment to liberal arts education and its location at the heart of the Arab world. Few other institutions have a similar profile.

Another prominent feature of AUC is its rate of development. Since the early 1970s the university has experienced growth at an increasingly rapid pace. Table 9.1 below illustrates some key growth indicators over the past two decades. Such growth has also taken place in the AUC faculty body. Table 9.2 highlights the 2007 faculty composition related to student enrollment. Table 9.3 illustrates the diversity of AUC faculty in terms of sex and primary citizenship.

Table 9.1-Key Growth Indicators at AUC

	1987	1997	2007
Academic Programs and Student Enrollments			
Undergraduate students	2119	3632	4229
Graduate Students	568	647	1093
Continuing Education	10198	10609	44883
Full time Faculty	204	286	348
Part Time Faculty	99	179	298

Table 9.2- AUC Key Facts (Fall 2007)

Undergraduate students	4,229
Graduate students	1,093
Percentage of female students	53
Percentage of male students	47
Percentage of Egyptian students	81
Percentage of students from other countries	19
Number of faculty	348
Faculty to student ratio	1:12
Percentage of faculty who hold PhDs	66
Percentage of Egyptian faculty	59.5
Percentage of American faculty	30.5
Percentage of faculty from other countries	10

Table 9.3- Some Characteristics of the Faculty at AUC

	2005	2006	2007
Egyptian	53%	61%	61%
Male	79	94	97
Female	85	101	115
American	35%	29%	30%
Male	67	54	59
Female	42	38	45
Other	12%	10%	9%
Male	19	21	20
Female	18	12	12
All			
Male	165	169	176
Female	145	151	172

AUC, like most universities fields a number of courses with part time teachers. However, the university is vigilant in ensuring that the ratio of part time to full time instructors is kept at a level that is academically sound and that all part time faculty members are well qualified. As the two tables in the Appendices indicate, many part time faculty have remained with AUC as valued instructors, for extensive periods of time (Information can be found in Appendices IX-a and IX-b which provide an overview of the characteristics of AUC's full and part time faculty).

AUC is now well positioned as the leading university in the region, as it readies itself for the move to a new campus location while maintaining its presence and several programs and activities in downtown Cairo. Throughout the preparation for the move, AUC is mindful of the impact this transition will have on its faculty and staff. In connection with the transition, several surveys, interviews and information sharing sessions have been conducted related to transportation to and from the new campus and between the two campus locations, as well as issues related to housing options, office hours, ease of participation in various on and off site activities for faculty, staff and students.

The procedure for faculty recruitment is designed to ensure that the recruitment and hiring of new faculty is fair, transparent and complies with the directives of the Equal Opportunity and Affirmative Action (EO/AA) office (AUC Master Documents, Document XIV). A PhD or an equivalent professional degree is a requirement for all faculty hired to teach in degree granting programs. The Faculty Register in the university Catalog demonstrates that nearly all faculty members hold PhDs from well-recognized North American or European institutions and that many are graduates of prestigious Universities. A statistical study comparing the institutions from which AUC faculty have earned their PhD degrees against the ranking of the top universities worldwide is very revealing. The study was conducted against two such

rankings: the US News and World Report 2006-07, and Shanghai Jiao Tong University Ranking in 2005 (statistics are located in Appendix IX-c).

About half of AUC faculty members have received their Ph.D degrees from the top 150 universities from a world-wide ranking that includes well over a thousand institutions. This is further evidence of the high caliber of qualifications that the faculty bring to this institution.

To support faculty in enhancing their performance, two supporting units have been established that have significantly enhanced teaching effectiveness and methods. Both are branches of the library, which is now referred to as The Libraries and Learning Technologies (LLT). These units are the Center for Learning and Teaching (CLT) and the Class Room Technologies and Media Services (CTMS). Both units have had a significant impact on keeping the faculty up to date on current trends in teaching philosophy and methodology such as active learning techniques and the use of technology in the classroom. Over the last few years, nearly every faculty member has taken advantage of what these units have to offer with tangible results in the increased effectiveness and professionalism of the faculty, as evidenced by a variety of surveys, informal feedback and as reflected in the annual faculty reports. The following are some hyperlinks to training resources for faculty:

- [Sponsored Programs for Outside Funding](#)
- [AUC Support Grants](#)
- [Academic Computing Services Workshops](#)
- [Training and Development Center Workshops](#)

The main instrument for assessing teaching is the on-line student evaluation. It is recognized, however, that this instrument should not be considered the only tool for faculty assessment. Therefore the university is exploring various mechanisms to enhance the contribution of students to the on-line evaluations as well as to supplement this with other

assessment tools. Such tools might include class visitations/peer review, Class Portfolios, which contains all the documents pertaining to a certain course. The evaluation data are included as elements in a faculty member's annual report.

Over the past year, the faculty annual report has been modified and discussed by the University Senate to better recognize and foster outstanding faculty performance. This document is used among many others in the promotion and tenure process.

Research and scholarly work is an important component of the track record of any academic professional. While a relatively heavy course load is a concern, the institution does provide significant support for research and scholarly work by the AUC faculty. This is delivered principally through the Conference and Research Grant Program that provides funds to support faculty research and participation in conferences. Another source of support is the pre-tenure award, which has recently been introduced which allows faculty to take leave for one semester to concentrate on research prior to applying for tenure. Research and scholarly activities are also supported by a number of research centers within the university system, many of which have international recognition.

Research and scholarly work is thoroughly assessed and evaluated within the processes that lead to promotion through academic ranks and to tenure or other appointments. Assessment instruments that demonstrate the quality and scope of the research and scholarly work for a given faculty member include the number and rate of publications in peer reviewed journals and creative works as well as contributions to conferences or exhibits. Evaluation letters of at least three external reviewers, who are specialists in the candidate's area of expertise, are used when assessing a candidate's eligibility for promotion, tenure and certain appointments. It is not unusual for an external reviewer to comment on the relatively high teaching load and commend

the level of the research output under these circumstances. The Personnel Policies and Procedures for Faculty (PPP) allow for applications for promotions to be submitted normally at intervals of every five years (AUC Master Documents, Document VIII). An evaluation of the faculty database shows that the average for actual promotion is close to these norms. Additionally, the university is currently in the process of formulating a 'Post Tenure Review' procedure.

Academic departments are also represented in the Faculty Senate by at least one full time senator for each department. Mechanisms are in place to provide a balance between junior and tenured faculty. Faculty affairs and faculty development activities are discussed in the Faculty Affairs Committee and resolutions that are approved by the Senate are forwarded to the AUC President for approval. Recent examples include resolutions on merit pay and merit awards for faculty (see AUC Senate handbook or Senate website).

<http://www.aucegypt.edu/aboutauc/GovernanceandAdministration/UniversitySenate/resolutions/Documents/RESOLUTIONSa3.pdf>).

The faculty of AUC is a highly qualified group of academics and professionals who are committed to finding innovative ways to meet the educational needs of AUC students. The university's full-time faculty is complemented by an extensive part-time teaching staff and frequent visiting lecturers. With small classes, a faculty-to-student ratio of 1-to-12 and an emphasis on hands-on training, faculty members serve as guides and partners in the learning process. This close interaction leads to a symbiotic relationship where both the professors' and students' academic experiences are enriched.

A base compensation is paid in U.S. dollars and in Egyptian pounds. The University also offers a generous fringe benefits package. Unless otherwise stated, AUC contributes 9% and the individual contributes 6% of the appointee's adjusted compensation toward the pension plan. For

this purpose, "adjusted compensation" amounts to 120% of the combined base salary, supplements (except administrative stipends), and, for relocated faculty only, the value of housing as determined by AUC.

AUC is committed to creating an environment where all faculty members thrive, personally and professionally, and are aware of the resources and assistance available to them. Newcomer orientations are held for all faculty, and an extensive training program conducted for new relocated faculty. To ease introduction to Cairo and Egypt, a brief Arabic course is offered upon arrival and the university sponsors language classes free of charge to all faculty and staff. Relocated faculty and staff can avail themselves of class room/group lessons, and personal tutorials are given at the faculty and staff members preferred location, whether office or home. Orientation is followed up with many ongoing activities, excursions, training as well as a full day de-briefing which allows for feedback and adjustment to future orientation programs.

AUC sponsors on-site training programs, in addition to sponsoring off site training and conference and seminar participation in support of professional development. Further reflecting AUC's commitment to the well being of its faculty members (and staff), the university provides a comprehensive benefits package, which includes life insurance, health insurance with worldwide coverage options, pension schemes with generous employer matching of employee contribution, tuition benefits/waiver for self and dependents for courses and programs at AUC as well as tuition payment for dependent primary school children of relocated faculty at renowned private schools in Cairo. Also included are generous relocation packages, air transfer for self and dependents as well as annual leave tickets for self and dependents to/from the home of record. (incidentally, this includes tickets to allow dependent school age children residing overseas to visit their parents in Cairo. AUC relocated faculty are offered fully furnished university

identified housing, a settling in allowance, assistance in practical matters immediately upon arrival, ongoing, “around the clock” response to any emergencies related to university housing.

At AUC, faculty and their dependents, along with staff and students, qualify for the use of the AUC clinic which has several medical doctors and trained nurses on staff and on call. Doctors are available for house-calls in case of emergencies. The clinic (which will operate dual sites after the move to the new campus) also offers preventive health screening, refers all faculty and staff to periodic preventive, AUC co-sponsored screenings and diagnostics elsewhere at no or little cost. Incorporated in the AUC clinic, for the convenience of patients, is a pharmacy where patients may fill their prescriptions and buy over the counter medical supplies.

The Staff

The number of staff listed as regular AUC employees has not grown significantly over the past six years, with many new positions outsourced to a labor contractor. As AUC relocates in 2008, it maintains flexibility in its headcount by the use of the contractor. Once settled, however, all staff personnel in support of the core functions of the university are expected to be directly employed by AUC. There is also a new skill mix emerging. Some of the areas identified for future improvement are middle level professional growth and succession management.

The staff talent pool is enriched through the recruitment of AUC graduates. In 2006, 43% of new hires were AUC graduates, 30.5% of whom held BA degrees while 12.4% held MA degrees. Recruited staff must demonstrate the appropriate level of English language proficiency. AUC has raised the bar in recruiting custodians by requiring a secondary school certificate as a prerequisite. Over the past five years, however, 12% of the new recruits had not yet obtained their secondary school certificate. As an American institution, AUC encourages all personnel to

develop their English language proficiency. Accordingly, special efforts are undertaken in collaboration with both the School of Continuing Education and the John Gerhart Center for Philanthropy to encourage custodians to improve their English language abilities. Further actions will be taken to sustain this effort in the future.

AUC uses a number of management tools that help brand it as an employer of choice in Egypt. These include the recruitment, compensation, performance and motivational strategies that the university recognize and reward talent and thus align all contributing efforts to the AUC mission. The university attracts a large pool of applicants through the multiple electronic announcements it makes and through postings on campus bulletin boards as well as external advertisements. In some instances when the search pertains to a key managerial position, the help of a recruitment agency or an executive search firm is sought. In announcing vacancies, an updated job description is used as a base and applications are sorted against that description. In the majority of cases, panel interviews are conducted in collaboration with HR professionals. Employment takes place only when the appropriate level of English language proficiency is ascertained through testing. Induction and orientation sessions are held on a quarterly basis for smooth integration into the workplace, starting with the “Breakfast with the President” - an event well attended by the new entrants.

After careful selection of a candidate, a job offer is extended, taking into consideration the job weight, market rates and professional maturity of the recruit in relation to the job specifications and requirements. The benefits package comprises medical coverage, life insurance, and end-of-service saving/pension plan, educational benefits and access to a bank loan. Staff also qualify for the same health care, access to AUC clinic, pharmacy, diagnostic screenings as mentioned above for faculty members. To ensure continuous competitiveness of

AUC against the market, salary and benefits surveys are conducted on a yearly basis and the salary scale is adjusted accordingly.

Once an appropriate appointment has been made, performance is closely observed during a three months probation period. This is followed by a formal annual evaluation. Increments are tied to performance and individual contribution. This strategy needs to be strengthened through the use of variable payments for recognizing excellence. A strong motivational tool is filling vacant positions from within whenever feasible, thus providing promotional opportunities for high performing individuals.

In addition to celebrating long service as a symbol of loyalty, outstanding service, innovation and team work are all recognized. Monetary awards are assigned and recipients are publicly acknowledged as models of excellence to be emulated by peer groups.

To enhance the skills and knowledge of personnel, training opportunities are provided free of charge for staff members. Programs cater to present as well as future needs, and support various jobs and careers at different levels. Special focus is placed on customer service as a basic requirement that should be developed to sustain the competitive edge of AUC against emerging competition. The impact of the training is assessed and successful on-the-job initiatives are recognized and rewarded. Through an environment of continuous improvement, positive energy is disseminated contributing to the motivation and retention of personnel. Refer to the training manual and training plan presented by the HR/Training division.

Recognizing that stress can impair morale and performance, AUC has introduced a Wellness Program which coaches staff on how to manage stress and how to maintain a healthy work/life balance in their daily life. Various departments collaborate in this effort: the AUC Clinic, The Counseling Center, Student Development, The Sports Department, Training and

Development and Human Resources. Further efforts will be committed in the future to sustain and strengthen the program and reinforce collaboration among the team members.

The university has multiple policies in place, all complimenting each other in terms of the values that AUC believes in and practices in its day-to-day operations. AUC maintains a policies and procedures manual, ensuring that staff members are aware of their rights and obligations, and that compliance with laws and regulations is maintained. When any inconsistency is detected, the policy is reviewed and streamlined to correct that. The process involves various staff bodies in both the formulation and the update of policies affecting them. The Equal Opportunity and Affirmative Action Policies state that AUC is committed to a culture of diversity and equal opportunity with zero tolerance for any form of harassment or discrimination. Accordingly, any reported violation of EO/AA policies is investigated and appropriate action is taken. Two staff members serve also as staff representatives in the AUC Senate.

Since the introduction of the Academic Integrity Campaign, AUC has made sure that its principles and practices are extended to cover all staff members. The policy pertaining to staff members was developed in consultation with staff representatives from various job categories and various levels. Orientation sessions are offered periodically to staff members to disseminate the knowledge of embodied principles and expected behavior. Newly appointed staff members are required to sign the academic integrity policy as part of the employment process. For other staff members, it is voluntary, and staff members in many departments have done so. Initiatives are presently taken to communicate the policy to custodians. Representatives of the custodians have been briefed about the policy and will be receiving copies in Arabic as soon as reviewed by the Academic Integrity Committee. Once completed, newly appointed custodians will be asked to sign, in line with other staff members.

AUC believes that staff commitment starts with their involvement in the decision making process with regards to matters that affect them. Once policies are drafted and put in place, then transparency and consistency in application are essential for the buy-in and observance of staff. Based on that, there are various bodies that are consulted prior to drafting or amending policies.

The Staff Syndicate is recognized by the Egyptian authorities as the official body that represents staff, and as such, is responsible for defending and advocating their rights. This body consists of 11 members who are elected by the staff members and the custodians. Prior to formulating and/or modifying a policy that affects staff members, the Syndicate is consulted and its input is taken into consideration. A major weakness is that not all staff members perceive it as representing them; a large number of the elected members are custodians. Recognizing this weakness in the Syndicate, the university established the Staff Advisory Group (SAG), with eight elected members, each representing peers from the same staff category. (The eight categories are managers, professionals, technical-paraprofessional, administrative support, office support, security-safety staff, skilled and semi-skilled and services). Here again, the input of the group is taken prior to introducing or amending any policy. The forum opens a two-way dialogue and collaboration between administration and staff, focusing on mutually-rewarding improvements to the work environment. Monthly meetings are held with the VP for Planning and Administration as the group's chair, the executive director of human resources, the training and development director and up to three other personnel as members as determined by the chair.

Years ago, AUC established a body to oversee a savings fund comprising the individual subscription of staff members, representing 9% of individual salaries and that of AUC, representing 16% of the same base. This body comprises staff representatives in addition to the administration representatives and is chaired by the VP for Planning and Administration.

Jointly, this group decides where the funds will be invested and meets with the fund administrator(s) to listen first hand to their reports and to make their inquiries, if any, on behalf of the staff they represent. In addition to all formal channels, administrators keep their door open to any staff input, recommendations and/or grievances.

Summary and Recommendations: The university has a well qualified and diverse corps of faculty and staff with a strong culture of excellence and self development. AUC is viewed as an employer of choice for both faculty and staff. The teaching load for research oriented faculty needs to be restructured to allow more time for research. It is also recommended that AUC should continue to raise the bar of excellence, recognize outstanding performance and promote staff empowerment. There is a need for further staff development, particularly with regards to middle level management and in succession planning. More involvement of the faculty is needed in the academic integrity efforts throughout AUC.

AUC aspires to become a world class university, and initiatives have been taken to lead the institution in this direction. Taking the present situation of staff members into consideration, several initiatives are recommended. It is vital to further develop an English language program for staff members, including the custodians. This requires sustained collaboration with the School of Continuing Education along with the John Gerhart Center for Philanthropy and Civic Engagement in support of this effort, with the belief that corporate responsibility should start at home to benefit the internal stakeholders before being extended to the outside world. AUC will continue its efforts to enhance the concept of academic integrity by asking all newly employed staff to be aware of and to pledge to the practices of academic integrity. Another benefit that would be reaped from this action would be the strengthening of the feeling of unity among all employee categories across the university. AUC will incorporate staff policies and procedures on

the AUC web, as another channel of communication that would be widespread and accessible to the majority of staff members. Lastly, we must develop a staff survey to determine staff perception of the consistency and transparency of the implementation of policies, particularly the present grievance policy.

Chapter 10

Educational Offerings & General Education/Core Curriculum: Standards 11 and 12

Nearly all of AUC's academic programs have developed plans to improve their existing offerings. Often, such plans were an outcome of the program's self-study process. In some cases the plans resulted from an effort to deal more effectively with large numbers of majors whereas in others the goal was to attract more majors. Many plans were carefully thought out and structured, with great attention devoted to the question of the impact of new programs on old ones. Other plans proposed starting-points that will lead to detailed planning after higher levels of approval. Two of the most substantial changes in the university's academic programs over the past five years have been (1) a major revision of the general education program that was approved by the University Senate in May 2006; and (2) an ambitious development of interdisciplinary degree programs in the School of Sciences and Engineering that was approved by the Senate in March 2007.

Chief among constraints that departments face with regard to implementation of improvement plans is a lack of sufficient full-time faculty. In some programs, two persistent problems result from (1) high enrollments by AUC's standards (35 to 40 students or more per section) and (2) excessive dependence upon part-time faculty in some courses. Introductory-level courses in almost all programs except for Freshman Writing are over-enrolled by comparison with 300- and 400-level courses. While it is true that some courses in certain disciplines can be very effective when taught in large sections, many of the programs that offer large-section courses such the Core Curriculum and Management believe that the courses in question would be more effective with smaller numbers of students. The involvement of part-

time faculty in introductory (that is, 100- and 200-level) courses is another issue. All colleges and universities hire some part-time, and many of AUC's part-time faculty are skilled, successful instructors who make significant contributions to their departments' programs. However, there are some who are considered to be marginal as reflected from student evaluation and other forms of assessment.

That there is a lack of full-time faculty in some programs at AUC is generally acknowledged. However, taking resource considerations into account, not every problem area can be assigned new full-time faculty. Nonetheless, there are plans to assign additional faculty to critical programs over the next several years. In addition, some of the teaching needs of Core Curriculum classes are being addressed by the recent hiring of post-doctoral Core Curriculum teaching fellows. This program will be expanded to a total of ten Post docs by the Fall semester of 2008. Finally, efforts are underway both to improve the compensation of part-time faculty and to supervise and evaluate part-time faculty more rigorously.

Over the past several years many programs have carried out self-studies following a structure developed by the Office of Institutional Planning, Assessment, Research and Testing (IPART). Most academic programs that have completed self-studies indicate that the process has been valuable. In some cases self-studies resulted in changes ranging from the introduction of new textbooks in individual courses to the development of entirely new courses, to the offering of new degrees. In other cases self-studies proved to be crucial in efforts to gain professional accreditation.

IPART regularly meets with groups of faculty to discuss the university's learning objectives and assessment goals. In addition, a small but influential number of faculty have attended conferences on assessment and learning objectives sponsored by the Middle States

Association and other entities. Each dean has encouraged his or her faculty to engage fully in the IPART-guided self-study process and make its goals and methods an on-going element of their department's annual plans.

The extent to which the university's curriculum should be in accord with a university-wide set of learning objectives and expected outcomes remains controversial. The question of how the university's academic programs should be assessed also remains unanswered. Programs that have undergone professional accreditation (Engineering, Computer Science, and Management) have assimilated expected learning outcomes into their curriculum development. They also have developed assessment structures based on departmentally-accepted sets of expected learning outcomes, which in turn have been derived from the formal list of AUC learning goals that emerged from the university's long-range planning process (An example of a department which has begun to implement outcomes assessments is available in Appendix X-a). However, many programs that have not undergone external professional accreditation do not employ any set of expected learning outcomes in curriculum development. A number of faculty members, mostly in the social sciences and humanities, question the appropriateness of any such list.

There is a general consensus that the university needs to know more about what has happened to its recent graduates. Such information is critical to a proper assessment of AUC's educational programs. Students need to be convinced that a well-rounded BA or BSc degree from the American University in Cairo matters more in the job market than a degree in any one discipline. While there is some anecdotal and a limited hard evidence that this statement is true, detailed information based on well-conceived, broad-ranging and on-going surveys of recent graduates is greatly needed.

It is recommended that a single office should be charged with the task of gathering, updating and maintaining information about recent graduates. AUC's departments have recently been tasked with gathering some of this information themselves. This is a useful first step, but the task should more appropriately be assigned to an entity such as the Alumni Office and it should be given additional resources as necessary.

Many of the faculty in the university's academic programs view the move to the new campus as an enormous opportunity to improve existing programs and add exciting new ones, to attract outstanding new faculty and even better students, and to create a campus environment that will be new and unique in Egypt. Some programs, in particular those in the School of Sciences and Engineering, have devoted considerable thought as to how best to seize these opportunities.

Many other programs have devoted little attention to how they will take advantage of the new campus and instead they have focused primarily on the problem of managing the move. Some faculty remain ambivalent about the move, fearing that it will cut AUC off from its traditional engagement with Cairo's cultural core. There is a general concern that the move to the new campus may have a dramatically negative impact on part-time graduate students. The question is whether the graduate students, most of whom work full-time downtown and study part-time on campus, will be able or motivated to make the long trek out to the new site to attend late afternoon or evening classes.

Construction has now reached a point where visitors can literally see and feel what the new campus will be like. Partly for this reason the deans have either arranged or are arranging for their faculties to visit the new site, and the reactions have been almost unanimously positive. Even those who were opposed to the move acknowledge that the new campus will be a far superior facility to the downtown campus, although they maintain other qualms about the move.

With regard to the issue of graduate students, it must be presumed that the vastly improved facilities on the new campus will offset the substantial commute that students will be required to make in order to attend classes. Regardless, the university will have to ensure that its transportation plans specifically target this group of students. Extensive transportation studies have been undertaken with a view to develop a university sponsored transportation system that will facilitate campus commutes for all stakeholders

Academic advising is carried out by different entities at different levels. Most full-time, degree-seeking AUC freshman are advised by a corps of six Freshman Advisers who answer to the Director of the Core Curriculum. Other students continue to be advised by the Freshman Advising staff for the remainder of their freshman year and, in many cases, well into their sophomore year. Once they have been accepted into majors and/or their majors are ready to receive them, academic advising becomes the responsibility of the major department. Both full-time and part-time graduate students are advised by the department or program of their major, while study-abroad students have been advised by staff of the Office of International Student Services which is part of the University's Student Affairs Office. Academic advising for these students will become the responsibility of the staff of the Associate Provost for International Programs starting Spring 2008.

The freshman advisors must improve the level of service they offer students, particularly in three areas: (1) ensuring that all students understand the full range of AUC's academic options and requirements before they register for classes for the first time; (2) informing students of the merits of different majors; and (3) ensuring a smooth transition from freshman advising to departmental advising. At departmental levels improvements are also required. Students have noted that there is often lack of consistency between departments concerning advising structures

and procedures. They also complain about the knowledge and competency of many of those who are responsible for advising majors. The role, the extent and the level of advising varies from one faculty to another. Study-abroad students have expressed need for more faculty availability outside of class, and some have asked that they be assigned specific faculty advisors. The improvement of advising and the consistency among various departments have been discussed in the Provost's Council, Deans' Councils and Departmental and Units meetings.

The Core Curriculum Office has made improving freshman advising a major priority for the 2007-2008 academic year, and the new corps of post-doctoral teaching fellows will be employed to provide formal faculty mentoring to the 500 freshmen who will not declare majors until their sophomore year. The new office of the Associate Provost for International Programs is engaged in an effort to improve the manner in which Study Abroad students are advised.

For the most part the university's academic programs have a high regard for the various services provided by the Library, the Center for Learning and Teaching, and such units as the Writing Center. There are concerns that too few students take advantage of what the Writing Center offers, and it has been recommended that a major initiative be established to better advertise its activities. In spite of the fact that test scores of high school degrees or equivalent for the entering students are higher than ever before, there is a consensus among many chairs and faculty that the quality of students entering the university is not as high as it was in the past. This has been occasionally mentioned in the faculty annual reports and through informal discussion among faculty. Some believe that this is a function of declining standards in Egyptian secondary schools, both private and public; others argue that this may be a function of new competition from rival schools combined with the effect of recent increases in tuition. There is also a general consensus that many entering students are weak in English composition and oral

presentation, and that these weaknesses persist even among students who complete the Writing Program. Many faculty acknowledge the importance of trying to address these weaknesses in their classes but they also note the difficulty of doing this in classes with large enrollment.

Many members of the faculty regard the development and enhancement of communication skills as one of the most important purposes of the Core Curriculum. Many faculty praise the Core Curriculum for the way in which it helps to widen students' intellectual horizons and develop critical thinking skills, but some are concerned that too many students complete the English language element of the Core and are still unable to communicate effectively in English. The Department of Rhetoric and Composition is seeking to respond to this by increasing its attention to communication skills in general and to oral communication skills in particular. In addition, one element of the revised Core is aimed at addressing this problem by introducing a new freshman-level requirement in the humanities and social sciences that will consist of courses specifically designed to include a strong component of written and oral communication in English.

Ten years ago the Middle States Evaluation team noted that one of the major challenges facing AUC with regard to its Core Curriculum was that of "recognizing the importance of teaching in the core program as equal to that in other disciplines." This challenge has not yet been fully met, as indicated by the relatively high percentage of Core Curriculum classes taught by part-time faculty (40% to 50% of all Core-eligible sections over the past five academic years). There is a faculty ethos in many departments that values research and teaching in upper-division courses much more highly than teaching in lower-division courses. Moreover, the university's on-going effort to promote a higher level of research productivity among its faculty may have the effect of reinforcing and even strengthening the existing ethos.

However, efforts are underway to address the issue. For example, the administration has pursued successfully an initiative to introduce new teaching awards emphasizing high-quality instruction in Core Curriculum courses (See Senate resolutions of academic year 2006-2007). In addition, the new merit pay structure that was implemented in 2007 should help to improve the quality of teaching in 100 and 200 level courses. Finally, the new Core Curriculum post-doctoral program will add substantially to the nucleus of full-time faculty for whom teaching Core Curriculum courses is a priority.

The Core revisions carried out in Spring 2006 divide the requirements of the Core into a set of Primary Level requirements, which students will be expected to complete during their first three semesters; a set of Secondary Level requirements, which students will be required to meet during their sophomore and junior years; and a set of “Capstone” requirements, which students will be required to meet during their senior year and after. This tripartite structure will allow the university to make more effective use of its available teaching resources. It will ensure that AUC freshmen take courses that are appropriate to their language competency and intellectual needs. It will also ensure that AUC seniors take Core courses that both challenge them and help them prepare for life after graduation.

The first entering class that will be subject to the requirements of the Revised Core will be the 2007-08 freshman class. To ensure that the Revised Core will be ready for these students, its Primary and Secondary Levels were made fully functional by Fall 2007. Substantial efforts have been underway to ensure that the Revised Core is ready to begin in Fall 2007. Central to these efforts has been the development of a variety of specially-designed freshman-level courses for the Primary Level humanities/social sciences requirement. In addition, both the Philosophical Thinking and the Scientific Thinking courses will undergo self-study and review

over the next two years. It is not expected that any student will take courses to meet the requirements of the Capstone Level of the Revised Core before Fall 2009 semester at the earliest. Consequently, efforts to fill out the capstone requirements will not be completed until Spring 2008. The capstones must be courses that are designed for seniors and challenge them to the highest level of their ability while preparing them for life after graduation. Possible capstone options are senior theses, senior seminars, study abroad, supervised internships and community service. Plans are underway for the Core Curriculum. The responsibility for the development of the program lies with the Director of the Core and the university's Core Curriculum Committee. Formal discussion concerning the matter will begin in Spring 2008. The target date for the implementation of an initial program of assessment is Fall 2008.

In Fall 2006 the university initiated a four-day First Year Experience for incoming students. The program was organized/administered by the Associate Director of Core Curriculum and took place just before the beginning of Fall courses. This first exercise was judged a considerable success, but it must now be revised, improved and extended into the freshman academic year through weekend retreats and other devices.

Summary and Conclusions: The majority of all AUC's academic programs have developed plans to improve existing offerings. In most cases these plans were developed out of self-studies or were incorporated into self-study processes. There is broad consensus that AUC needs more full-time faculty in several programs. There is also a consensus that academic advising needs to be further enhanced with more involvement of faculty throughout AUC. The university needs to better track the successes of its graduates. Such information is critical to a proper assessment of AUC's current educational programs and its plans to the future.

Chapter 11

Related Educational Activities: Middle States Standard 13

This chapter will address a variety of programs, courses and services that assist individuals in becoming successful AUC students and alumni. It will also demonstrate that AUC's non-credit, certificate and diploma programs are consistent with AUC's mission and will also evaluate the effectiveness of the operations and plans of units such as the AUC Press. To introduce and acculturate students to the working traditions and ethics at AUC, several courses and orientation programs are conducted to ensure that all AUC students are aware of all policies and of the consequences of ignoring these. These programs also serve to build an esprit de corps and to familiarize students with professors, staff and peers.

The **Information Literacy** course introduces students to the fundamentals of locating and critically analyzing information and emphasizes the ethical and responsible use of information. The course has been successful in achieving its goals and its effectiveness as measured by comparing the results of a student pre-test with a post-test. A high percentage of students pass the course. Other measures of the outcome of the course have been to evaluate the bibliographies presented by the students in other classes such as RHET 102, and students' course evaluations.

The **First Year Experience (FYE)**, a mandatory orientation program helps freshman students understand the basics of student life at AUC, learn how to make the most of liberal arts education and the core curriculum, explore ways to gain real world career training, prepare to take full advantage of top educational facilities and discover a lifetime of opportunities. The program's success in facilitating students' adaptation to life at AUC is measured primarily

through faculty feedback and evaluations by students and instructors who participated in the program. Although there have been positive indicators of the program's effectiveness, one cannot actually measure the success of the program this year as it has only been applied for the first time and analysis of the feedback is not yet complete. It is recommended that a comparative study be conducted of the freshmen who attended the FYE program with those who did not do so in previous years. The program is continually evaluated and based on the student's feedback, some adjustments have taken place such as shortening some plenary sessions and the duration of the program.

The vision of the **Leadership for Education and Development Program (LEAD)** is to prepare relatively underprivileged Egyptian students for the twenty-first century and qualify them to foster a positive vision of Egypt's future. The program annually includes two students (one male and female) from each of the 27 Egyptian governorates. This takes place through equipping the selected students with the knowledge, skills and attitudes necessary to initiate change in Egyptian society. An advisory committee assists in mentoring and in the assessment of the program's development to ensure the attainment of the intended outcomes. A LEAD performance index is used to monitor the students' progress and evaluate their performance. Moreover, external constituents' feedback on students' performance is obtained at the program's yearly conference and LEAD-in-a-year event. However, no students have yet graduated from the program and it is recommended to develop a post-graduation evaluation system to monitor the LEAD alumni as they progress in life and begin to make contributions to society.

The **Writing Center** helps undergraduate and graduate students improve their communication abilities by helping students with writing, presentation, and critical thinking exercises. The center's effectiveness in reaching the students is measured by the number of

students using the center. Additionally, informal faculty feedback helps evaluate the effectiveness of each student's progress. The Center is currently developing an assessment methodology using formal feedback from students and faculty through surveys and questionnaires.

Career Advising and Placement Services (CAPS) provides a comprehensive career and recruitment services program. Its aim is to educate students and alumni in life-long career planning and to support employers' recruiting endeavors. The records and the CAPS statistics reflect an increase in the number of students, alumni and employers using the office services. The career services evaluations reflect on the significant quality of those services. However, based on employer and graduate opinion surveys conducted in the late 1990s, it was observed that CAPS services are heavily used by students in their senior year and until they get their first job, but their perception of CAPS effectiveness is not in line with the large number of students/alumni using CAPS services. It is recommended that CAPS analyze recent job market employment trends and assess needs of employers. It should work closely with schools and students/alumni to create awareness of those needs and ensure that AUC graduates have the needed skills for employment. The office also needs to set clear targets for success and send consistent messages to its constituents using CAPS publications and communications. CAPS should also develop a comprehensive career curriculum program for effective preparation for seniors who are about to enter the job market (AUC Master Documents, Document XV).

The **Office of Student Services (OSS)** aims to provide an enriched student life through a holistic approach to well-being, focusing on the emotional, physical and academic domains through the student counseling center, student mentoring unit, the sports department and general student services. The OSS has a well-developed self-study program with a clear set of goals.

Qualitative and quantitative methods used in the self-assessment process identified key outcomes that included an increase in the students' retention rate, reported improvement in study skills, and increase in grades of students who overcame their problems (AUC Master Documents, Document XVI). However, OSS needs to be prepared to face the increasing demand on its services, namely mentoring and counseling services, and seek ways to improve the effectiveness of its process through studying a larger sample of the student body and assessing the reality of their needs. It is also advisable to adapt innovative means to seek feedback from students using counseling services, attract students who are on academic probation but are not using mentoring services, and enhance physical fitness on campus.

The **Management Center (MC)**, **Engineering Services (ES)** and **The School of Continuing Education (SCE)**, offer professional certificates, and accredited diplomas in addition to a large number of specialized programs, courses, professional programs and academic conferences. All programs are developed in light of the AUC mission statement. Thus, course and program offerings provide high quality continuing education that enhances the job skills and capabilities of adults and new graduates for their personal development and that of their future careers. Information for all offerings is available at: www.aucegypt.edu/conted.html

For quality assurance, monitoring, assessment and evaluation, all offerings are being developed, approved and evaluated according to preset standards and procedures. The SCE has its own Manual of Policies and Procedures as well as an established Curriculum and Instructional Standards Committee. The MC has formulated a set of processes for the design and evaluation of programs. Diverse publications are available including websites, flyers, brochures and policies and procedure manuals. To ensure the participants' awareness of their programs'

contents, as well as course and/or program goals and objectives, orientation seminars are conducted and course syllabi are distributed to all students.

The three AUC Continuing Education facilities offer a number of student support services that range from disseminating information to participants, to providing advising services through dedicated program officers, to providing consultants and trainers to respond to participants' queries. Educational tools are accessible to participants, including computer labs and, for certificate students, the AUC library.

In order to maintain the quality of education and the image of AUC as a leading educational institution in Egypt and the region, Continuing Education ensures the consistency of their admission's requirements with those of AUC in terms of English language proficiency in accordance with the program goals. MC and ES programs are consistent with AUC offerings in terms of content, quality and standards. The Supreme Council of Universities already accredits a number of post-graduate diplomas. This accreditation does not provide the participants with credit when joining AUC or other universities' post graduate programs. The SCE offerings are non-credit adult education courses and certificates. The impact on AUC resources can be positively assessed in terms of revenues generated and by the increase in the number of instructors and consultants associated with AUC. (Documents related to SCE will be available in the English Studies Division Office, School of Continuing Education, 4th floor, Room 408.)

The American University in Cairo Press is recognized as the leading English language publisher in Egypt and the Middle East. The AUC Press provides high quality professional publishing programs and book distribution services, reflecting and supporting AUC's mission in education, research and cultural exchange. Their assessment means cover the following:

1. Quality of Program (critical acceptance).

2. Quantity of Dissemination (market acceptance).
3. Quality of Professional Services, (editorial, design, production, marketing, sales and administrative management).
4. Cost Effectiveness (financial support/operating results).

All relevant back-up documents are regularly updated, reported to the President and to the AUC Press Advisory Board, and are on file at the AUC Press (Statistics with respect to the AUC Press activities are provided in Appendix XI-a).

A survey was conducted to gauge the extent to which various IT resources are employed by different departments at AUC. To this date, only one online course has been offered for credit at AUC. This was a hybrid face-to-face/online class – Learning and Teaching Online – offered as a special topics graduate course in the MA TEFL program. Additionally, the Engineering Services Center has offered non-credit online training. Many courses have WebCT components, though it is not clear, at the departmental level, how widespread the use of WebCT is. Some departments, such as RHET, have WebCT components for every course. Others, such as Philosophy, report that only a small percentage of their courses use WebCT components. AUC is assessing the use of WebCT at the university level, using statistics from CLT and ACS. Several departments report that they use video conferencing, either as a course component or in hiring processes, and many departments are users of smart classrooms.

Quality control and assessment

The analysis of the periodic assessment is intended to result in valuable knowledge and specific indicators about the performance of the different programs and services covered. The objective would be to make meaningful and optimal use of the findings of such assessments. Deficiencies can be recognized and corrected, processes amended or new ones introduced to strengthen the performance of specific units, all leading to the overall effectiveness and improvement of AUC programs and services. The periodic assessment has the capacity to verify whether the institution is achieving its main mission and objectives when it comes to student learning and capacity building. It is important to note that such effort is a continuous and evolutionary process that involves all associated stakeholders within AUC.

The effectiveness of the periodic process is also demonstrated in the resulting transformation in a number of organizational aspects that relates to planning, decision-making, and resource allocation amongst other issues in order to improve the performance of the different programs and services undergoing assessment. Such transformation could include elements such as introducing and/or amending processes and logistics relating to different programs and services. The objective is to render the outcome of the periodic assessment of AUC more comprehensive, systematic, integrative, and organic. It is important to note that the effectiveness of the periodic assessment could also be viewed on how the learning environment is changing. It is vital to understand how AUC programs and services are responding to such change through transformation and amendments to existing procedures and how formally such changes are being integrated and embedded in the existing procedures and processes.

In regard to the effect that relocating to the new campus will have on the AUC's programs, the final arrangements for and implementation of many of the services and programs

to be provided must wait until the move is completed before verification can be confirmed. What has been confirmed for this report is that the appropriate preparations have been initiated. The Vice President for Continuing Education has met with the Vice President for Planning and Administration and members of his staff to review the current services available at the new campus and to determine which of them must be replicated downtown following the move. These include such areas as the banking and clinical services for health care. However, final decisions have not been made as to the level of these particular services. Nevertheless, a systematic and documented step-by-step process has been established. (The interim memoranda and planning documents can be accessed through the VP offices mentioned above. When final documents are produced, they will be placed on-line.) Educational programs such as certificate and diploma offerings will be administered with the same controls at both sites. One step planned for implementation university-wide, which is designed to protect quality and improve student services through increased ease of transcript production and international acceptance of non-credit offerings from AUC, will be the introduction of the Continuing Education Unit (CEU) under the auspices of the International Association of Continuing Education and Training (IACET). This mechanism provides an internationally recognized system of quality assurance and documentation of non-credit academic activity. The initiative by the Vice President for Continuing Education will be part of the assignment given to a newly created assistant dean's position in the School of Continuing Education (SCE). The individual filling this role will be charged with program evaluation and assessment for School of Continuing Education activities at both campuses.

Another example of quality control and coordination for university continuing education and outreach initiatives at both sites will be the establishment of the University Council for

Continuing Education and Outreach (UCEO). This Council will be chaired by the vice president for continuing education and will include the director of the Management Development Center and representatives from Engineering Services, the Provost's office, the faculty, and the continuing education student body. Such a council will help ensure consistency of policies and activities between the campus sites. It is viewed that this council will be formed and will start convening in this academic year (2007-2008).

Summary and Conclusions: All AUC programs and services have some means of assessment, feedback and planning for the establishment of services and programs to ensure comparability between both campuses is underway. The final posting of documents must await completion of the respective phases of the process. Responsibility will fall to the Vice President for Continuing Education as the chief administrator for the downtown campus to ensure that the intended services are implemented. The degree to which services and programs are made parallel between the two campuses can be assessed only after a reasonable time following the move.

It is recommended that AUC conduct a comparative study of freshmen who attended the FYE this year with those in previous classes to determine benefits. It is also recommended to develop a post-graduate evaluation system for the LEAD program. Strategies to expand usage of e-learning should be developed at AUC to improve instructional flexibility and access to learning resources.

Chapter 12

Transition to Life on the New Campus and the Renovated Facilities:

Self-Study Emphasis Topic

In 2008, AUC will move most of its academic programs from downtown Cairo to New Cairo. The New Campus occupies an area of 260 acres compared to 7.3 acres in the current campus. The new campus is designed to accommodate 7,000 students and 1,500 faculty and staff and will provide advanced technology to its students, faculty and staff. The New Campus will serve individuals with special needs and will provide greater opportunities for learning, teaching, research and service to the community. The university will maintain its presence in downtown and many educational activities including the School of Continuing Education will take place in the downtown campus.

The New Campus will offer state-of-the art educational resources to our students and faculty. Designed with exemplary environmental sensitivity, this new learning combines Egyptian urban and architectural traditions while affording the AUC community common, integrated space rather than the separated and fragmented campus of downtown Cairo. The new professional home will bring the AUC community together and will work towards integration with the surrounding new community.

There is a well-established hierarchy of processes designed to ensure that the needs of faculty, staff and students are taken into consideration in preparing for the transition to the new campus and the renovation of downtown properties. At the level of the Board of Trustees, two committees regularly review progress: (i) the Relocation Committee primarily focuses on the completion of campus construction and the integrity of campus design, ensuring a close match

between needs and requirements specified in the early design process and the built results; (ii) the Facilities Committee reviews preparations for the transition from an operational perspective, including plans for the renovation and use of the downtown properties. In addition, an *ad hoc* Transition Group, made up of Trustees and Senior Administrators monitors progress on and readiness for the range of operational issues that will support life on the new campus. An *ad hoc* Board committee has been established to support the efforts of the new School of Continuing Education, including its role as the primary occupant of downtown properties.

Progress Review Meetings are chaired by the President and involve the Chair of the Relocation Committee, the New Campus Development Office (NCD), the Project Management Construction Management firm (PMCM) and senior administrators. They are held monthly to monitor construction progress, deal with issues arising from the evolving needs of specific User groups and advise on the overall project status.

The Office of the Vice President of Planning and Administration is spearheading transition planning and preparations. Issue-specific Task Forces have been formed to develop Standard Operating Procedures, specification of resource requirements (staffing, equipment, budgets) and to act as a communication hub to different user groups in support of initiatives taken in other areas (e.g. the Task Force on Learning Spaces that reports to the Provost). The NCD office regularly engages user groups in the ongoing process of matching the “as built” to previously-specified or evolving user needs and or late-stage design issues (e.g. the Library in terms of finishes, furniture, fixtures or detailed design or layout considerations). The Vice President of Continuing Education works closely with the Vice President for Planning and Administration to finalize occupancy plans, work with User groups and prepare for the renovation of downtown facilities.

To enhance the integration of transition planning, operational preparations and the final stages of construction and finishing, responsibility for the NCD Office has been shifted to the VP for Planning and Administration. In addition, an Associate Vice-President for Facilities and Operations has recently been recruited. That position will monitor the finalizing plans for operational support of both the new and renovated facilities.

Detailed planning for the physical move to the new campus is driven by the need of faculty and staff for a seamless relocation that minimizes downtime and interruptions to operations, service or activities. Responsibility for the move has been assigned to a specially appointed Senior Advisor to the VP of Planning and Administration. The relocation plan has been divided into three separate-but-related phases. Phase I may be characterized by the phrase “from here to the gates”. Detailed plans have been finalized on the basis of: building-by-building, floor-by-floor, room-by-room, and by each piece of equipment. Routing, resources, timing, specialized support, labeling/tracking, move security and legal restrictions on what can be done downtown (e.g. between the hours of 11:00 p.m. and 6:00 a.m.) have all been detailed. Outside move specialists have been contracted. With confirmation of finalized room numbering for all new campus spaces, Phase II, “from the gates to the rooms” on the new campus, is now underway at the same level of detail (room assignments, campus access routes, building access, etc). The initial stage of that phase is to identify specific new campus destinations on a room-by-room basis. Each User group head will confirm individual room assignments within their allocated space. Finalization of Phase II relies upon the availability of detailed space-by-space availability schedules and once completed, will be merged with the details of Phase I. Phase III will provide for contingency plans based upon shifting and alternative availability timelines

driven by individual space construction progress. Total lapsed time for the physical move is in the order of 30 to 60 days.

An external logistics expert recently completed an assessment of the readiness of plans for the physical move and concluded, in part: “The planning detail and exit strategy...is excellent. All tasks are sequenced to maximize the available time...work load is optimized”. The consultant will remain engaged as phases II and III of the move plan are completed.

Detailed surveys of faculty and staff have been conducted regarding their needs for transportation to the new campus and the analysis completed regarding location of residence, current/anticipated mode of transportation, and current and anticipated arrival/departure times. Key pick up points (6) throughout Cairo have been identified for an extensive bus system based upon hourly service during peak travel times. Regularly scheduled extended service, beyond peak hours, will also be available to ensure convenient access between the new campus and downtown amenities. A second phase of planning for shuttle service within the immediate vicinity of the new campus to serve occupants of new student and faculty housing will be undertaken once the core services have been finalized; this will be particularly important until the development of the community surrounding the new campus matures. The foregoing information, along with expected rider ship, has formed the basis for an RFP to potential service providers. Based upon the response to that RFP, a decision has been made to outsource the service rather than to have AUC provide the service directly. The transportation survey will be repeated in the Spring of 2008 once the students and staff have a better idea of their class schedules and consequently a better idea of their arrival/departure times for the new campus. Once implemented, the service and routes will be monitored and community feedback sought with a view to making any necessary adjustments.

While the bus services will be extensive and its use encouraged, it is recognized that it cannot serve all those who will access the new campus. Facilities and Services operational staff will undertake a detailed review of the planned parking capacity on the new campus to ensure sufficient capacity for campus users who need or choose to drive. A parking program will be developed, utilizing best practices from suburban campuses elsewhere, and will include such features as preferential pricing of carpool permits.

The planned on-campus student housing has recently been expanded to 480 beds (from 400) by adding two additional housing units. Detailed analysis of enrollment projections has indicated that about 300 additional (off campus) beds may be needed. Discussions are now underway with developers adjacent to the new campus to identify potential long-term lease arrangements that may provide additional capacity.

The faculty members have been engaged in the development of plans for university-provided faculty housing on two plots of land, one about ½ kilometer from the new campus, and the other about a kilometer from the new campus. Building and apartment designs are posted on the NCD website and a survey has been conducted to determine the interest in moving to such housing in order to develop a phased approach to construction. A waiting-list is accessible for those who wish to confirm their intention to move to the new campus area. As a contingency against the readiness of sufficient housing stock for both faculty and students on or near the new campus, the disposition plan for existing properties has been amended to retain the Zamalek Dormitory for one additional year. In addition, faculty housing currently provided in rental properties is being reviewed to ensure sufficient supply and, in concert with existing lease agreements, plans are being developed to provide increased housing stock closer to the new campus (e.g., Maadi, Heliopolis and other locations) for those who may not want to live in New

Cairo but who do wish to be nearer to the new campus than they are currently. Surveys will be updated and information shared on detailed plans on a regular basis as soon as the construction schedule for new faculty housing has been confirmed.

An additional piece of land, about one kilometer from the new campus, was made available to faculty and staff several years ago for private purchase at pre-development prices; all plots were sold. AUC made available to the property owners a range of standardized designs for individual houses and buildings for those who wished to moderate design costs. Owners are at various stages of development in designing and preparing for the construction of their new residences. AUC is cooperating with the governing board of owners that has been formed to provide support to their efforts to effectively plan common space.

The sheer size and nature of the facilities on the new campus will require AUC to redesign many of its processes and services. It represents an opportunity to re-think how services are provided and how the quality of those services may be improved upon to meet the needs and preferences of our various internal and external clients or customers. From an internal point of view, it will require significant changes to how one works. An overriding commitment is that the university will “give staff the tools that they need to do the job and to do it better”. In addition to the one-stop-shop for Student Services, referenced by a number of the other Task Forces, the ability of AUC to maintain the new facilities to a best-practices standard will be critically important to meeting the day to day needs of faculty and staff and to the quality of life on the new campus.

The existing New Falaki Building most closely reflects the kind of physical setting that will be found on the new campus in terms of being purpose-built and in terms of the kinds of material to be maintained. Housekeeping services in New Falaki are being re-engineered to

serve as a test-bed for new approaches and methods that will be used on the new campus. The custodial workforce in the Falaki building has been restructured in terms of size, productivity standards, work methods and (potentially) compensation in order to prepare for the transition to the new facilities. The project will also be used to define training standards and programs that need to be provided to staff prior to the move. The Staff Advisory Group and the Staff Syndicate have been involved in the development of the project and are being updated on its progress.

While the initial space program and design of the new facilities took careful account of faculty and student needs and preferences, the length of time between design development and final design details meant that some requirements changed. The Task Force on Learning Spaces was established by the Provost to ensure that the new facilities closely match both current and anticipated requirements. That Task Force has remained active in the review of designs, has solicited comments from faculty who have used two prototype classrooms built on the existing campus, and provided ongoing input into final classroom design details, furnishings and equipment. The Registrar's Office, with the support of Administrative Computing Services has updated existing software in order to run model class timetables for the new campus facilities to ensure the optimal utilization of teaching spaces and ensure a close match between specific course needs and available resources. The specific needs of faculty and staff continue to evolve as the campus construction proceeds. The NCD Office has held space review meetings with all User groups to determine how their needs have evolved and to ensure that the new facilities match those changing needs. New programs, centers and units have been established since the initial construction began and the space allocation plan for the new campus is under constant review to accommodate those additional requirements. At the same time, changed or new needs must be balanced against the current stage of campus construction: substantial completion and

the physical move is set for June, 2008 which means that changes to the facilities must be kept to a minimum because of the implications on schedule and cost of introducing changes at this late date. The initial Space Plan, upon which the design and construction proceeded, included a factor for growth which is being used to accommodate newer developments. Creative approaches are being used by the NCD Office to re-allocate spaces where required to meet newly identified or clarified needs.

The Vice Presidents for the School of Continuing Education and for Planning and Administration have assumed responsibility for the planning of downtown spaces, based upon the Board's decision that the two properties to be retained will include the Palace and the New Falaki building. A Space Program, based upon the needs of those programs and remaining units is nearing completion. Those requirements will be used to develop the renovation plans to ensure appropriate and up to date facilities. Essential elements include the construction of a Student Service Center on the main floor of the Falaki building to serve all clients and the continued use of some existing cultural spaces that provide an important link between AUC and downtown Cairo. Similar to the process used in the design of the new campus, once the Space Program has been completed there will be ongoing opportunities for participation by faculty and staff in the design development process. The two responsible vice presidents are reviewing two administrative models for service provision across the two campuses: (i) a centralized approach based on the new campus with Service Level Agreements for the provision of support services; and (ii) a decentralized model where both campuses are independently responsible for the provision of necessary services.

As AUC moves closer to the transition to the new campus and renovated downtown facilities and as the pace of planned changes increases, an effective communications program

will be a critical component of the change of management processes. The program will provide the AUC community with current information on details as they are finalized; provide constituency-specific information, details and updates; provide a forum for questions, concerns and suggestions; and, provide a mechanism for orientation to the new facilities for faculty and staff. As noted in Task Force E, a full-time staff person has been assigned to lead the creation of a comprehensive communications strategy, incorporating collateral materials and personal (group) tours of the new facilities to ensure the AUC community is kept apprised of our progress and plans. A university-wide newsletter entitled ‘AUC On The Move’ is periodically sent by the Office of Communications and Marketing to the AUC Community to ensure that everyone is kept up to date on the most recent plans and activities regarding the move (Appendix XII-a).

Because of the broad range and scope of issues involved in “the transition to life on the new campus and renovated facilities”, any Readiness Assessment will also vary by specific issue. Many are driven by the proximity to the opening of the new campus; others are a function of available resources or the availability of final details of the facilities themselves. Still others are evolving or emerging as the campus construction moves into its final stages and the needs of specific User groups change. As we proceed through those final stages, the pace of planning and execution increases; any assessment of overall evaluation of preparations will change week-by-week.

Summary and Conclusions: There are three over-arching considerations in determining AUC’s readiness for the transition to new and renovated facilities. First: “are the processes and mechanisms in place to ensure that the needs of the AUC community (faculty, staff, students and the broader public) are regularly taken into account in our preparations for that transformation?” Second: “are those processes and mechanisms flexible enough to provide for ongoing and

continuous input in the final stages of AUC's preparations?" The answer to both of those questions is "Yes".

The third, and perhaps most challenging, consideration relates to the AUC community itself. "Is the community ready for the move?" The answer to that will depend to a great extent on the degree to which faculty and staff have internalized the fact that the move is real. The new campus project has been in the planning stages for close to 10 years. It has progressed from broad-stroke visionary reports, through design to actual construction. Reading reports and looking at architectural renderings facilitates a degree of interest but also of detachment. It is not until one actually sees the facilities in the later stages of construction that the enormity of the looming transition hits home. The continued development and implementation of the overall Communications Plan between now and the move will be a key consideration in measuring our readiness on that third consideration.

In summary, preparations for the transition to the new campus are underway and indicators show that AUC should be able to initiate life in the new campus in Fall 2008 in an effective manner. There is a clear hierarchy and involvement of AUC community in the preparation for the transition. Plans have been made and are continuously revised for the various aspects of transition. It is recommended to continue with working groups to identify all relevant factors related to the transition. Communication and information-sharing with AUC community on the progress of the transition needs to continue. Further efforts need to be exerted on assessment of the transition and its impact on AUC community needs to be pursued.

While this momentous shift in operation is an occasion to celebrate and for the community be proud of, any change creates some amount of healthy friction. Among the questions asked are: how will the move affect the graduate and diploma students who work

downtown and who currently reach our campus with greater ease than a commute to new Cairo would entail. Will faculty who teach traditionally working student constituencies see a shift in class room student composition? Will long time, valued employees and their dependents be enthusiastic about a professional move to a location further away? Will they chose to relocate their domicile closer to campus or see job opportunities closer to home? Will study abroad students, or relocated faculty members, who seek the “Cairo Experience”, feel that they can achieve this in the new campus environment? Several units of the university are considering these questions and are considering how to address any negative consequences of the move to the New Campus.

With its commitment to the historic Tahrir Campus and a continued presence with many programs and activities in downtown Cairo, AUC is confident that its constituents – students, faculty, administrators and staff as well as its many visitors will have the best of both worlds: the rich cultural experience of Cairo and the State-of-art functionality of the new campus.