Self Study Report
Submitted to
The National Authority for Quality Assurance &Accreditation of Education (NAQAAE)

Towards the Accreditation of the University

July 2010
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Executive Summary

Founded in 1919, The American University in Cairo (AUC) is committed to excellence in education along the American liberal arts model. AUC has a clear mission that has evolved over the years. Upon assessment and the evolution of the University, the mission of AUC has recently been modified to better reflect the purpose and the strategic goals of the institution. The new mission was developed together with the AUC community and upon its approval, was communicated to the various departments and units to be integrated in the planning, assessment and resource allocation processes. This new mission better reflects the role of the University with its state-of-the-art New Campus and its Downtown Campus. AUC remains a non-for-profit, autonomous institution that reinforces the ideals of academic freedom, critical thinking and a strong liberal arts foundation.

While operating autonomously, AUC has integrated itself successfully within the community and abides by Egyptian law and educational regulations. The University encourages constructive cooperation and the exchange of experiences with institutions in Egypt and throughout the broader region.

The concept of strategic planning is well established at AUC and is practiced throughout the various levels of the institution. Based upon previous assessment, the university has improved its planning process to better tie it to the long-range planning and to resource allocation. The University also demonstrated prudent management of its resources during the recent international financial crisis.

In view of the new mission statement, AUC has recently developed a strategic plan for the next three academic years, which specifies five core values (Excellence, Diversity, Social Responsibility, Integrity, and Lifelong Learning) as well as five broad goals (Educational Excellence, Research Impact, Global Experience, Community Service, and Institutional Quality). These are fully explained in a strategic plan document entitled: -Transforming AUC: A Strategic Plan for Excellence 2011-2013.

At AUC, there are well defined structures and mechanisms for governance with roles and clear responsibilities for the administration, board of trustees, faculty, staff, and students. These roles are well documented and periodically assessed. AUC has an active Board of Trustees, faculty Senate, Student Union and Staff Syndicate. This unique nature of AUC needs to be better communicated to the community.

Innovation is embodied in AUC in all aspects. It manifests itself in several unique educational programs, academic centers, continuing education, research activities, and AUC Press publishing programs. AUC is striving to become a Center of Excellence and a World Class University based on measurable criteria. The Student’s educational and extracurricular activities, conferences and projects are also a testimony to such innovation.

AUC has a sound information system that is functioning across campus with centralized hubs to support and control timely and accurate information. Access to relevant information is considered to be one of the rights of AUC faculty, staff, students and the community. Technology is employed to support effective communication and to assist in sound decision-making. The information is analyzed and used to produce reports and actions reflected in the
policies of the institutions. Examples are the student enrollment management, student evaluation, campus statistics and budgeting.

To achieve the mission of the institution, resources need to be sufficiently allocated in such ways to promote the various activities of AUC. While tuition fees represent a key resource for AUC, other resources include external research funds, educational activities, and charitable contributions from alumni, friends, corporations and foundations. These resources are thought to be well distributed with absolute priority given to academic activities. Linking planning to resources is an area where AUC is keen to strengthen even further. It is incumbent on AUC to remain mindful of the fiscal realities we face and invest carefully in our future, through energetic and highly selective hiring, the creation of mechanisms that support student, staff and faculty development, and informed stewardship to ensure that our investment yields the best possible results.

AUC enjoys a diverse student body attracting students from all over Egypt and significant numbers from around the world as well. AUC is selective about the admission of its students with clear and transparent policies that are systematically communicated to the community. AUC students receive substantial aid and scholarships. Student advising is a cornerstone for the success of education at AUC. The office of Career Advising and Placement Services facilitates adequate training opportunities for students and employment opportunities upon graduation.

The staff at AUC can be classified into eight categories, ranging from semi-skilled labor up to managerial staff. All staff policies such as hiring, end-of-employment and sick-leaves are in agreement with Egyptian law and subsequent modification in these policies take place upon any amendments in Egyptian laws. The university offers training and upgrading courses for staff to improve their skills, and the Office of Human Resources involves internal and outsourced expertise in these training courses. The University needs to improve and better communicate the procedures for staff promotion. Staff members, for instance, are concerned about the increase in cost of living and services in the New Campus area.

The graduate program at AUC has experienced significant growth over the past two decades. Parallel to that, AUC is gradually moving to become a research center of excellence with true increases in research funds, patents, refereed publications and cooperation with World-Class institutions and research icons. The faculty at AUC have earned numerous research awards in Egypt and internationally. All student and faculty research and creative work are protected by the AUC Intellectual Property Rights Policies that were approved and went into effect in 2006.

Faculty represent the core of AUC and efforts are continuously exerted to recruit outstanding faculty from Egypt, North America and the rest of the world. AUC has clear policies and procedures for faculty and such policies are applied and communicated for recruitment, hiring, promotion and development. Faculty voice their concerns through their respective departments and schools as well as the University Faculty Senate. Career mentoring for junior faculty and more transparency in the promotion process were identified as areas that need improvement.

Academic and institutional integrity is a priority area for AUC. Over the past decade, AUC has achieved remarkable progress in fostering academic integrity across campus, and AUC is internationally and regionally recognized for its efforts. There are concise integrity policies that
are well communicated to the students, staff and faculty. Awareness efforts take place every semester for all students and in-coming full-time and adjunct faculty. The institution endorses transparency, accountability and academic freedom practices. Grievance policies are in place and AUC attempts to deal with all reported cases with judicious fairness and objectivity. The institution is advancing its efforts in the domain of integrity in an organic and sustainable fashion.

The services rendered to students at AUC are seen by many as truly outstanding. They include orientation, first-year-experience, advising, extracurricular activities including community service and civic engagement, housing, health care, counseling, career advising and placement, and employment together with state-of-the art sports facilities. Through their Student Union, many of the students’ activities and decisions emanate and flourish. The students demonstrate a wide spectrum of activities that are well utilized for their character development. AUC alumni are active and are well connected to AUC. Recently, AUC approved a policy for supporting students with disabilities. In a recent student survey, the students expressed a request for lower food prices at the New Campus.

Continuing Education and professional courses are among the areas of growth at AUC. The growing demand on continuing and adult education is met by the School of Continuing Education (SCE) and the demand on professional development and executive education is met by the Management Center and the International Executive Education Institute of the School of Business, and the Engineering Services of the School of Sciences and Engineering. Currently, there are 38,000 participants in the School of Continuing Education, 12,000 in both the Management Center and the International Executive Education Institute, and 5,100 in the Engineering Services.

To broaden its scope of activities the School of Continuing Education (SCE) was recently moved under the jurisdiction of the Provost Office and the umbrella of academic programs. As service is one of the strategic goals of AUC, these activities represent a healthy process of communication and response to needs of the community, industry and professional societies. Servicing local and regional needs will remain a priority for this vital sector.

As AUC strives for excellence, several forms of cooperation take place between AUC and a number of regional and international institutions. AUC’s exchange programs are considered one of its hallmarks and has received increased attention and demand recently. Over the past decade there has been an increase in joint-programs and agreements between AUC and many distinguished international institutions with numerous forms of academic cooperation and integration.

While, AUC has recently acquired a new state-of-the art campus in New Cairo, the downtown campus continues to play a role as a cultural and continuing education center. AUC has truly become a two-campus university.

As reflected by the University mission, activities and strategic goals carry several marks of distinction. Among those marks are the ideals of liberal arts, critical thinking and continuous quests for learning. Research activities are growing with a substantial increase in international refereed publications, patents, funds and joint programs. The Arabic Language Institute (ALI), for example, is internationally recognized for its educational offerings. The use of advanced
technology in classrooms, laboratories, administrative work and communication provides some examples of distinction at AUC. Character building and students' activities at AUC are well admired and recognized in Egypt and worldwide.

Assessment and learning outcomes are essential in AUC, where all programs and departments are required to conduct a meaningful assessment that aims at improving student and faculty performance. There is an assessment plan for all programs and units that will be concluded for all units in a few years time. The performance of faculty and staff is evaluated annually and then appraised in order to set clear plans for advancement.

Quality assurance is everyone’s responsibility at AUC. It extends well beyond a set of rules and standards to daily practices and activities with clearly set benchmarks. AUC ranking, graduates, alumni involvement and international recognition provide evidence for an institution of high quality and sound learning outcomes. Plans for the improvement of units and departments are discussed and are incorporated into the overall institution’s long-range plan. Improving the ranking of AUC among the world’s universities is an objective that needs to be pursued.
Background and Key Features

The American University in Cairo (AUC) was founded in 1919 by Americans devoted to education and community service in the Middle East. For its first 27 years, the university was shaped by its founding president, Dr. Charles A. Watson, who was born and grew up in Egypt before completing his education in the U.S. Dr. Watson wanted to create an English-language university based on high standards of conduct and scholarship designed to contribute to the intellectual growth, discipline, and character of the future leaders of Egypt and the region. He also believed that such a university would greatly improve America's understanding of the area.

AUC was intended to be both a preparatory high school and a university. The school opened in October 1920 with 142 students in two classes that were equivalent to the last two years of an American high school. The first diplomas issued were junior college-level certificates given to 20 students in 1923. At first, an institution only for males, the university enrolled its first female student in 1928; the same year the first university class graduated with one Bachelor of Science and two Bachelor of Arts degrees. Master's degrees were first offered in 1950.

Initially, AUC offered instruction in the arts and sciences as well as in education. In 1921, the School of Oriental Studies was created, followed in 1924 by the Division of Extension. This division was renamed the Division of Public Service, and later the Center for Adult and Continuing Education. AUC's high school division, known as the Lincoln School, was discontinued in 1951.

In 1956, the School of Oriental Studies was incorporated into the Faculty of Arts and Sciences as the Center for Arabic Studies. The English Language Institute was added the same year to fulfill an essential role in preparing incoming students for successful study in both undergraduate and graduate programs at AUC. After the Faculty of Education was discontinued in 1961 and degree offerings were dropped from the Division of Public Service, all academic disciplines were consolidated into the single academic structure of the Faculty of Arts and Sciences. Programs in sociology, anthropology, political science and economics were added to the curriculum and the natural science offerings were significantly expanded.

Two applied research units, the Social Research Center and the Desert Development Center, were established in 1953 and 1979, respectively. Another landmark in the history of the university was the development of professional programs for engineering, computer science, journalism and mass communication, and management. These departments now offer several degree programs at the bachelor's and master's levels. In 1960, AUC enrolled approximately 400 academic students. By 1969, the university had more than tripled its degree enrollments to over 1,300 students, 450 of whom were pursuing graduate studies. In 1993, the academic programs offered through 13 departments were organized into three schools: Humanities and Social Sciences; Sciences and Engineering; and Business, Economics and Communications.

In 2000, The Center for Migration and Refugee Studies was established as the Forced Migration and Refugee Studies program. In 2008, the Center expanded regionally and currently offers a Master of Arts in migration and refugee studies as well as two graduate diplomas. In 2006, the John D. Gerhart Center for Philanthropy and Civic Engagement was established in honor of
AUC's former president. The Center was created to consolidate university activities aimed at encouraging engaged citizenship and service, and to promote philanthropic giving in the Arab region.

In 2009, AUC saw substantial changes in its academic structure and new schools were restructured and/or created. A new Graduate School of Education was created to address many of the educational challenges facing Egypt and the region. The school offers non-credit certificate program for teachers and administrators as well as a Master of Arts in Education. The school also houses the Middle East Institute of Higher Education. The School of Continuing Education (formerly the Center for Adult and Continuing Education) was restructured and a new Dean was appointed who reports directly to the Provost. Adult education expanded simultaneously and now serves more than 56,000 individuals each year in non-credit courses and contracted training programs offered by the school's six divisions.

In addition, the School of Business, Economics, and Communication was reorganized into two schools: the School of Business and the School of Global Affairs and Public Policy. The School of Business houses the departments of Accounting, Management, and Economics as well as the Citadel Capital Financial Services Center, the Khazindar Business Research and Case Center, the Economic and Business History Research Center, the Management Center, and other professional training and executive education programs. The School of Global Affairs and Public Policy houses the departments of Journalism and Mass Communication, Public Policy and Administration, Law, and five research centers including the Center for Migration and Refugee Studies (CMRS), the Cynthia Nelson Institute for Gender and Women Studies (IGWS), the Kamal Adham Center for Journalism Training and Research, the Middle East Studies Center (MESC), and the Prince Alwaleed Bin Talal Bin Abdulaziz Alsaud Center for American Studies and Research.

Currently, the different departments, centers and institutes offering undergraduate, masters and graduate diploma programs as well as non-credit certificates, are organized into six schools:

- The School of Business
- The School of Global Affairs and Public Policy
- The School of Humanities and Social Sciences
- The School of Sciences and Engineering
- The Graduate School of Education
- The School of Continuing Education

In addition, Libraries and Learning Technologies include the Main Library, the Rare Books and Special Collections Library—and the Center for Learning and Teaching. These constitute a vital component of the university as they provide access to resources, information and services for students, faculty and scholars from Egypt, the Middle East and worldwide services designed to promote innovative, technologically advanced teaching and learning.

AUC is incorporated in the United States in the State of Delaware. The State Board of Education has given degree-granting authority to the university under the authority granted in Title 8, General Corporation Laws, Section 125 – Conferring Academic and Honorary Degrees. AUC has a presence in the United States via its office in New York.
In Egypt, AUC operates within the framework of the 1975 Protocol with the Egyptian government, which in turn is based on the 1962 Cultural Relations Agreement between the Egyptian and U.S. Governments.

**Accreditation**

AUC seeks to make all its academic programs meet Egyptian and U.S. national standards of quality. In Egypt, AUC academic programs are accredited by the Egyptian Higher Council of Universities. In U.S., AUC is accredited in the United States by the Commission on Higher Education of the Middle States Association of Colleges and Schools (MSCHE). Institutional accreditation status was granted by Middle States for a period of ten years. AUC's most recent reaccreditation was granted by the Commission of MSCHE on June 26, 2008. The accreditation status was reaffirmed subsequent to AUC's institutional self-study conducted by a visit of academic peers from Middle States and consideration by the board of MSCHE.

The university has in recent years embarked on a program to get accreditation for academic programs that have their own accreditation agencies. A number of programs in the School of Sciences and Engineering are accredited by Accreditation Board for Engineering and Technology (ABET) and the School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

The Construction Engineering, Electronics Engineering, Mechanical Engineering, and Computer Science programs are all accredited by the Engineering Accreditation Commission of ABET. The Computer Science Program was the first to be accredited outside the United States. ABET-accredited programs are recognized worldwide. Graduates of ABET-accredited engineering programs are eligible to register as professional engineers in many countries around the world, including the United States, Canada and Australia, after passing the required examinations.

AUC's School of Business is the first in Egypt and North Africa to be awarded accreditation of its business programs from the Association to Advance Collegiate Schools of Business (AACSB International). The AACSB accreditation is considered the highest standard of achievement for business schools. There are about 45,000 business schools worldwide, and only 540 schools outside of the United States are accredited by AACSB.

**Professional Engineering Licensure (PE)**

Professional Engineering Licensure is developed and administered in the US and other parts of the world by the National Council of Examiners for Engineering and Surveying (NCEES). Engineering licensure provides a credential that the individual carries for life and is nationally recognized in the US and is legally required in order to work as an engineering consultant or to offer engineering services to the public. The US engineering license is also recognized in various parts of the world. Many international employers and U.S. Government Agencies require licensure for advancement to senior engineering positions. To become a Professional Engineer (P.E.) an individual should receive a degree in engineering from a recognized university, pass the 8-hour Fundamentals of Engineering exam (FE), acquire at least 4 years of documented
engineering experience, pass the 8-hour Principles and Applications of Engineering exam (PE), and finally apply for licensure.

In Egypt, the American University in Cairo - Engineering and Science Services (AUC–ESS) helps individuals to become licensed professional engineers (P.E.) by offering orientation sessions, preparation courses, reference material, and practice exams in addition to providing administrative support for registrations in exams, vetting of credentials, and delivering exam results. AUC-ESS started collaborating with NCEES in 2008 and has since offered 3 sittings for the FE exam (April 2009, October 2009, and April 2010) and one sitting for the PE exam (April 2010). More than 600 Egyptian engineers sat for the FE and PE exams so far.

**Highlights of AUC**

Throughout its history, AUC has balanced a strong commitment to liberal arts education with a concern for the region's need for practical applications and professional specializations. Today, AUC emphasizes liberal arts education and all undergraduate students study a common set of courses in the humanities and the natural and social sciences as part of the University's Core Curriculum. In addition, AUC maintains its strong commitment to fostering understanding across regions of the world and among cultures and religions. Today, AUC is one of the region's premier English-language universities and is an important contributor to the social, political and cultural life of the Arab World. AUC also serves as a crossroads for the world’s cultures by providing a forum for reasoned argument, spirited debate and global understanding. AUC is an independent, nonprofit, apolitical, non-sectarian and equal-opportunity institution, fully accredited in Egypt and the United States. AUC's academic program is rooted in liberal arts education. The university’s rigorous core curriculum offers an intensive investigation of fundamental questions in every major discipline.

AUC links Egypt and the region to the world through scholarly research, study-abroad programs and partnerships with academic and research institutions. AUC builds leadership, lifelong learning, continuing education and service among its graduates and is dedicated to making significant contributions to Egypt and the international community in diverse fields. Chartered and accredited in the United States and Egypt, AUC upholds the principles of academic freedom and is dedicated to excellence. AUC provides the room for AUC students to think critically and engage with the world’s religious, political and cultural disciplines and find creative solutions to enduring problems. AUC faculty and students share a common vision to improve Egypt, the region, and the world through community-based learning courses, community service clubs and research centers available at AUC.

**Governance**

The principal constituencies of the university are identified to be the self-perpetuating international Board of Trustees, the administration, the faculty, the university support staff and the student body. Written policies and procedures 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 which has control of all funds and properties belonging to the university. Boyd Hight is currently the chairman of the Board of Trustees. The Board currently consists of 33 members drawn from various fields of endeavor, and twenty-three of these individuals are designated as Advisory Trustees.
Members of the Board of Trustees are distinguished for their professional accomplishments in the areas of business, law, education, philanthropy and scholarship. AUC’s Board members are all volunteers who dedicate their time and resources to supporting the university. Primarily from the United States, Egypt, and other Arab countries, the trustees do not receive a salary and provide their own financial support to the university while establishing and maintaining strong communications and dialogue with the prime constituencies and programs of the university. (A full list of names with brief bios of AUC’s Board members is included in the supporting documents).

The Board of Trustees operates within a special bi-national framework that requires both a proactive administration and a close working relationship between trustees and management. The board sets broad policy guidelines for all university planning and operations; approves annual budgets and resource-allocation strategies for all academic and non-academic activities; reviews significant reorganizations, senior-level appointments or realignment of management resources; approves all tenure appointments after thorough evaluation of recommendations; approves the establishment of new academic programs; and oversees certain special academic activities, including accreditation initiatives. The Board meets generally three times a year: the May and November meetings are held in New York; the February meeting is held on the Cairo campus.

The President of the University is the Chief Executive Officer of the University and is selected by the Board of Trustees. The President of AUC is an ex-officio member of the Board. The President's Cabinet includes the provost, the counselor, the executive secretary of the Board of Trustees, and the university's four vice presidents for planning and administration, student affairs, institutional advancement, and finance.

The senior administrators consisting of the President, Provost, Vice Presidents, Vice Provost, Associate Vice Presidents, Senate Chair, and other key administrators meet regularly with the president to discuss administrative and academic issues and developments.

The Provost is the Chief Academic Officer of the University. The Provost coordinates and supports schools, programs, faculty and related activities that advance AUC’s academic mission. The Provost meets regularly with the Provost's Council to consider all issues pertaining to academic programs. The Council consists of the academic deans, the Vice Provost and the Associate Provosts.

The University Senate is the representative council of the university faculty and includes participation by the student union, staff body, and administration. It ensures faculty participation in governance and in the discussion of issues important to the university community. The University Senate facilitates communication among university constituencies, and is designed to foster mutual respect and cooperation among faculty of the various departments and disciplines, students, and staff. The Senate's resolutions are transmitted to the President for consideration and appropriate action.

The organization chart of AUC with all academic and non-academic units is provided in the supporting documents.
Statistical Profile of AUC

As of the Fall 2009 semester, the official statistics of AUC were as follows:

- Undergraduate students 5,055
- Master's program students 1,148
- Special students (not seeking a degree) 428
- AUC's degree seeking students (those pursuing undergraduate and master's degrees) are comprised of 47.2% male and 52.8% female students, of these 90.4% hold Egyptian citizenship while 9.6% represent more than 60 nations.
- Faculty to student ratio is 1 to 12.3
- Full-time faculty in active teaching positions 384
- Adjunct faculty (teaching the equivalent of 157.15 full-time faculty) 324
- Total faculty including faculty on sabbatical and other release time as well as librarians, researchers and administrators with faculty status 450
- AUC's faculty is comprised of 56% Egyptians, 33% Americans and 11% from other nationalities.

More than 6,000 students come from every corner of Egypt and from 100 countries around the world. This trend indicates the geographical and cultural diversity of the student body. When students graduate, they join a worldwide network of more than 30,000 AUC alumni, leaders in finance and commerce, law and engineering, politics and communication, community service and information technology.

AUC is considered to be one of the major centers for teaching Arabic in the region. Each year, more than one hundred students travel from dozens of countries around the world to enroll in AUC's Arabic Language Institute to learn Arabic in the best possible setting from the most qualified instructors. The Institute offers both Standard and Colloquial Arabic courses and is fully accredited in Egypt and the United States with an 80-year history of excellence. AUC also offers advanced level training in Arabic language and culture to qualified American students through the Center for Arabic Studies Abroad (CASA).

A shared commitment to public service and outreach and a common vision to improve Egypt, the region and the world, compel faculty and students to offer their time and energy to serve others. A center for public service and philanthropy, community-based learning courses, and 14 service-based student clubs provide the basis for AUC’s contributions to society that reaches well beyond its campus borders.

Through its community-based learning initiative, AUC blends service activities with academic courses, making community service an integral part of the students learning experience. AUC’s growing number of community-based learning courses enables faculty members to integrate community service into their curriculum, demonstrating that the lessons learned in the classroom add real value to the community. Through these courses, students help educate local high-school students about public and personal health issues and work to provide counseling to families as occurs with children treated at the National Cancer Institute in Cairo.

The university's Community Service Program connects service-based student clubs with NGOs and other agencies to provide a far-reaching and long-term range of services and activities that target the needy. From fund raising to building a library in an underprivileged village to hosting
an on-campus party for orphans, AUC students are actively engaged in establishing community service clubs that work with the elderly, cancer patients, orphans and the poor.

**The New Cairo Campus**

In September 2008, AUC moved to a new campus in the suburbs of New Cairo, a development comprising 46,000 acres of land and with a projected population of 2.5 million people. AUC New Cairo project was realized by the collaborative work of a team of international architectural firms and consultants over a period of five years at a total cost of $400 million. It provides the AUC community with a common, integrated space.

The official inauguration of AUC’s New Cairo Campus took place in the presence of Egypt's First Lady and AUC alumnus Suzanne Mubarak. President Obama sent AUC a message of congratulations on the day of the university's official inauguration. As part of its inauguration, AUC hosted a series of lectures and panels featuring experts in education, politics, science, literature, economics and architecture.

The university's 260 acre New Cairo Campus represents a major investment in the future of the city, the country, and the region. It was designed to be a state-of-the-art facility for advanced research, innovative teaching and civic engagement. The New Campus weaves Egyptian urban and architectural traditions into a modern campus that places a distinct emphasis on environmental sustainability and is accessible to persons with disabilities.

The campus offers state-of-the-art resources to students and faculty from Egypt and around the world. It offers modern classrooms, laboratories, lecture halls and other essential facilities to support current and future teaching methods, curricula and educational technologies. The campus also includes the AUC Park, which is the first public park in the suburb of New Cairo, and the region’s largest English-language library.

**The Downtown Campus**

Following the university's move to its state-of-the-art campus in New Cairo, AUC's main historic building as well as Hill House and the Falaki Academic Center continue to serve as the landmarks of AUC Downtown. In cooperation with the Egyptian Ministry of Culture and the Supreme Council of Antiquities, AUC contracted local resident architect Agnieszka Dobrowolska to undertake the re-planning of the ground floor of the historic main building.

The historic AUC Downtown campus - in the heart of downtown Cairo - is home to the university's School of Continuing Education, Management Center, Engineering Services, the Center for Arabic Studies Abroad (CASA), and the Center for Migration and Refugee Studies as well as the AUC Press, the AUC Press bookstore, Margo Veillon Gallery for Contemporary Egyptian Art, Ewart Memorial Hall and Oriental Hall.

**Key AUC Features**

These include, but are not limited, to the following:
The AUC Library on the New Campus hosts the largest English-language research collection in Egypt. Designed with open stacks and a fully automated catalog system, it features more than 400,000 volumes, including thousands of e-books, more than 1,700 current periodical subscriptions and about 110 databases providing access to an additional 45,000 periodicals.

AUC’s Rare Books and Special Collections Library is a research-level facility consisting of more than 35,000 books, as well as world-class holdings of vintage photographs, maps and archival collections in many subject areas. Of particular interest are holdings related to Egyptology, art and architecture, contemporary regional architecture, photography, politics and culture.

AUC has two Book Stores which are owned and operated by the AUC Press; one is located at the Downtown Campus and the other is on the New Cairo Campus. The stores sell all textbooks used for AUC classes as well as an extensive selection of AUC Press titles and a large selection of imported general interest titles. They are accessible to the public.

AUC’s sports facilities in the New Cairo campus are extensive, and cater to a wide cross-section of activities and programs. They include indoor and outdoor areas. The indoor areas are designated for weight training and aerobics, martial arts, table tennis and squash as well as a large gymnasium for basketball, volleyball, handball and a secondary teaching gymnasium. The Outdoor areas include a 400-m track, a 50-m pool, six tennis courts, two outdoor basketball-football courts, two volleyball courts, a handball court and two grass fields for use by the AUC team sports. All the outdoor areas are lighted for evening play.

AUC’s on campus student housing is designed to be a seamless extension of the overall university experience. The residences are entirely air-conditioned and offer many facilities, including a computer lab, cafeteria, study room, wireless high speed internet access, TV with satellite channels and exercise equipment. Each room has a high-speed internet connection and phones. Free housekeeping services and laundry are available. There is also 24-hour security and a part-time clinic staffed by a physician.

The AUC Conference and Visitor Center provides state-of-the-art media resources and a variety of meeting spaces that are ideal for academic conferences, executive classes, dinner seminars and public lectures. The space includes Bassily Auditorium (with 1255 seats), Moataz Al Alfi Hall (with 200 seats), Marry Cross Lecture Hall (with 150 seats), Shafik Gabr Lecture Hall (with 150 seats) and four additional meeting rooms (seating from 50 to 100). There is also outdoor space that can accommodate large-scale events - Bartlett Plaza, Paul and Charlotte Corddry Park, the amphitheater, Ludwig Family Square and the main University Gardens.

AUC’s food services are operated by Egyptian corporations and offer a variety of Egyptian, American, Italian and Asian menus through their various on-campus outlets. Some outlets are open 24/7 to cater to students residing on campus.

AUC’s travel office, located in the Campus Center on the New Cairo Campus, provides international and national airline, hotel and car booking services to the university community. A major Egyptian bank provides banking services at a branch located in the Administration Building on the main campus. To provide health care services to the community, the AUC clinic is located in the Campus Center on the New Cairo Campus. Highly qualified physicians and nurses are available to offer all types of medical services.
Preparation of the Self Study Reports

The various accreditation efforts have received the strongest support possible from the President of the University, the Provost, the Faculty and Staff as well as the Board of Trustees. The culture of continuous improvement and self-assessment permeates every office, center, and function, not just our academic departments. We look forward to working with the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) in the current review.

AUC is among the first higher education institutions in Egypt to seek accreditation by NAQAAE. AUC applied for three levels of accreditations: The University level; the School level (School of Sciences and Engineering), and the program level (Management Program). Upon a meeting with AUC President Arnold and Provost Anderson, a Steering Committee was formed and chaired by Vice Provost Ali Hadi to prepare three reports to be presented to NAQAAE.

The Steering Committee formed three groups. Each group was responsible for one report. Group A, chaired by Dr. Mohamed Nagib Abou-Zeid, prepared the self-study report on the university as a whole. Group B, chaired by Dr. Ezzat Fahmy was responsible for the report on the School of Sciences and Engineering. Group C, chaired by Dr. Stephen Everhart prepared the report for the Management Department. The committee convened on weekly and bi-weekly bases to communicate and discuss the various aspects and progress reports presented by the different groups. Each of the three groups formed subcommittees involving a large number of faculty, staff and students. The subcommittees in turn met several times to coordinate the work and to ensure the accuracy and coherence of information. A full list of the team of the self-study is included in the supporting document section.

The first draft of this self-study report was prepared and communicated to the University administration and later to the entire university community. AUC was keen to get a wide spectrum of constituencies involved in the process of preparing the self-study and established a website to communicate and inform the AUC community and the public about the progress for each of the three groups. The hope was that increased community involvement would ensure transparency, accuracy, and objectivity throughout the entire process.

A complete set of supporting documents are available for inspection by NAQAAE’s Accreditation Team upon the request.
Section I
Mission, Autonomy, Strategic Planning, Governance and Innovation

I.1 University’s Mission
Upon its historic move to New Cairo in Fall 2008 and emergence as a two-campus university, AUC revised its mission statement to reflect its continually expanding role as a regional center of research, technology development, policy analysis and innovation.

The new mission statement was developed in a careful, participatory approach involving various AUC’s stakeholders and took a full year until it was adopted in 2009 by all of its formal governance structures. The mission statement of the University now reads:

· American University in Cairo (AUC) is a premier English-language institution of higher learning. The university is committed to teaching and research of the highest caliber, and offers exceptional liberal arts and professional education in a cross-cultural environment. AUC builds a culture of leadership, lifelong learning, continuing education and service among its graduates, and is dedicated to making significant contributions to Egypt and the international community in diverse fields. Chartered and accredited in the United States and Egypt, it is an independent, not-for-profit, equal-opportunity institution. AUC upholds the principles of academic freedom and is dedicated to excellence.

The mission statement guides all units of the university in the development of their strategic planning, goals, vision, objectives, governance, and innovation. For example, AUC has recently developed a strategic plan for the next three academic years, which specifies the following strategic goals in line with the mission statement:

1. **Educational Excellence**
AUC will promote excellence in learning and achievement of outcomes in and beyond the classroom; develop outstanding academic programs that meet national, regional, and international needs; foster students’ intellectual, cultural, and personal development to prepare students for lifelong learning; support and sustain outstanding teaching, and advance academic integrity throughout the university.

2. **Research Impact**
AUC will attract and retain nationally, regionally and globally-recognized faculty; provide the infrastructure to support world class discipline-based research, scholarship and creativity; advance research and innovation to address the challenges of the global society; and promote multidisciplinary collaboration.

3. **Global Experience**
The university will broaden the scope and enrich the quality of international education at AUC; develop out-standing academic, co-curricular, and extra-curricular programs that promote an understanding international interdependence, cultural diversity, and consideration for values and traditions different from a student’s own; strengthen efforts to attract more international faculty and students to AUC; expand study-abroad opportunities for AUC students; and increase the international reach of AUC’s research and publishing programs.
4. **Community Service**

The university has long served as a leader in service to Egypt and the region. AUC will continue to support and expand this role by strengthening and expanding its continuing and professional education programs, by increasing financial aid to students, by building research and service linkages with the broader community, and by graduating students who value service to their communities and to larger causes at the national and international level.

5. **Institutional Quality**

AUC will more closely integrate planning, assessment, and resource allocation; promote continuous quality improvement through our assessment efforts; and increase communication and transparency throughout the university. The university will develop and implement strategic plans for critical areas across campus to ensure that we have the human, financial, and technological resources we need to achieve our goals and will develop and implement structures to promote and reward professional excellence.

An important aspect of AUC’s mission statements over the years is the continual re-affirmation of its commitment to liberal education. The university is committed to teaching and research of the highest caliber, and offers exceptional liberal arts and professional education in a cross-cultural environment. Basing its educational philosophy, standards, and practices on the American liberal arts model of higher education enables AUC to participate in the advancement of knowledge through research, and to serve Egypt, the region, and beyond.

The university believes in and encourages freedom of thought and expression, and seeks to foster tolerance and respect for diversity and dialogue. AUC builds a culture of leadership, lifelong learning, continuing education and service among its graduates who will be individuals committed to creative and critical thinking, life-long learning, personal integrity, civic responsibility, and leadership. Since its founding in 1919, AUC has grown in complexity and size, but it remains firmly committed to the values and guiding principles that made it a university that stands for quality in all its endeavors. AUC responds to the needs of its served communities for new academic programs and activities, and its priorities reflect the political, economic, environmental, demographic and infrastructural realities of our region. AUC is moving with the times, without compromising the core values and activities that have given rise to its reputation and affection in the hearts and minds of Egyptians and a multitude of international students and graduates.

AUC is dedicated to making significant contributions to Egypt and the international community in diverse fields. AUC upholds the principles of academic freedom and is dedicated to excellence. Having a tripartite target to create, preserve, and disseminate knowledge, AUC aims to carry out each part of its target at the highest level of excellence. It seeks to attract a diverse group of exceptionally talented men and women from across the nation and around the world and to educate them for leadership in scholarship, the professions, and society. It does so through mental discipline and social experience in order to develop their intellectual, moral, civic, and creative capacities to the fullest. The aim of this education is to cultivate citizens with a rich awareness of our heritage who will lead and serve in every sphere of human activity. In this spirit, the new campus encourages connections and a sense of shared space and aims to maximize student interaction from differing courses of study as well as faculty, staff and
community communication. The design and construction of the new campus makes it a –City of Learning‖ that provides student experience and first-rate resources for interactive learning and research.

**Professional Skills:** AUC graduates will synthesize discipline-based knowledge with a broad-based liberal arts education. They will be proficient in the tools of their discipline as well as the tools of research and learning; make decisions that reflect the highest standards of ethical conduct and professional behavior; and understand the importance of life-long learning.

**Advanced Communication Skills:** AUC graduates will be fluent in English and will be able to write and speak effectively in a variety of settings. AUC graduates will be able to communicate in Arabic, establish rapport in groups, be adaptable to new circumstances, work both independently and in collaboration with others, and function effectively as leaders.

**Critical Thinking:** AUC graduates will be independent learners, adept at using current technologies to access information and applying strong quantitative, analytical, and critical thinking skills to analyze and synthesize complex information to solve problems.

**Cultural Competence:** AUC graduates will have an understanding and appreciation of Egyptian and Arab culture and heritage as well as an understanding of international interdependence, cultural diversity, and consideration for values and traditions that may differ from their own. In addition, AUC graduates will have an aesthetic awareness of the various modes of human artistic expression and will be able to collaborate effectively in a multicultural context.

**Effective Citizenship:** AUC graduates will value service to their local community and to broader causes at the national and international level.

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.

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, and informs a 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. 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.

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, 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, goals and objectives.

With its commitment to the historic Downtown 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.

Summary and Impact:

Over the years, AUC’s mission has been modified as the institution evolved. Upon assessment, AUC has recently revised its mission to better describe its role, activities and reflect its integration into the community in light of its move to the New Cairo Campus. The mission was prepared following a highly participatory approach. The new mission statement was communicated to the entire AUC community. All departments and units are required to ensure that their individual mission statements will serve and contribute to AUC’s mission.
I.2 Autonomy of the Institution

As an independent, nonprofit, apolitical, non-sectarian and equal-opportunity accredited institution, fully accredited in Egypt and the United States, AUC’s academic program is rooted in liberal education. The university’s rigorous Core Curriculum offers an intensive investigation of fundamental questions in every major discipline. It also serves as a crossroads for the world’s cultures: a vital, vibrant forum for reasoned argument, spirited debate and understanding across cultures. AUC’s mission, strategic vision, goals and objectives are widely known throughout the university and are 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.

While AUC is perceived as operating autonomously, the institution relies on a strong spirit of cooperation with Egyptian, regional, and international institutions. AUC seeks various forms of cooperation with diverse entities to serve and foster its mission and render service to the community.

Accreditation is a mark of excellence indicating endorsement by peer reviewers. Accreditation is of utmost importance to universities, especially in a global context where prospective students, faculty and employers view it as a first measure of academic excellence and institutional quality. AUC was granted Middle States accreditation in 1982. 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. AUC's most recent reaccreditation was granted by the Commission of MSCHE on June 26, 2008. The accreditation status was reaffirmed subsequent to AUC's institutional self-study; a visit by a team of peers from Middle States and consideration by the board of MSCHE (Middle States Association of Colleges and Schools in the United States).

Summary and Impact:

AUC operates as an autonomous institution that exercises academic freedom while respecting and adhering to the general policies of Egyptian Higher Education. To better fulfill its mission and the community, AUC promotes meaningful cooperation with academic institutions, research centers, industry, and civil society while abiding by Egyptian Law and governing practices.
I.3 Strategic Planning

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

AUC’s strategic planning process emerges from the university's vision and mission and embraces the essence of its core principles and core values. These core values and core principles are periodically revisited through an integrated cycle of planning, budgeting, activity implementation, and outcomes assessments of the academic and administrative activities. These outcome objectives are linked to a comprehensive strategic planning strategy that reflects the university's aspirations to improve academic learning outcomes, administrative effectiveness, and administrative efficiency. This planning protocol supports a cycle of integrating academic and administrative assessments with campus-wide budgeting, and institutional strategic planning.

Beginning in 2007, the AUC planning committee developed and envisioned a structure of budget processes shaped by interdependencies between key elements of the planning processes. The Executive Committee for Long Range Planning, Assessment and the Re-accreditation Self-Study provides leadership in concert with a seven-member group co-chaired by the Provost and the VP for Planning & Administration. The LRP Committee is charged with coordinating policy level initiatives with unit level activities that reflect a wide range of perspectives starting at the unit level and migrating up to senior administrative initiatives. These planning tasks and activities are linked to the LPR Committee and the academic administrative units from across the university. They provide necessary linkages to achieve a vertical integration of unit level plans, findings from assessments, and to connect fiscal needs and commitments to the six broader university goals and objectives.

When this aspect of the planning process is observed from the point of view of connected sub-units, this perspective shows how interdependencies reinforce the work within and between each unit. The results of the sub-unit connections operate to assist each respective unit manager to implement findings from outcomes assessments and, therefore, adjust their activities and proposed changes in a unit’s objectives and resources. When these processes are calculated across all university units, the planning process strategically connects each level in a vertical planning process to the highest levels of academic and administrative goals and objectives. Recently the AUC Board, President, and senior leaders realigned the university's strategic vision, resulting in a revised mission statement approved by the Board of Trustees in May 2009 in conjunction with a refinement of the strategic goals that serve to guide the overall strategic planning process.

For the current planning cycle, the three-year plan for 2011-2013 is aligned with an accompanying budget plan in coordination with the university mission and strategic goals.
AUC’s long range plan for 2007-2012, along with the recent associated plans for academic and administrative service units (2011-2013), overlap and converge to connect these two phases into the current integrated planning cycle. The current planning and budgeting process aims to set the overall course and determine specific priorities for the immediate –post-move-1 phase of AUC’s development. The current plan will follow the general parameters of the Long Range Plan produced by the university in 2006-07, updated to take into account interim progress, changed circumstances, and new opportunities. These relationships are illustrated in Figures 1 and 2. These planning processes connect the university’s future plans with immediate and mid-term consequences in rapidly changing events like the recent global economic downturn and its anticipated consequences for AUC’s enrollment and endowment projections. The planning process, for example, strives to anticipate contingencies such as these events into the AUC planning process in order to protect and sustain AUC’s fiscal resources and human capital.

The AUC planning process follows a logical model that enables university personnel to participate in assessment, planning, budget allocation, and an implementation process during the same period of the academic calendar year following sequential steps in a logical fashion.

The process begins with the unit director/manager discussing unit priorities and objectives with staff/faculty and includes the following steps:

![Diagram of AUC Administrative Structure](image)

Figure 1-Strategic Planning Structure 2007-2012
Step One: Identify top planning priorities that logically link to one or more of the University's strategic goals and objectives.

- Discuss and review the key performance indicators (KPI's) that provide measures of success
- Review and assess the achievement of the unit’s implementation of the current plan

Step Two: Brainstorm proposals for new initiatives, ways to strengthen current programs or offerings, and areas for reductions or elimination.

Step Three: Unit director/manager uses the approved current budget as a baseline and then adds Egyptian Pound inflation rate and US dollar inflation rate to develop a budget for the coming fiscal year.

- The 2010/2011 budget should be submitted through the SAP budget preparation module
- 2012 and 2013 plans will not be entered into SAP (but should be tentatively planned)
- No new programs or initiatives and no new capital, personnel, or operating expenses should be entered into SAP
- The currency used should be the one anticipated for the expenditure (Egyptian Pounds or US Dollars)
- Units may reallocate funds within existing operating budget for new initiatives
**Step Four:** Complete a planning matrix for new programs, initiatives, and expenses.

- New initiatives or additions to a unit's budget will be approved only through the planning matrix process
- Every new item in the planning matrix for the coming years budget must include a detailed breakdown including SAP codes
- Units must have an assessment plan on file with IR before proposing new initiatives
- A three year time frame is needed to project the long-term scope of new initiatives
- Units should group new initiatives by the department objective and university level strategic goal(s) related to the objective’s outcome
- Proposed new academic programs should develop the planning matrix without including costs. The Academic administrators will decide if a full feasibility study is warranted

**Step Five:** Complete appropriate supporting forms.

- Job analysis form is required by the Office of Human Resources for newly requested positions
- Reclassification of position form is required by the Office of Human Resources for requests to reclassify a position
- Those eligible for scholarships must submit a form for each recipient; these should not appear on the planning matrix
- Every new item in the planning matrix for next year's budget must include a detailed breakdown including SAP codes. The current amounts will later be added to the budget if the initiative is approved
- Replacement of equipment does not need to go on the planning matrix as it is handled by inventory control. In order to use the old equipment for a different purpose, the new equipment should be noted on a planning matrix.

**Step Six:** Submit operational budgets and planning matrices to dean/area head for approval

- The annual deadline for budget submission is November 15th
- All documents should be submitted electronically to one’s Dean, Associate Vice President, or Executive Director
- Budget Review begins December 15th
- Budget approvals/modifications continue through January
- The Board of Trustees approves budgets in February
- Administrative deliberations to announce unit/departmental allocations take place in April/May

**Step Seven:** Approval Process and Planning Summary

- A final budget and long range plan will be approved by the Board of Trustees‘ meeting in May. Focus groups will be formed to evaluate how to improve the planning process. A planning forum will be held to share long range plans with the AUC community. The Board of Trustees has established three planning committees to examine:
  - AUC's strategic position in the region
The Long Range Plan for the years 2007 through 2012 was the result of more than a year’s work which has engaged all academic and administrative units of AUC. An integrated approach to planning was attempted at AUC that springs from its mission and integrates vision, strategic themes, continuous assessment, and accreditation considerations. At the time, it provides a long-range alignment with its revised budget cycles while AUC forward during a transition to a new multi-campus environment.

It is a testament to the engagement and vibrancy of the AUC community that over 100 units submitted more than 400 proposed initiatives, all of which were given consideration and all of which were anchored in self-assessment and grounded in a firm commitment to AUC’s mission and core values. Equally important to the integrity of the process, initiatives were evaluated from the perspective of fiscal responsibility and long-term sustainability. Proposals were debated in several planning committees as well as in the University Senate, and were given final recommendation after careful consideration on the basis of academic merit: resource implications in terms of faculty; staff or infrastructure, and the envisioned contribution to Egypt and to the region at large. Similarly, all initiatives presented for improvements to administrative processes and operations were given due consideration and evaluated in terms of enhanced contribution to institutional effectiveness at the University, particularly in light of the transition to new and refurbished facilities. Hence, we can state with confidence that AUC presents an integrated proposal reflecting the work of “One Community for One Plan.”

The university is undergoing a significant transformation full of opportunities and challenges. The move to the new campus, regional and global realities, new demands from all stakeholders, and even heightened standards expected by accreditation agencies have compelled AUC to rethink its initiatives and consider new programs and ideas. AUC must change the way in which it provides services to and involves stakeholders, whether students, parents, prospective employers, faculty, administrators or staff. It must do so in order to become more efficient, provide ease of operation, and to be cost effective. AUC will continue to deepen its involvement in the community by enhancing linkages to business, government, and by providing outreach to its local and regional communities.

Activities proposed for the five-year period cluster around the following: Enrollment Management, Tuition Adjustment, Faculty Allocation, Space Management and Infrastructure Development, Academic Activities, Activities in Support of the Academic Mission, Student Experience, Institutional Effectiveness and Institutional Development.

By design, AUC’s Long Range Plan will remain –a work in progress‖ through a series of rolling five-year plans that will enable it to chart a course forward that is cognizant of changing
circumstances and new opportunities. It will be a plan that informs its decisions in a very strategic sense and one that will allow it to build upon strong foundations.

Over the next ten years, AUC will start to become both a leader in offering high-quality professional and graduate degree programs and a major source of research, technology development, policy analysis and innovation for Egypt and the Arab World. As it contemplates this evolutionary change, it will be important to maintain a consistent focus on the quality and importance of its undergraduate programs without constraining educational activities. If it can maintain this balance – continuing to do well those things for which it is best known while adding high-quality graduate programs and research capabilities in selected fields – AUC can move ever closer to realizing its dream of becoming a world class university.

Feedback is important to reinforce engagement, to clarify where each unit ‘fits‘ within the larger institutional picture and also to manage expectations; the latter being an especially important element of an effective and sustainable planning process within academia. Prudent management of limited resources, based upon established priorities, is a fundamental and shared responsibility at all levels of decision-making.

**Summary and Impact:**

The concept of long-range planning is well established at AUC for all academic and non-academic units. The institution has reviewed its budget and planning process over the past year in order to make the process more efficient and to better tie planning to resources in a prioritized manner. The current practice allows for a high level of participation in the planning process throughout the various levels of departments and units at AUC.
I.4 Governance

AUC has a well-defined structure for governance. The principal constituencies of the university community are the Board of Trustees, the administration, the faculty, the university support staff, and the student body. Other entities that contribute to the governance of the University through healthy communication are the Parents’ Association as well as the Alumni Association. Roles and responsibilities are defined for each of the constituencies. One of the characteristics of AUC is that a sound search process, including interviews and interactions with candidates, takes place for almost all positions of administration, faculty and staff.

The constitutional documents of AUC establish the Board of Trustees as the institution’s governing body. The Board is vested with all the powers possessed by the university itself in so far as this is consistent with the laws of the State of Delaware, the Certificate of Incorporation, and 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. It is worth noting that the Board of Trustees, similar to other AUC constituencies, has conducted a self-assessment to improve its performance. The By-Laws provide clear and effective Board member and Board officer succession and selection policies. Each officer is elected at an annual meeting of the Board to serve a three-year term and holds office until the election and qualification of his/her successor. 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.

Based on the suggestion of the most recent visit of the accreditation team of the Middle States Association of Schools and Colleges, the university’s board resolved to undertake an assessment of its own structure and function. The report was completed by William A. Weary of Fieldstone Consulting, Washington, DC, on 17 January 2009. The study examined the board’s bylaws, surveyed the Trustees, looked at the relations between the Board and senior AUC administration, and studied the Board function through board meeting minutes and committee reports. The self-study concluded that for the most part, (albeit with minor concerns), board members are satisfied with the work they have undertaken and there is an excellent relationship between the board and university administration.

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.

In 2008, Dr. Lisa Anderson became the new Provost at AUC. The Provost Search process was - in the view of the institution — an effective process and the transition was a smooth one. The position was announced in reputable journals. A search committee was formed comprising representatives from all schools, one member and the Secretary of the Board of Trustees as well as the then-outgoing Faculty Senate Chair. The committee was assisted by a professional consulting search firm as more than 30 applications were received that were later reduced to a short list of about 12 applicants. The applicants were interviewed either in the New York Office
or in the Cairo Office. The top candidates were invited to visit Campus and had open discussions with faculty and feedback was received. The selected New Provost received a high level of acceptance from the community and was already an AUC Trustee. The new Provost paid several visits to Campus before formally being on duty in fall 2008. To further ensure a smooth transition, the outgoing Provost was invited to visit AUC in a consulting capacity to make sure that relevant and pending issues were covered.

Established in 1993, the University 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. The Senate comprises about fifty-five elected senators, including three 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 to facilitate their various responsibilities.

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. 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 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.

The university mandates that self-assessments be conducted at various levels of the institution. Self-assessments by the Board of Trustees also take place, as well as 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 an 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.

Through the various assessment and accreditation visits conducted in the recent past for the University as well as several program accreditations, 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 adoption of the one-stop-shop approach to promote the efficient provision of services to registered and prospective students.

**Summary and Impact**

Over the past decades, AUC has been steadily working to enhance its governance through ensuring effective and adequate involvement of its constituencies in the decision-making process. As a result of these policies, faculty, staff, and students have well-defined channels to express their views and take part in key and relevant decisions. AUC has a vibrant and active Board of Trustees, President’s Cabinet, Provost Council, Faculty Senate, Staff Syndicate, Parents Association and Student Union.
I.5 Innovation

AUC embodies the concept of innovation. Founded in 1919, AUC was one of the first innovative experiments in the 20th century to export American education to an international setting. By introducing a forward thinking and critically focused liberal arts curriculum, AUC provided Egypt and the region with innovative approaches to cultivating thousands of talented scientists, historians, Egyptologists, and engineers who continue to be innovative leaders in their respective fields.

The knowledge created by the enterprise of academic science is by no means the only contribution of AUC. Many successful companies deliver products or services based on technology or marketing channels that did not exist a decade or two ago. In such a world, knowledge of a given body of information is not enough to survive, much less thrive; students who aspire to leadership in business or government must have the ability to think critically and creatively, and to draw upon and adapt ideas to an ever changing environment.

Unlike some academic institutions which require students to specialize early, AUC is committed to the "liberal education" of undergraduates. Liberal education exposes students to a variety of subjects and perspectives, giving them intellectual breadth as well as the depth that comes from concentration in a single discipline. Its object is not to overemphasize particular content, but to develop certain qualities of mind: the ability to sift through information to extract what is useful, to ask questions, and to think critically and independently.

The process of education has changed over the years. Even as recently as the 1990s, students copiously took notes on their professors' lectures, memorized them, and then "recited" them back to the professor when called upon in class. Today, students cannot rely on a good memory to succeed in college. Although lectures are still used in many courses, students are not encouraged to recite back what they hear in class or read in a textbook. Instead, students are encouraged to think for themselves and to offer their own opinions and interpretations in classes, writing assignments, and examinations.

The participatory seminar is now a fundamental part of most undergraduate and graduate programs at AUC. The purpose of small seminars is to challenge students to articulate their views and defend them against classmates and the professor, who may disagree. The format forces them to reason through issues and to think for themselves, not just repeat what a professor has told them or what they have read. Often, these seminars are accompanied by in-depth research and writing assignments, where students are required to engage in independent study and write a paper articulating and defending their conclusions.

A distinctive emphasis on critical thinking produces graduates who are intellectually flexible and open to new ideas; graduates equipped with curiosity and the capacity to adapt to ever-changing work environments; graduates who can convert recently discovered knowledge into innovative new products and services. By producing smart, engaged graduates capable of innovation, liberal education prepares students for the future challenges that we all must address if we wish to continue to grow and prosper.

Innovation at AUC is not limited to faculty and graduate students. In fact, undergraduates demonstrate various forms of innovation in student conferences, student clubs and student
interaction with the community and through regional and international fora and activities. AUC students have received a number of regional and international prizes for innovation in a spectrum of fields.

**Macro Level Innovation:**

AUC’s new campus accommodates a broad, innovative approach to student residential life with academic engagement, athletic facilities and technologically advanced classrooms with academic content delivered by the latest educational technology. AUC strives to sustain and evolve previous innovative changes stemming from the macro level such as building a new campus in an area of Cairo that was once seen as only desert, but is now a vital part of a rapidly expanding -New Cairo.‖ Other innovative research centers serve diverse interest and needs at AUC. These include:

**Center for Migration and Refugee Studies:**

The Center for Migration and Refugee Studies (CMRS) was established in 2000 as the Forced Migration and Refugee Studies program (FMRS) and was expanded in 2008 into a Regional Center encompassing all forms of international mobility, whether voluntary or forced, economic or political, individual or collective, temporary or permanent. CMRS activities include graduate education, research and outreach activities. CMRS offers a Master of Arts in migration and refugee studies, a graduate diploma in forced migration and refugee studies, and a new graduate diploma in Applied Psychosocial Interventions for forced migrants and refugees. The CMRS research program includes a systematic and comparative inventory of the situation regarding migration and refugee movements across the Middle East and North Africa (MENA) as well as in-depth studies of emerging issues in the region. CMRS outreach includes disseminating knowledge on migration and refugee issues beyond the university’s gates as well as providing a range of educational services to refugee communities in Cairo.

**Cynthia Nelson Institute for Gender and Women's Studies:**

The Institute for Gender and Women's Studies is a multipurpose and interdisciplinary research center that serves scholars interested in gender and women's studies in the Middle East/North Africa, South Asia and Africa. It offers Master of Arts in Gender and Women Studies since 2006.

**Desert Development Center:**

The Desert Development Center conducts research on ecologically sound and sustainable land development, trains desert settlers and investors and serves desert communities by interacting with the people, offering extension services, disseminating valuable results, and providing new crop varieties and techniques.

**Economic and Business History Research Center (EBHRC):**

The Economic and Business History Research Center (EBHRC) was established in early 2004 with the goal of creating a repository of primary recordings of firsthand accounts of Egypt's contemporary history with special emphasis on economic and business history. In a country rich
with events and history and comparably poor in transparency and accessibility of records, the center perceived its task as capturing the untold history, the stories and narratives locked up in the memories of people.

**El Khazindar Business Research and Case Center:**

The mission of El-Khazindar Business Research and Case Center (KCC) is “Bridging the gap between theory and practice.” Founded in 2009 by Hisham El-Khazindar, AUC Alumnus, the KCC primarily develops and publishes case studies on companies operating in the Middle East and North Africa but has hosted case writing conferences as well. These conferences provide a venue to present business cases and discuss current management issues among business executives, students, and academics across the region. The KCC offers seminars to train faculty in case development and usage in the classroom, plus workshops to train students in case analysis and networking opportunities with leading practitioners. The KCC also publishes a case journal in management.

**John D. Gerhart Center for Philanthropy and Civic Engagement:**

Established in honor of AUC's former president, the John D. Gerhart Center for Philanthropy and Civic Engagement consolidates university activities aimed at encouraging engaged citizenship and service and promotes philanthropic giving in the Arab region. Combining learning, research, service and advocacy, the center works to expand the boundaries of philanthropy, moving it beyond charity toward social justice and development.

**Prince Alwaleed Bin Talal Alsaud Center for American Studies and Research:**

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

**Yousef Jameel Science & Technology Research Center:**

The Science and Technology Research Center supports a variety of nanoscience and technology-oriented projects. Research activities are centered around generic imaging, analysis and fabrication equipment and focus on nanomaterials characterization, and the design and fabrication of micro-opto-electromechanical systems.

**Social Research Center:**

The Social Research Center conducts and encourages multidisciplinary social science research in Egypt and the Arab region, trains researchers, and assists graduate students, scholars and organizations engaged in social science research in the region.
The Citadel Capital Financial Services Center (CCFSC):

Established in 2006, the CCFSC is the first of its kind in the Middle East to offer students, researchers and professionals a state-of-the-art instructional facility that integrates hands-on financial services practice with classroom financial concepts such as securities trading, risk management and asset allocation. The center provides students, researchers and professionals access to real-time financial data, professional research tools and leading analytic software replicating a real-life trading room environment.

The Goldman Sachs Women's Entrepreneurship and Leadership Center (WEL):

Established in 2008, the Goldman Sachs Women’s Entrepreneurship and Leadership Center at AUC has partnered with the Wharton School of the University of Pennsylvania in the design and delivery of The 10,000 Women Entrepreneurship and Leadership Certificate Programs for Egypt and the Arab world. Hosted by the School of Business, the Goldman Sachs WEL Center is focused on enhancing the growth and development of women entrepreneurs in the Middle East through a unique blend of certificate programs, research programs, mentoring and networking. The certificate programs bring together world renowned university faculty, multinational corporations, nonprofit institutions, and community and business leaders. These programs have been developed as part of the Goldman Sachs 10,000 Women Initiative, a global $100,000,000 capacity building and educational endeavor that brings top business schools together to provide business and management skills to women entrepreneurs in developing countries.

The International Executive Education Institute (IEEI):

The IEEI was established in 2008 to be a leading regional platform for executive development and networking. It partners with the world’s top business schools and academic leaders to provide a unique learning experience at AUC through cutting-edge knowledge and valuable networking among business leaders in the region. Just in the last year, IEEI’s programs included among their partners The Wharton School, the Kellogg School of Management, the National University of Singapore, the Rotterdam School of Management – Erasmus University, the Darden School of Business – University of Virginia, and the Marshall School of Business – University of Southern California.

New Campus & New Culture:

More than a shift in location, the New Cairo Campus has resulted in a shift in mindset — a student-centered approach that allows the university to enhance every aspect of the educational experience. “This is a transformational leap forward,” said President David D. Arnold of AUC’s move. “Few universities ever have the opportunity to reinvent themselves completely.” Adopting a stronger student-centered and service-oriented culture, the university is employing a number of initiatives to streamline procedures, adopt state-of-the-art technology and implement a campus design that encourages interaction. These changes mean that AUC students can devote more time to learning and exploring.

The Student Service Center, for example, facilitates enrollment procedures by minimizing bureaucracy and enhancing student services. In the past, students had to crisscross campus to complete enrollment and registration procedures. Today, the one-stop-shop approach allows students to save time and accomplish the same tasks in fewer steps. Advanced technology is also
playing a role in this transformation. New smart ID cards, containing encoded electronic chips, can be used for everything from borrowing books at the library to parking passes, accessing student housing and accessing certain secured buildings. In addition to upgrading technological capabilities, the layout of the campus helps the university run smoother, providing a better experience for students overall. Rather than being spread around downtown, the campus is condensed into strategically placed clusters, all within a short walk of each other. The social design of the spaces creates architectural unity and a sense of community, and the wide, shaded colonnade in front of classrooms shared by the three academic schools stimulates interdisciplinary interaction. Although the core values that shape an AUC educational experience remain unchanged, the university's renewed focus on a service culture will ensure that it delivers world-class results across all areas of its operation.

Integrating Research
Embodying AUC's educational and research mission, the New Cairo Campus is designed to serve as a catalyst for scholarly research, fostering an environment of innovation, interdisciplinary study and open dialogue.

Having once been spread across multiple buildings and campuses, today, many of AUC's research centers are consolidated inside the Research Centers Building, a three-story complex that offers conference rooms; research and training facilities; and offices where visiting scholars may conduct their projects and collaborative initiatives. The building houses many of AUC's prominent research centers, which formed a consortium in 2007 to facilitate the integration of academic and research efforts.

Richard Tutwiler, director of the Desert Development Center, noted that the New Cairo Campus facilitates communication and interaction amongst the consortium. "The physical focus allows better sharing of research experiences," he said. "Many of the centers are co-curricular, so students use the facilities to conduct their research projects and master's theses. Having most of the centers in one contiguous campus provides better accessibility and communication across the whole university."

In addition to promoting interaction among the university's research centers, AUC actively participates in collaborative research through partnerships with a number of top-ranking educational institutions around the world, including Harvard and Cornell Universities, MIT, Oxford University and the University of Cambridge. AUC also signed a research agreement with the King Abdullah University of Science and Technology (KAUST), a world-class graduate-level research university in Saudi Arabia. Through this partnership, AUC will benefit from KAUST's research funding programs, scholarships for students and the establishment of new research facilities. The School of Sciences and Engineering has a great potential for cooperation because of their common research agenda and emphasis on excellence in research.

Continuing the tradition of supporting innovative activities that distinguish and make AUC unique, a number of scholars joined AUC as "Distinguished Visiting Professors at AUC." Among these innovative leaders in their respective fields are:
Karen Armstrong, world-renowned author of more than a dozen books, came to AUC in 2005, delivering several lectures and speaking to undergraduate classes on religious studies. The distinguished visiting professor stressed religious tolerance and discussed topics such as Christian fundamentalism and Islam in the West to overflowing crowds in Ewart Memorial Hall.

Mark Danner, a longtime staff writer at The New Yorker and regular contributor to The New York Review of Books, has covered foreign affairs and international conflict in Latin America, Haiti, the Balkans and the Middle East for the past two decades, and more recently Iraq. Danner came to AUC as a distinguished visiting professor, where he delivered a lecture on U.S. policy in the Middle East.

Timothy Garton Ash, honorary chair of the European Studies Centre at St. Antony’s College at Oxford, was a distinguished visiting professor in spring 2007. Garton Ash, also a senior fellow at the Hoover Institution at Stanford University, delivered a public lecture and met with students. The Guardian columnist and regular contributor to The New York Review of Books were featured in Time magazine’s list of the 100 top global public intellectuals in 2005.

Fawaz Gerges, visiting professor of political science, is a Carnegie scholar conducting research for a book on the making of the Arab world. He holds the Christian A. Johnson Chair in International Affairs and Middle Eastern Studies at Sarah Lawrence College, is a senior analyst for ABC Television News, and a frequent guest on CNN, BBC, NPR’s Morning Edition and Al Jazeera. His books include Journey of the Jihadist: Inside Muslim Militancy, America and Political Islam, and Clash of Cultures or Clash of Interests?

Naomi Shihab Nye, Palestinian-American poet, novelist, essayist and songwriter, delivered a passionate lecture in Oriental Hall, held a poetry reading and visited students in the English and Comparative Literature Department. An author of young adult fiction and many poetry books, Nye has received numerous awards, including the Lavan Award from the Academy of American Poets, the National Book Award and two Jane Addams Children’s Book Awards.

Learning and Living

In contrast to the alumni who have come before them, students today enjoy a learning environment that caters to the new generation of technology-savvy, constantly connected and multi-tasked learners of today. On the academic front, the AUC Library’s new Learning Commons emphasize collaborative learning. This unique area integrates independent study, interactive learning, multimedia and technology rooms, and copy and writing centers. Students can listen to music, watch a DVD, see a live performance or listen to a speaker while working on their assignments. Students can find the technology, resources and services necessary to complete their assignments and projects in the comfortable, social environment demanded by modern, multi-tasked learners, said Casey Grimmer, head of research and information services at the library.

On the social front, the Campus Center provides students with a communal area to eat and organize trips as well as a place to meet and attend campus-wide events. Inside the building are a bookstore, bank, travel office and the dining room. Mexican architect Ricardo Legoretta
designed the Campus Center and designed the student residences. With the use of courtyards, lounges, and the unusual spatial design, students experience an ambiance that easily accommodates a balance between study and relaxation.

Another way that students can spend their time is at the athletic complex, which includes a jogging track, squash courts, training and martial arts rooms, an Olympic-size swimming pool, a large field for football and track, and multiple basketball and tennis courts. For students opting for more creative pursuits, the AUC Center for the Arts provides cutting-edge labs and studios for photography, sculpture and theater design, music production and recording as well as film editing and production. The center also holds plays and other events for students on campus.

**Summary and Impact**

Innovation at AUC is not just a set of activities; rather it is a spirit and a performance. The institution promotes and advocates innovation in the unique educational offerings and deliverables, research activities, modern classroom technology and learning tools. AUC enjoys a variety of centers that promote the ideals of innovation and academic excellence in Egypt and internationally. Student projects and activities strongly reflect the spirit of innovation and creativity.
Section II
Policies & Practices

II.1 Information and Decision Support

The American University in Cairo has a sound and updated information system. The information is continuously updated, modified, and communicated to the various constituencies of the institution. All departments and units are required to have websites that provide needed information for AUC and the external community. Faculty, staff, and students have email access and accounts that facilitate the communication and transfer of information throughout campus. All campus domains as well as part of the bus communication system are equipped with wireless internet access.

As of today, faculty and staff evaluation, budgeting, purchasing and procurement are examples of systematic exchanges of information mainly by electronic means. Electronic mail is a major source for communication throughout campus with hard copies and brochures and paper forms often used to support the system. Technology and information officers exist in all schools and departments to maintain AUC’s technological capacities and handle any issues that might arise.

Accessibility, distribution, and analysis of data entered by the different departments to AUC’s central information system is overseen by the Office of Institutional Research (IR). IR partners with university officials to support effective decision making that advances AUC’s mission. The office provides accurate and relevant information in addition to analysis to external and internal constituencies. A wide array of services are also provided to the AUC community including consulting on assessment, feasibility studies, survey services, conducting focus groups, providing training and workshops, test scanning services and the administration of standardized exams such as the ELPET and the SAT. IR also coordinates and supports programmatic accreditations and institution-wide accreditation by the Middle States Commission on Higher Education (MSCHE).

IR performs the following:

- Defines, collects, analyzes and maintains data from a variety of sources and University databases.
- Transforms data into information needed for institutional decision making and planning.
- Serves as the official source responsible for the dissemination of institutional information to a diverse audience of internal and external constituents via a variety of formats and media.
- Provides consultation and analytical support for several other recurring projects such as reports to the Egyptian government, Middle States annual data summaries, reports to other accrediting bodies and surveys, reports on retention and graduation rates, and GPA analyses among many other studies.
- Makes the needed information easily available for all constituents via the web (tables and charts) and annual publications (profile).
- Promotes a culture of information sharing and informed decision making.
Institutional Planning

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 six 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’s 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 education.

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 broadly shared with the academic community, whose feedback is essential to its success.

Institutional Surveys: The Office of Institutional Research conducts institutional surveys such as the Annual Student Opinion Survey and the International Student Exit Survey as well as other surveys to assist in achieving the university’s objectives. IR also consults and assists other AUC departments and units in the design, launch, and analysis of their own surveys as they relate to the university’s mission.

Survey Services: IR offers an online-survey service to AUC faculty and staff. IR staff help create a survey to meet requestor needs such as data gathering, program assessment and review, needs assessment, benchmarking, and special projects.

All research not originating in IR (including interviews, surveys, and questionnaires) involving humans as subjects must be reviewed by the Institutional Review Board (IRB). Provisional approval may be granted by the IRB as needed during the design of a project or preparation of a proposal. Full approval must be sought as soon as feasible, and must be obtained before the involvement of human subjects in the project begins. Recent examples of these surveys include the Faculty Satisfaction Survey, International Student Survey, and the Student Opinion Survey. Surveys are also collected for service evaluation such as the transportation survey and food services survey.
Assessment for Supporting Decision Making Process: The University is committed to assessment as a tool to improve student learning, to enhance the effectiveness and efficiency of its administrative units, to highlight areas for improvement, and to provide demonstrable evidence that the university is achieving its mission.

The Office of Institutional Research coordinates and supports campus-wide and unit-level assessment of academic programs, administrative processes, and overall institutional effectiveness by:

- Coordinating the development and implementation of academic program and supporting unit assessment plans that define, measure, and evaluate student learning and supporting unit outcomes.
- Conducting training and workshops to support unit assessment efforts and reviewing and providing feedback on all assessment plans and reports.
- Developing and disseminating best practices for conducting effective outcomes assessment and highlighting excellence in assessment at AUC.
- Maintaining an assessment knowledge base for the university community, including a detailed assessment website, templates, and other assessment materials to assist departments in developing effective plans.
- Collecting and presenting institutional performance data to assist units in assessing outcomes, provide information on institutional effectiveness, and monitor progress towards the achievement of university learning outcomes.
- Developing and maintaining an inventory of assessment methods and practices at AUC.
- Analyzing data and reporting assessment results to the university community, accrediting agencies, and other stakeholders.
- Working with senior administrators, faculty, and staff to institutionalize a culture of assessment across all units of the University.

The AUC Student Information System

The AUC Student Information System (SIS) is an integrated system that connects all departments dealing with students from the time they are potential students inquiring about AUC until they graduate. All information is stored on a server managed and maintained by the University Information Systems (UIS). Authorization for access to the system is given through approval of the department director and the registrar, after identifying the type of information to be accessed.

Accessibility of information for students and its use:

Student access to the student information system through ~web4 students\ and access to course material through the learning management system. ~Blackboard,\ has given students the opportunity to select and register for courses, view the location and timing of their classes, and arrange a schedule accordingly. The learning management system is an opportunity to share material between faculty and students and to have an open channel of communication. Blackboard also provides the possibility of having discussion groups and assignment submission. The student can also access his/her grades through the system. Degree audit is a technical tool that provides the student with the information he/she needs to make a decision as to which
courses are needed in order to qualify for the desired degree. Lecture capturing is also available so a student can review lectures attended previously or that he/she might have missed.

During the H1N1 stoppage of classes, a distant learning approach was introduced (WIMBA). Using this tool, students of a particular class can attend the lecture, through a DSL line and a computer with sound and/or a camera. This tool has the capability of presenting the faculty member and the class material, and allows for class participation. Introducing Wimba has been very successful.

Because of the location of the new campus in New Cairo, bus 123-facilities are provided for students, faculty and staff. For some people, the trip can be time consuming and that is why wireless internet access was introduced in the buses to allow for better use of time. Wireless is also available inside buildings and outdoors to provide flexibility.

**AUC Student Information System is divided into two parts:**

1. **Active Data** is accessible to the different departments mainly in the Students Affairs area (Enrollment, Admission, Registrar and Financial Aid). Each of these departments is responsible for certain identified types of data for entry, update and maintenance. In addition, each academic department has access to the data of its students. Within each of these departments, every staff member has a unique user name and password that allows him/her to access the information related to the type of work performed.

2. **Census Data** is accessible by the authorized staff members in the Office of Institutional Research only. Census Data is a complete set of data from the Student Information System (SIS) that is a snapshot of all the data available on the system frozen on a specific date—Census Day—three times per academic year; for the Fall, Spring, and Summer terms. Census Data is stored on the server and only authorized staff members in the Office of Institutional Research have access to this data. It is retrieved whenever there is a need to get current or historical census data.

Census Day is usually set after 4 weeks of the beginning of the Fall and Spring semesters and 2 weeks from the start of the Summer semester. Using Census Data in institutional reporting ensures consistency, accuracy and reliability. By accessing historical Census Data and being able to retrieve the same figures regardless of the time of retrieval helps in preparing consistent longitudinal reports. A week prior to census day, the Office of Institutional Research generates a number of reports in order to ensure the consistency, completeness, and validity of census data. In case of any discrepancy, the office in charge is contacted. This process guarantees that the data captured and frozen on census day is accurate and complete since it becomes the only official source of information for institutional reporting for external as well as internal constituencies.

The Office of Institutional Research uses Fall Census Data in all of its publications; mainly, the AUC Profile, the AUC Fact Book and the AUC Fact Card. These are printed and distributed in hard copy as well as uploaded on the website.

http://www.aucegypt.edu/RESEARCHATAUC/IR/RESEARCH/Pages/ProfileFactBook.aspx
Fall Census Data is also used in preparing the following reports:

1. International:
   - The Middle States Commission on Higher Education
   - The College Board
   - The US News and World Report
   - The Peterson's Guide
   - The Princeton Review
   - The Guide to Higher Education in Africa
   - The Barron’s Profile of American Colleges
   - The ASHA Grant Proposal

2. Egyptian:
   - The Supreme Council for Higher Education
   - The Information Decision Support Center
   - The Central Authority for Public Mobilization and Statistics

A wide range of internal requests from AUC administration and academic departments such as:

- Program accreditation preparation
- Enrollment Management
- Tenure preparation
- Credit generation
- Retention/cohort

In addition to these reports and studies, the Office of Institutional Research relies on Fall Census Data to prepare annual departmental portfolios for the different academic departments including information on its students and faculty.

The AUC Enterprise Resource Planning system (ERP): SAP is AUC’s enterprise resource planning system. It covers financial management, financial control, purchasing, warehousing, travel transactions, human resources and payroll processing. SAP is an integrated system that connects all departments financially. All information is stored on servers managed and maintained by the University Information Systems (UIS). Authorization for access to the system is given through approval of the department director and the data owners, after identifying the type of information to be accessed. The Budget and Financial Planning Office uses financial information from SAP to produce the annual President’s Report, which can be found at www.aucegypt.edu/publications/Pages/.
Examples of Analysis and Reports Based upon the Information Provided:

- Enrollment Management
- Tuition Based Revenue Projections
- Academic Program Analysis/Costs-Benefits
- Major Financial Policy Analysis
- Other Ad-Hoc Financial Based Data Request
- Institutional Peer Comparison Analysis
- Classroom Technology and media services:

AUC classrooms are equipped with podiums that include the facility to present material from different media outlets (video, digital streaming, etc). Video conferencing facilities also exist and enable interaction between students at AUC and students in other universities around the world. Information about IT equipment and classroom equipment are included in the supporting document. This equipment is continuously upgraded and replaced with training provided to IT staff.

Similar to other AUC departments, IT undergoes an annual assessment in addition to periodic customer surveys to evaluate the level of services provided and recommend improvements. An annual audit is also performed to review disaster recovery and business continuity procedures in addition to security and access authorizations.

IT staff constantly attend conferences, training sessions, and exchange experience with peer IT staff from other universities in other parts of the world to keep up to date. The IT office of AUC is also a member in EDUCAUSE (a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology).

Summary and Impact

The AUC community has a modern and updated information system that allows for sound and timely decision making. AUC ensures the availability of needed information to the external community and conducts a variety of surveys, dialogues, and communications to seek the views and the concerns of the public. The information is analyzed and used to issue a number of periodic reports and establish needed databases. The information infrastructure is well equipped and is continuously updated. The staff of the IT and classroom technology receive training courses and reciprocate their knowledge and extend bridges of cooperation with a variety of other institutions.
II.2 Resource Allocation

During the past two years, much of our energy and focus at AUC has been allocated to moving and settling into our modern new campus in New Cairo. This represented a major milestone in the life of the University; the new campus is the culmination of more than a decade of planning and development by the University's Board, administration, faculty and staff. The New Cairo Campus, together with refurbished facilities in our historic Downtown Campus, provides the physical space and enabling environment for the next phase of AUC’s development as a leading educational institution serving Egypt and the wider region. Considerable work and investment has also been devoted to maintaining and strengthening the University's academic programs, enhancing our community service and outreach activities, and upgrading our student services and administrative operations. All of these efforts have been guided by the vision of AUC becoming an internationally recognized center of excellence — in short, a world class university.

With the adoption of our new mission and the settling-in phase nearly complete at the new campus, the 2010 academic year represents a foundation year for the future success of AUC. The planning and budgeting process which we are now undertaking aims to set the overall course and determine specific priorities for the immediate -post-movel phase of AUC’s development. The current plan is expected to follow the general parameters of the Long Range Plan produced by the university in 2006-07, updated to take account of interim progress, changed circumstances, and new opportunities. In particular, the university's future plans need to take account of the immediate and mid-term consequences of the global economic downturn and its anticipated consequences for AUC’s enrollment and endowment projections: it is in light of those significant factors that resource allocation, budgets, and plans are assessed.

It is incumbent on AUC to remain mindful of the fiscal realities we face and invest carefully in our future, through energetic and highly selective hiring, the creation of mechanisms that support student, staff and faculty development, and informed stewardship to ensure that our investment yields the best possible results. While doing so, we must protect and build upon the unique characteristics that have made AUC a very special place within our broader communities: quality, innovation and service.

The provision of an appropriate level of resources and an efficient allocation of these resources is important to the delivery of the high quality education described in the mission statement of the University. Both the University’s mission and the mission of the many departments place emphasis on teaching and an environment that promotes faculty-student interaction. To achieve these goals, resources must be sufficient so that faculty can remain current in their field and have space to meet and interact with students.

Table 1 shows the AUC Operating Budget 2003-2009\(^1\), which reveals the steady nature of the University’s finances, plus it highlights recent and ongoing efforts in certain areas. For example, between a half to two-thirds of the cost of student education is covered by tuition (56.6%, 2008-2009), with the balance coming from other sources. The endowment played a significant role in 2008-2009 but with the recent turbulence in the financial markets, this contribution has been

\(^1\) Source: pages 45-46 of IR’s 2008-2009 Factbook.
somewhat muted. As with all endowments, AUC’s was caught in the downdraft of the financial markets, but has recovered in recent months.

Table 1. AUC Operating Budget (2003 – 20)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Operating Expenses ($1000)</td>
<td>62,066</td>
<td>67,516</td>
<td>78,416</td>
<td>91,860</td>
<td>106,145</td>
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<td></td>
<td></td>
</tr>
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<td>Academic program tuition</td>
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<td>15.40%</td>
<td>16.70%</td>
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</tr>
<tr>
<td>Auxiliary enterprises</td>
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<td>8.10%</td>
<td>9.00%</td>
<td>8.50%</td>
<td>7.70%</td>
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</tr>
<tr>
<td>Educational enterprises</td>
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<td>7.70%</td>
<td>8.00%</td>
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<tr>
<td>Research</td>
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</tr>
<tr>
<td>Draw on endowment gains</td>
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<td>8.40%</td>
<td>0.90%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic and academic support</td>
<td>52.30%</td>
<td>51.00%</td>
<td>50.20%</td>
<td>48.60%</td>
<td>45.20%</td>
<td></td>
</tr>
<tr>
<td>Administration and general</td>
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<td>16.40%</td>
<td>16.40%</td>
<td>18.70%</td>
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<td></td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>7.70%</td>
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<td>9.40%</td>
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</tr>
<tr>
<td>Operation &amp; plant management</td>
<td>8.90%</td>
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<td>Educational enterprises</td>
<td>7.30%</td>
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<td>7.40%</td>
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<td>Research</td>
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</tr>
<tr>
<td>Contingency and miscellaneous</td>
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<td>4.00%</td>
<td>3.40%</td>
<td>2.90%</td>
<td>3.00%</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3- AUC Income and Expenditures as in 2008-2009

The increased operating expenditures, as we moved from the nine acre Downtown Campus to a 260+ acre New Cairo Campus came as no surprise and were reflected in the budgets prepared (see Figure 3). What was not anticipated was the severity of the financial market downturn and
the impact on our endowment. As seen in Figure 4, as much as twenty percent of our operating budget has come from our endowment. Like many other educational institutions worldwide who have had to deal with the financial downturn, AUC lost more than 22% in a four month period last year.

![Operating Budget Income in Percent](image)

**Figure 4- Operating Budget Income in Percent**

Nonetheless, AUC’s Administration reacted swiftly and steps were taken with the Board and the endowment’s money managers to stem the tide. AUC enjoyed some recovery in 2009 and remains vigilant. One positive outcome of this experience is ever closer scrutiny and vigilance on spending and budgets, without implementing hiring freezes or layoffs, which allowed us to continue offering the same level of quality education to our students, the most important part of the analysis.

AUC has been working to strengthen the link between planning, resource allocation, and assessment in recent years. The integration of planning, assessment and resource allocation will ensure that we not only plan but measure/assess our success in meeting our goals and objectives. The introduction of assessment plans for all units at AUC (academic and non-academic) and the establishment of performance indicators will help ensure that we are assessing what we are trying to manage.
Equally important to our effectiveness as an institution is our need to have an institutional advancement plan that ensures alignment of alumni, development, and communications and marketing activities with the mission and vision of the American University in Cairo. The University will continue implementation of the assessment plan adopted in 2007, focusing on strengthening assessment processes across campus and more closely integrating assessment with planning and resource allocation.

In 2009, the university revised its long-range planning and budgeting process to strengthen the integration between budgeting, planning, and assessment. The revised long-range planning process has been designed as a rolling three-year strategic plan, with staff resources allocated to track initiatives and the approval process and report back to departments. Focus groups will be held in the Spring to provide the community with opportunities to provide feedback on the process itself and suggest improvements. With the exception of expected minor improvements, the university will repeat the planning process each Fall, providing departments with copies of the prior year’s approved budgets and initiatives for their revision and update. Timelines, a sample of the matrix, and a graphic detailing the planning and budgeting cycle are included in the supporting documents.

The university’s institutional outcomes are available on IR’s website at www.aucegypt.edu/Research/AUC/IR/Assessment/Pages/AUCMissionandLearningOutcomes.aspx. Completed assessment plans from all academic programs and academic support and administrative units are posted on IR’s website and are openly accessible on the Internet. Academic departments are encouraged to list their program learning outcomes on their website, on their course syllabi, and in all print materials related to their programs. In addition, the University Senate promulgated a policy in Spring 2009 on course syllabi (in the supporting
documents) that states that course learning outcomes must be included on all course syllabi and distributed to students during the first class meeting.

In addition, at the start of the 2011-2013 planning and budgeting cycle in October 2009, the university held an open community meeting hosted by the President, Provost, Vice President for Planning and Administration and other senior administrators to launch a planning and budgeting process that more closely integrates planning, assessment, and resource allocation. At that time, the community was reminded about the university’s strategic goals and the university’s vision for each of those goals. A podcast of the kickoff meeting, along with the presentation, is available at http://www.aucegypt.edu/aboutauc. Following the kick-off meeting, members of the University’s new Long-Range Integrated Strategic Planning and Budgeting Committee met with each of the primary budget areas to once again communicate the goals and answer explicit budgeting questions related to their areas. In addition, the goals are available on the university's new planning and budgeting website, -Planning and Budgeting Central-and are also available on a new blog that the university has created, -Future Talk- to provide the community with an opportunity to add their comments and insight into what AUC needs to do to achieve these goals.

The university additionally plans early in Spring 2010 to hold a series of panel discussions around each of the strategic goals, to once again provide the AUC community as well as interested parents, employers, and alumni with the opportunity to brainstorm and discuss directions and strategies to achieve these goals.

**Fundraising**

AUC is known for its fundraising capabilities. Fund raising efforts are orchestrated by the Office of the Vice President for Institutional Advancement. One of the key efforts of fund raising was building the New Campus, and AUC managed to raise more than $120 million. On a different scale, students are encouraged to undertake fund raising tasks that are geared towards serving the community, poverty reduction, and financing some of their activities. Such efforts are organized and supervised by the University.

**Scholarships, Fellowships and Professorships**

AUC believes all eager and qualified individuals should have the chance to acquire an education that provides the skills and vision necessary to meet the challenges ahead. For many promising students, only a scholarship brings AUC’s high-quality education within reach. AUC presents merit and need-based scholarships to students with exceptional academic records and demonstrated leadership skills, providing almost $14 million per year in undergraduate financial aid. Awarded to more than 75 percent of students entering AUC, this crucial financial assistance helps ensure that AUC is able to recruit outstanding students, regardless of their families' financial situation. University supporters have an opportunity to name an undergraduate scholarship or graduate fellowship that will provide the region's brightest students with a unique educational opportunity. Professorships help the university in recruiting and retaining outstanding teachers and researchers. The presence of esteemed faculty also helps attract the best students to AUC, graduates and undergraduates, adding to an already thriving academic climate. Endowed professors draw on a wealth of experience and expertise and, through teaching, lectures and scholarly publications, provide AUC’s students and the community at large with new insights and a richer academic environment.
Alumni Giving
AUC alumni are a critical source of support, and provide their time, talent, and treasure. Alumni understand the value of the degree from AUC and are quick to acknowledge the role the University played in developing their ability to think critically and to excel—which is what makes them immediately recognizable as an ‘AUCian.’ The University keeps in regular contact with alumni and a significant number of our faculty and staff are AUCians as well. The support of the alumni helps AUC create a level of excellence that can only increase the value of AUC's degrees and the demand for its graduates.

Donors
AUC’s success has been realized because of the generosity of alumni and friends who continue to believe that research and education are important investments for the future. This support helps us continue to create a level of excellence of which AUC is recognized.

Recent Gifts
AUC's new campus is being built at a total cost of $400 million. While $200 million of this amount came from AUC's endowment fund and the eventual selling of a number of downtown buildings, the remaining $200 million is a result of the generosity of the university's alumni and friends. $100 million was donated by the U.S. Agency for International Development (USAID), and the remaining $100 million was raised from private donors whose names will appear on the buildings, classrooms, courtyards and facilities made possible by their contributions.

Summary and Impact
The university has diverse resources that are well managed to fulfill the demands including the fees, endowment, gifts and research grants. While affected by the international financial crisis, AUC has managed to maintain a solid financial situation. Linking resources to planning is an area where the University has been working to improve. The University must remain mindful of the financial situation and wisely manage its resources.
II.3 The Faculty

AUC considers the presence of outstanding faculty to be the key element for the success of all its educational activities. The faculty devises, develops, monitors and supports the various academic programs offered by the institution. The university's full-time faculty is complemented by an extensive group of adjunct teaching faculty, frequent visiting lecturers, and the Distinguished Visiting Professor program.

AUC’s diverse faculty views the university as an employer of choice. To examine and demonstrate the high quality of AUC faculty, it is necessary to look at, among other things, the following: (a) faculty recruitment and faculty qualifications; (b) institutional support for promoting effective teaching; (c) assessment of teaching; (d) institutional support for research and scholarly work; (e) assessment of faculty research and scholarly work; (f) annual faculty reporting and merit pay and (g) promotion and tenure procedures.

Faculty Recruitment

**Fulltime Faculty:** 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. A PhD or an equivalent professional degree is a requirement for all faculty hired to teach in degree granting programs. Tenure is not guaranteed and good references are essential. 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. Specifically 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.

AUC's protocol agreement with the Egyptian government specifies the proportions of Egyptian, U.S., and third-country citizen faculty to be 45%, 45%, and 10%, respectively. Table 2 illustrates the diversity of AUC faculty in terms of gender and primary citizenship (2007). In a recent survey of faculty (Spring 2009), the majority of respondents hired within the past five years expressed satisfaction with all aspects of the recruitment process.

<table>
<thead>
<tr>
<th></th>
<th>Egyptian</th>
<th>American</th>
<th>Other</th>
<th>Total</th>
<th>%</th>
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<tbody>
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<td>Male</td>
<td>115</td>
<td>83</td>
<td>31</td>
<td>229</td>
<td>51</td>
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<tr>
<td>Female</td>
<td>139</td>
<td>64</td>
<td>18</td>
<td>221</td>
<td>49</td>
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<tr>
<td>Total</td>
<td>254</td>
<td>147</td>
<td>49</td>
<td>450</td>
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</tr>
<tr>
<td>%</td>
<td>56</td>
<td>33</td>
<td>11</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Adjunct Faculty:** AUC, like most universities, fields a number of courses with adjunct faculty. However, the university is vigilant in ensuring that the ratio of adjunct to full time instructors is kept at a level that is academically sound. The procedure for adjunct faculty recruitment is done
by department with no particular institutional guidelines. It is often informal, with no apparent quality control (so quality based on recruitment methods is unknowable). Sometimes it happens at the last minute, so that planning for high quality courses is difficult to achieve. The informality and undocumented nature of the system means that the quality of adjunct instructors (whether excellent or poor) is difficult to determine. Given the fact that adjuncts overall teach 35% of all courses, there seems to be a clear need to reduce this percentage. In spite of this, recent survey of faculty (Spring 2009) indicated that they were satisfied with all aspects of the recruitment process.

Faculty Retention

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. Among the reasons faculty cite for remaining with AUC are the professional development opportunities offered as well as the various services.

Support Services and Academic Resources

The Faculty Services Committee (FSC) conducts the New Faculty Orientation Program, which is held at the beginning of each fall semester for all new faculty, and an extensive training program is conducted for new and relocated faculty. Orientation is followed up with many ongoing activities, excursions, and training as well as a full day de-briefing, which allows for feedback and adjustment to future orientation programs. Other events are organized throughout the year, such as guided tours, functions and informal gatherings. Faculty respondents to the 2009 survey added comments that the university’s orientation program was excellent. However, they noted that prospective faculty members need orientation to their departments as well as an opportunity to sit down and meet colleagues either prior to hire or shortly after arrival in Cairo.

The university also provides a comprehensive benefits package, which includes life insurance, health insurance with worldwide coverage options, pension schemes with generous employer matching of employee contribution, and tuition benefits/waiver for self and dependents for courses and programs at AUC for all faculty. For relocated faculty it provides tuition payment for two dependent primary school children at renowned private schools in Cairo in addition to fully furnished university identified housing. An annual home leave is also included in the benefits. Faculty and their dependents qualify for the use of the AUC clinic which has several medical doctors and trained nurses on staff and on call. Incorporated into the AUC clinic, for the convenience of patients, is a pharmacy where patients may fill their prescriptions free of charge and buy over-the-counter medical supplies.

Academic resources include the AUC Libraries and Learning Technologies, which provide the traditional information sources such as books, journals, manuscripts, photographs, etc., as well as online facilities, such as the catalog, databases, and electronic books and journals, which can be accessed by AUC students and faculty wherever they are. The Libraries provide research consultation and services; while the Center for Learning and Teaching offers motivation and support for pedagogical initiatives commensurate with a twenty-first century learning environment.
Faculty Professional Development

Teaching: Center for Learning and Teaching

To support faculty in their professional development as teachers, the Center for Learning and Teaching (CLT), which was established in 2002, assists them with the development of curricula, the dissemination of new pedagogies, and the use of educational technology.

CLT does this through a variety of programs, services and activities that provide faculty with the opportunity to rethink their teaching and to explore the effective application of technology to the teaching/learning process. These include:

- Organizing workshops and lectures on teaching practices and/or on innovative applications of educational technologies
- Training and technology assistance through the Student Technology Assistant Program, which provides one-to-one training and support for faculty who want to innovate their teaching by using diverse instructional technologies
- Teaching consultations
- Course design for new courses or existing ones
- Formative assessment services such as confidential mid-semester surveys and Small Group Instructional Diagnoses to help faculty assess the effectiveness of their teaching and their student's learning and needs
- Assisting faculty in the design and production of multimedia instructional materials
- A bi-weekly newsletter, New Chalk Talk

Other teaching related academic resources are the Classroom Technologies and Media Services (CTMS), which provide support for instructional and presentation for 224 Smart Classrooms, labs and videoconference equipped classrooms, and the University Academic Computing Technologies (UACT) which, among other things, administer Blackboard, the university learning management system, Wimba Classroom, and a virtual online environment as well as provide support for multimedia projects.

All of this support has 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, and informal feedback, and as reflected in the annual faculty reports.

Teaching Awards

AUC established the Excellence in Teaching Awards in order to recognize full-time faculty's outstanding performance in facilitating our students to reach their full potential in the various areas of AUC's curricula. The following awards are given annually (but distributed between the two graduation commencements):
Excellent Teacher of the Year in the Core Curriculum (one award)
Excellent Instructor of the Year (one award)
Excellent Teacher of the Year in Graduate Studies (one award)
Excellent Teacher of the Year in Undergraduate Studies (two awards)

Each of the awards consists of a commemorative plaque and a grant of $5,000.

AUC also awards Teaching Enhancement Grants.

Research Support

Whether part of the teaching program, an individual faculty effort, or part of an externally funded project, research represents an important commitment of AUC. Research and scholarly work is recognized as an important component of the track record of its faculty and represents a significant factor in promotion and tenure cases. Through their research, AUC's faculty members make worthy contributions in their fields and produce work that advances the understanding of world issues with a special emphasis on the Arab region. While a relatively heavy course load is a concern, the institution does provide significant support for research and scholarly work by the AUC faculty.

To support the individual interests of each of its faculty members, AUC provides research and conference grants to full time faculty to enable them to participate in scholarly and professional conferences and to carry out research either in Egypt or abroad.

Faculty of professorial rank may apply for a full-year or a one-semester sabbatical leave every seven years to undertake research and writing and to interact with faculty in other institutions or to participate in their programs.

Research is supported through two offices: the Office of Graduate Studies and Research and the Office of Sponsored Programs (OSP). The former administers the university funded conference, research, mini and research development grants through the Conference and Research Grant Program, and helps initiate research activities and provides administrative support to AUC faculty.

Through the OSP, faculty find the support needed to develop proposals, identify potential funding sources and negotiate the terms of research grants and contracts. The OSP reviews the financial agreements, monitors performance and ensures that both university and sponsor concerns are met during the implementation of externally funded programs.

Another source of research support is the pre-tenure award, which allows faculty to take paid 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 which are devoted to research, many of which are internationally recognized. Finally, AUC recognizes outstanding contributions of full-time faculty to scholarship and research through its annual Excellence in Research Award.
Assessment of Faculty Performance Teaching

The main instrument for assessing teaching is the on-line student evaluation. It is acknowledged, 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, and e-portfolios, which contain all the documents pertaining to a certain course.

In some cases Department Chairs may deem it necessary to recommend that faculty member consult with the Center for Learning and Teaching for training or advice. The Center for Learning and Teaching CLT offers a variety of services to help faculty formatively assess the effectiveness of their teaching and understand their students’ needs/perceptions. This type of assessment is voluntary and is usually done through mid-semester surveys or Small Group Instructional Diagnoses sessions. Both types of assessment are tailored to help instructors get feedback from students in the middle of the semester, in time for them to make adjustments for the remaining part of the semester. All CLT assessment results are confidential. Comments from faculty show that there is a high level of satisfaction from this type of feedback. Faculty teaching loads bear examination considering the expectations for research. It is recommended that AUC continue to raise the bar of excellence and recognize outstanding performance. The university will continue to focus on recruiting, developing, and retaining highly qualified faculty.

Research

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 by at least four 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.

Annual Faculty Reports

Over the past 2-3 years, the faculty annual report has been modified to better recognize and assess faculty performance. It is part of an ongoing faculty self-assessment process and is intended to become part of the faculty member’s cumulative record. These annual reports are submitted to the Chairs and Deans and are used in making decisions on salary adjustments, personnel actions including tenure and/or promotion, program review, and resource allocation. This document is used among many others in the promotion and tenure process.
Teaching versus research (Report on Task Force on Faculty Work Life Issues, 2009)

During the 2008-2009 academic year, Provost Anderson appointed a university-wide Task Force on Faculty Work Life Issues, chaired by Vice Provost Ali Hadi. The Task Force, in collaboration with the Faculty Senate and with the assistance of the Institutional Research Office, conducted an extensive faculty survey in the Spring of 2009. There was a very high rate of faculty response. The results provided the university with valuable information to improve faculty work life, productivity, and effectiveness. Responses to the survey indicate that overall faculty are satisfied with their work at AUC, although there were some concerns regarding a lack of transparency and the need for standards and guidelines, particularly in promotion and tenure issues.

One of the main results that came out of the Spring 2009 faculty survey concerns the balance between teaching and research loads. Faculty members commented that heavy teaching loads prevented them from engaging in research. One of the most frequent responses was that the teaching load is very high and it does not leave faculty with adequate time to perform the level of research required for promotion and tenure. Also, several faculty members felt that when the time comes for annual reviews and promotions, teaching excellence is not given as much weight as research. Comments reveal that there is a feeling of frustration that quality teaching is not held in the same regard as research at AUC. Some faculty felt that they were not rewarded for their efforts to improve teaching and others held that their departments do not do a good job of mentoring junior faculty.

One approach that would help dissolve the dichotomy between faculty research and teaching would be to acknowledge that research on teaching and learning (i.e. the Scholarship of Teaching and Learning) is a legitimate area of research in addition to discipline-specific research and consequently give it the same level of recognition.

In addition, it was recognized that attention should be given to new and early-career faculty development. Faculty members felt that the university needs to do a better job at mentoring junior faculty. At present it is informal and resides within the department, and the respondents did not think that their departments were doing a good job. The Task Force on Faculty Work-Life Issues recommended that a faculty development Office/Program be established to help early-career faculty develop a variety of mentoring partners within and outside AUC. CLT could be one of the mentoring partners with regard to professional development in teaching.

It was also recommended that a formal system be established for incoming faculty to assist them in adjusting to AUC, in achieving the desired level of performance, and in dealing with issues that might lead them to leave AUC prematurely. Initially, this system might focus on teaching, but it could later be extended to cover research.

As far as how to enhance research at AUC, the Task Force recommended that the most important thing that can be done was to raise enough funds to recruit and retain high quality research-oriented faculty and to allow faculty to apply for teaching release time so that those who want to do research have the time to do it. It also recommended that the Administration and the Board of Trustees start an ambitious fund-raising campaign for these purposes. In addition, incentives should be given to faculty and their departments to seek external research funding.
According to the Task Force, there appears to be a high turnover of faculty, particularly for those of non-Egyptian origin. The data covering the years 2000 to 2008 regarding faculty turnover should be collected and analyzed to determine the turnover rate and the reasons for departure. This information should then be examined to identify areas for improving the faculty experience that are amenable to AUC’s intervention, and develop measures to reduce faculty turnover.

AUC relies on adjunct faculty and teaching/research associates. Yet, these groups are not fully integrated with the rest of the faculty. It is also not clear how they are recruited or appointed. Their pay rate seems to be low compared to other universities in the region. The role of adjuncts and associates should be reexamined with a view to integrating them more fully into the departments. Such moves should focus particularly on faculty members that have been involved with AUC for some time. A review of the use of adjuncts should be made for comparison purposes over time and across departments/schools. A more formal review process for hiring and retention of adjunct faculty should be developed. This process should incorporate their participation in research and service activities, rather than just in teaching. It should also provide them with better non-financial rewards for greater adjunct support and involvement in university's activities. Based on the results of the survey and the recommendations of the Task Force, several other groups are looking into the recommendations, including the Board of Trustees, which has established a planning committee to look at AUC’s faculty development.

**Summary and Impact**

AUC has a diverse and highly qualified full time faculty as well as adjunct faculty. The university allocates substantial effort and resources for the recruitment, retention and development of the faculty. The performance of the faculty is continuously evaluated and appraised in light of governing policies and procedures. Recent assessments show that AUC needs to enhance the level of mentoring offered to junior faculty and the integration of new as well as adjunct faculty into AUC. Also, a significant number of faculty members expressed a need for reduced teaching load in order to promote more quality research.
II.4 Student Recruitment and Admission

AUC has a competitive and diverse student body drawn from Egypt, the Middle East and abroad, with over a hundred nationalities represented. Typically, eighty percent of the student body is Egyptian, and the remainder is international.

As stated in AUC’s catalog, and according to the university’s non-discriminatory policy, -The American University in Cairo admits students regardless of race, color, religion, gender, disability or national origin with all rights and privileges to programs and activities generally accorded or made available to students at the university. The university does not discriminate on the basis of race, color, religion, gender, disability, or national origin in the administration of its academic policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.‖ The diversity of AUC’s student body is fostered in the recruitment and admissions process and through various scholarship and financial aid opportunities to Egyptian and international students, to help students from different financial backgrounds. Examples of this are AUC’s institutional financial aid program, the Leadership for Education and Development Program (LEAD) as well as various other scholarships available to those applying for admission, or currently studying at AUC. Having begun in 2004, the LEAD program funds socio-economically disadvantaged students, providing a full scholarship to 54 outstanding students, one male and one female from each governorate of Egypt. Other scholarship opportunities are available in the Academic Achievement Scholarship, awarded to the top 25 percent of new Egyptian and non-Egyptian students, and the Egyptian Public Schools Scholarships, which are full-tuition scholarships awarded annually to ten Egyptian students graduating from public schools. In addition, AUC offers Honor Scholarships, Named Scholarships, Sports Achievement Scholarships, Merit Scholarships, Cultural Achievement Scholarships, and Cultural Merit Scholarships.

The Work Study Program allows students to work in different departments on campus and contribute to their projects and programs while they study at AUC. In addition, AUC provides financial aid to academically qualified Egyptian undergraduate and graduate students who cannot afford the full amount of AUC tuition. The AUC tuition waiver program is available to qualified staff and their dependents who qualify for the university’s programs. Women’s education is an important part of AUC’s mission, and more than half of degree-seeking students are women.

Recruitment of International Students

AUC is committed to maximizing access to information about the university to potential and current students by means of student recruitment practices which emphasize equal opportunity and cultural diversity. All applicants are provided with the essential information to enroll in AUC’s programs regardless of age, gender, or ethnicity. International recruitment activities include visits and presentations to high schools, participation in international higher education fairs and exhibitions, media outreach through the web, and various advertising campaigns, among others.
Student Admission Process

AUC aims at recruiting, selecting and enrolling a diverse student body from Egypt, the region, and overseas. Applicants should be proficient in English and demonstrate excellent academic potential, in order to ensure their academic success in undergraduate and graduate programs. AUC recruits from the best secondary and public Egyptian schools and abroad. Requirements for an undergraduate degree include the successful completion of the Thanawiya Amma (Arts, Math or Science), a GCE/GSCE/IGSCE, the International Baccalaureate, the American High School Diploma and satisfactorily SAT1 scores, the German Zeugnis der Allgemeinen (Abitur), the French Baccalaureate, the OSSD (Ontario Secondary School Diploma), or a comparable recognized secondary school certificate. In addition, they must fulfill English language requirements such as the TOEFL (Test of English as a Foreign Language) or the TWE (Test of Written English). Alternatively, students may take AUC’s own English language placement test, the English Language Proficiency Entrance Test, which is currently being phased out. Students who have earned a _C_ or higher grade in a freshman level English course at a recognized English-language university or who have completed advanced coursework in English in secondary school may be exempted from these tests. Substantial resources and effort are employed to test, monitor and foster the English language proficiency of all students. This includes the requirement, for some students, to take non-credit preparatory English courses before proceeding to regular courses. For the purpose of improving students’ English language proficiency, the English Language Institute is active in providing courses and consultation upon admission and throughout their course of studies at AUC. For the graduate level, a bachelor’s degree is required; other admission requirements vary according to the graduate diplomas offered by AUC, which include a variety of masters, diplomas as well as non-degree programs and courses.

The Intensive Arabic Program offers students, businessmen, diplomats, scholars and others courses in contemporary Arabic at the elementary, intermediate and advanced level. The School of Continuing Education offers non-degree (non credit) programs in various disciplines, with courses in Arabic, English and other languages, education, translation, and business. Other non-degree programs are offered by the Kamel Adham Center for Journalism Training and Research (KACJ), such as courses for those working in mass media and electronic journalism; The Management Center (part of the School of Business), with its Institute of Management Development, its Institute of Banking and Finance, and its Institute of Quality Management, which provide specialized programs in management, finance, banking, investment and quality management. Intensive courses in various fields of engineering are offered by Engineering Services.

Other non-degree (non credit) courses are offered by the American University in Cairo. These programs further contribute to the diversity of the AUC student body, catering to its many age groups and interests. The process of and requirements for admission in these non-degree programs are clearly outlined on the AUC website, which is periodically updated. Qualified candidates are admitted in accordance with the availability of places.
Student Selectivity Trends and Annual Yield Date

AUC has become increasingly selective over the years. The number of students who applied and were not accepted was 38% in 2007, 42% in 2008 and 39% in 2009 as shown in the Table 3. The annual yield rate (representing the number of students admitted who went on to enroll) decreased only slightly, from 76% in 2007, to 75% in 2008 and 74% in 2009.

Table 3- Comparative Total Fall Semester Applicants, Admits and Enrolls

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
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<tr>
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<td>1473</td>
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<tr>
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<td>931</td>
<td>970</td>
<td>898</td>
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</tr>
<tr>
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<tr>
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<tr>
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<td>1873</td>
<td>1788</td>
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</table>

With the move to the new campus, the number of year abroad and non-degree applicants in the Fall decreased, from 554 in 2007 to 489 in 2008 and 400 in 2009. Their yield rate also dropped from 84% in 2007 to 76% in 2008 and 75% 2009. Correspondingly, the acceptance rate of these students increased from 87% in 2007 to 92% in 2008 and 95% in 2009. The figures for Arabic Language applications and enrollment are comparable. In 2007 a total of 209 students applied, compared to 198 in 2008 and 176 in 2009. Their yield rate was 68%, 55% and 50% in 2007, 2008 and 2009 respectively. Their acceptance rate increased from 77% in 2007 to 78% in 2008 and 90% in 2009.

The number of international students applying for undergraduate study at AUC in the Fall has somewhat decreased, from 407 in 2007 and 2008 to 348 in 2009. The acceptance rate, reflecting an increase in selectivity, has dropped from 176 (13%) in 2007 to 159 (12%) in 2008 and 148 (10%) in 2009. As for the yield rate, figures show a decrease: in Fall 2007 117 (11%) international undergraduate students enrolled at AUC, compared with 94 (9%) in 2008 and 96 (8%) in 2009. For graduate students, the number of applicants, acceptances and enrollment has steadily increased. In Fall 2007, 331 international students applied for graduate students, of
whom 166 were accepted and 95 went on to enroll for a graduate degree. In 2008, the figures are respectively 315, 159 and 102, and in 2009, 371, 218 and 126.

For the Spring semester, the number of international students applying for an undergraduate degree has increased, from 107 in 2007 to 143 in 2008 and 166 in 2009. Of those, 46, 51 and 58 students were accepted, and 30, 33 and 40 in 2007, 2008 and 2009 respectively went on to enroll at AUC. International graduate applications in the Spring did not show significant change, with 110, 106 and 110 students applying in 2007, 2008 and 2009 respectively. The number of acceptances has decreased (due to higher standards for admission) from 71 students in 2007 to 44 in 2008 and 45 in 2009 as well as the number if enrolments, with 40 in 2007, 27 in 2008 and 26 students enrolled in 2009.

**Fairness and Transparency of Process**

Currently, the undergraduate admission process is solely based on the applicant’s diploma score and English language test score. All applicants are scored based on their performance on their final diploma and the TOEFL (or ELPET which is being phased out this year) score. The University establishes a cut-off score and admission is given only to students who fall above the established cut-off score. AUC is in the process of adding supplemental determinants of success in the admission’s process. Soft skills will be sought after through the student’s essay, recommendation letters, and possibly a personal interview. This transition is taking place during the 2010-2011 period and is anticipated to be implemented for the Fall 2011 admissions’ cycle.

**Transfer Students and Transfer Credits**

Students who desire to transfer into AUC may apply for admission during the normal admission cycle. Students who have completed 60 transferable credit hours will be evaluated solely by their university transcript. Applicants must be in good academic standing at all previously attended universities and have an overall university GPA of 2.0 or higher. Students with fewer than 60 transferable credit hours will be evaluated primarily by their secondary school records. 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. AUC’s stated policies and procedures regarding transfer credit and extra-institutional college level learning are implemented effectively. Policies are publicly communicated. These policies are applied fairly and consistently. Review processes involve course equivalencies and expected learning outcomes rather than just accreditation from 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. The Registrar maintains an online database for U.S., European, and Asian universities that it uses for course equivalency for AUC students going abroad to study. Still, 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.
Student's Records

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 establishing document imaging facilities to assure a 100% soft copy of each student’s entire file as well as creating backups of older records, maintaining computerized registration documents and devising firm policies to ensure that AUC is completely FERPA compliant.

Communicating Information to Students

Information Dissemination: AUC ensures that students and the public are well informed about programs, activities and services through various media outlets. Information about AUC is provided to interested parties via a variety of sources including the AUC website, publications including the weekly Student Affairs publication, Road 90, educational fairs and recruitment events, via e-mail inquiries, mailings as well as face-to-face communications. AUC maintains an emergency response mechanism whereby all students are contacted by SMS in the event of an emergency or extremely time sensitive issue. Most importantly, AUC initiated its student portal in the Fall of 2009. AUC students login to the AUC Student Portal (my.aucegypt.edu) using their AUCEGYPT username and password to get automatically signed on to university applications such as Blackboard (e-learning), Web for students (online registration), AUC email and gain access to university services like standard online forms, online surveys, and AUC calendar, and other Google services such as Google chat, books, docs, mini-search and much more. All access is made through a single, very student-friendly interactive interface with customizable themes, layout, and content. The student portal also facilitates communication between AUC units and students through targeted messaging. Messages include email, SMS and portal targeted announcements that enable the students to add the announced events to their Google calendar with just one click.

Career Advising and Placement Services

The Office of Career Advising and Placement Services (CAPS) at the American University in Cairo was established in 1991 to be the first comprehensive career services operation launched in the region and a point of reference for other operations in Egypt. It is primarily charged with the mission of educating students and alumni for life-long career planning and providing support throughout their job search process. This is achieved through providing a continuum of career services that addresses self-awareness and career exploration, experiential education, and job search. During the 2008-2009 academic year, approximately 5000 students and alumni utilized the office’s career and recruitment services.

On the career guidance side, students and alumni are empowered to make sound career decisions through a series of self-assessment and career exploration programs. The office provides a series of self-assessment tools that allow students and alumni to confirm their personality preferences, realize their values, interests, and key skills to be able to identify careers that match their preferences. They also have access to career and graduate study resources that enhance their knowledge about a variety of career options. The career exploration programs, job shadowing
and Career Mart allow the students to meet individually with professionals and gain first-hand career insights. Students are encouraged to test-drive their career options and gain hands on experience by participating in the university's experiential learning programs - the internship and work-study programs. They are equipped with the required job search tools, including resume-writing skills, interviewing techniques and job search strategies. To facilitate the seniors' transition to the world of work, a career conference is organized that gives them exposure to practical insights on first-year career issues from leading business professionals.

An integral part of the office's career services is the employment services that expose students and alumni to a full range of career opportunities. In this capacity, the Office of Career Advising and Placement Services acts as a channel of communication between students/alumni seeking career opportunities and hiring employers. Seniors and alumni have the opportunity to meet with employers and learn about relevant job vacancies through the on-campus recruiting visits. The employment fairs provide another channel for integrating employers' recruiting needs with the qualifications of AUC graduates. In addition, seniors and alumni have daily access to career opportunities through online job announcements. During 2008-2009, despite the world wide economic crisis, the office partnered with over 450 local and multinational companies, generating over 3900 career opportunities. Approximately 85% of the graduating class landed satisfactory employment within 3-6 months from the date they started their job search process. Based on our annual 2008 graduate survey, 20% of the respondents landed a satisfactory job before graduation and 68% landed satisfactory employment between 1-6 months from their graduation date. The career planning and job search skills that students acquire at AUC continue to support them throughout their life-time career development.

**Summary and Impact**

The student body of AUC is a diverse one. AUC is keen to have a transparent and effective admission process. All new students attend an intensive orientation program prior to joining AUC to prepare and facilitate their years of study. Career advising and placement services are among the privileges that AUC students enjoy and these services help facilitate adequate job opportunities for students and suitable integration with industry and the job market. AUC is working to strengthen its communication with students, as reflected from students' comments, and is looking to better integrate graduate students into AUC culture.
II.5 Human Resources

The American University in Cairo has evolved during the ninety years since its establishment to reflect its unique character as an American University embedded in the academic, social and cultural milieus in Cairo. All throughout, the ingenuity and creativity of staff on all levels has played an instrumental role in shaping and realizing the mission of the university. The AUC is viewed as an employer of choice in Egypt. The University is committed to creating a workplace culture characterized by transparency, meritocracy, and staff empowerment. These commitments translate to institutional investment in retaining highly qualified staff, recruitment development, and continuous self-assessment of personnel policies and procedures.

Fundamental Guarantees

All AUC policies and procedures with respect to hiring and firing of staff, staff development, compensation, and workplace conditions are designed to provide AUC employees with fundamental guarantees contained in both the Egyptian labor law and regulations, and in certain provisions of U.S. law relating to equal opportunities and affirmative action. AUC is in full compliance with Egyptian Labor Standards. Before passing any new policies concerning staff, AUC ensures that its new policies are in compliance with Egyptian labor law.

In 1995, the AUC established the Equal Opportunities and Affirmative Action Office (EOAA) to become the principal organ through which the university could actively implement its commitments to equal opportunity and diversity. The EOAA office acts to prevent instances of discrimination and harassment and to help the institution implement curative measures in case of complaints. EOAA has put in place procedures for equal opportunity, grievances, sexual harassment policies, age discrimination in employment policies, and policy of employment of individuals with disability. The EOAA plays an instrumental role in resolving any issues for AUC that may arise as a result of differences between Egyptian labor law and requirements in United States’ law.

Staff Types and Categories

Currently the AUC employs a little more than 1,800 staff (excluding faculty) in all levels. The majority of AUC staff are hired directly by AUC. Service staff (janitorial) are indirectly hired through Compass, a provider of contract foodservice and support service. AUC plans to phase out the Compass staff and replace them with full time employees hired directly by AUC. Direct AUC hires are generally better off and enjoy a wider range of benefits, as outlined below. A few other staff are hired on third-party contracts; the most important are drivers and supervisors of the bus service (provided by Family Transport) and workers in food concessions. These are not counted as part of the total staff at AUC.

The AUC classifies each staff member into one of the following eight categories:

1. Managerial
2. Professional
3. Technical-paraprofessional
4. Administrative support
5. Office support
6. Security-safety staff
7. Skilled service
8. Semi-skilled service

Staff members can move from one category to another subject to conditions and procedures outlined in the Policies and Procedures Manual for Supporting Staff. For example, a promotion across categories requires that a staff member reach the English proficiency level (determined by a test administered by the university) appropriate to her category. The Policies and Procedures Manual also provides, as part of its incentives schemes, the possibility of reclassifying a position under another higher category. This is usual the case when -when a job changes or develops with time into a job with more responsibility or complexity corresponding to the university’s needs.

The majority of full-staff members are Egyptian. The AUC, in accordance with the Protocol Agreement with the Egyptian Government, implement a policy about the national composition of faculty and staff working at the AUC. According to this policy the combined faculty and staff at AUC are to be 45% American, 45% Egyptian, and 10% other nationals. Whereas about 35% of full-time faculties are Americans, the vast majority of full-time staff members are Egyptian.

The Process for Hiring and Promoting Staff

The AUC offers both full-time and part-time contracts as well as seasonal hires for periods of up to six months. The process of suitable candidate recruitment for the positions at AUC involves several steps:
- identifying a need
- creating a job profile and job description
- classifying the result to determine an appropriate salary range
- creating and running an advertisement
- interviewing applicants
- selecting the most qualified staff for the approved position

Various components are taken into account when extending a suitable salary offer to new staff, such as job weight, market rates, professional experience, and job requirements. Salary surveys are conducted on a yearly basis to adjust existing salary base. Once employed, new staff are invited to participate in orientation sessions, held on a quarterly basis by the HR Office. However, this self-study reveals that the staff promotion polices need to be clearer and better communicated to the various departments and units.

Assessment and Motivation

The recruitment phase is followed by a series of regular performance appraisals. On-the-job evaluation begins three months after the probation period following initial appointment. Performance appraisals are administered across the university once a year. One strategy employed by the university is to encourage filling vacated or new positions from within the pool.
of available qualified staff. This provides constant opportunities for promotion for individuals who perform well.

Benefits

All full-time staff have access to good quality free medical services, diagnostic screenings and a drugs allowance. As an employer, AUC compares favorably in this respect with many other Egyptian institutions. All full-time staff are eligible for tuition benefits for themselves and their family members. They are entitled to free transportation to and from campus. This new service is estimated at a cost to AUC well in excess of twenty million Egyptian pounds per year. Additional benefits are provided at higher level contracts in order to attract desirable employees. In general, a standard benefit package offered to staff includes:

- medical coverage
- life insurance
- end of service savings
- pension plan
- educational benefits
- access to bank loans

Incentives

Salary increments are linked directly to quality of work. In other words, salary increases are tied to job performance. The minimum period for recommending salary increments by the direct administrative director to staff is three months. Promotion, within the set budget, is offered to employees who show a commitment to their work and show the ability to take on greater work challenges.

Staff Development

The university offers different means by which staff members can develop and upgrade their skills. Promotion from one step to a higher step is often associated with greater qualifications, as demonstrated by a set of courses and examinations. Free courses for raising the English proficiency level are available to all full-time staff. AUC is also in the process of instituting North American-style supervisory development training. In the past summer more than forty personnel in the Physical Plant took advantage of such training. Each year the AUC Training and Development unit offers a wide variety of selected workshops and training programs for AUC staff, as per the Training Planner 2009. (Please refer also to the 2008 Training Manual.)

Transparency, Integrity, and Fairness

AUC has put in place several procedural safeguards to ensure transparency, integrity and fairness of policies and procedures relating to recruitment and development of staff. In addition to implementing the fundamental guarantees of the Egyptian labor law and relevant U.S. provisions, AUC has invested in streamlining its personnel process and procedures to make them more accessible to the staff. AUC publishes its Policies and Procedures on the web at http://www.auegypt.edu/offices/HR/policies/Pages/default.aspx so as to be available for
reference by all staff at any time. By accessing the manual, staff can be alerted to their rights and learn more about the grievance process. Additionally, Egyptian Labor Law information is in Arabic and is posted on the same web site.

AUC consults with the syndicate on matters of concern to the staff to ensure that the staff participate in the decision making process. For example, in its most recent actions concerning salary increments for the staff, AUC acted on the advice of the syndicate in assigning a greater increase to those at lower salary levels, rather than offering a uniform pay raise throughout the spectrum. Employees of Compass are not in the syndicate, though the syndicate does provide some voice for their concerns.

End of Employment

The policies and processes regarding the end of employment are published in the Human Resources Policy Manual. The policy manual describes nine different modes for the end of employment: Probation Period, expiration of contact, resignation, abandonment of position, dismissal, termination of contract, health impairment that ends employment, and dismissal, retirement and death. Rules about the end of employment are, in general, consistent with Egyptian labor laws and with requirements of due process. For instance, infractions are normally dealt with by means of progressive discipline — first a warning is issued, then perhaps a financial penalty; the final step is termination without cause. Some actions can provoke an immediate dismissal, with no intervening process. An employee found stealing, for example, can be dismissed on the spot. However, in most cases there is remediation. Staff who are found to be tardy or otherwise producing poor work must be offered the opportunity to improve. This is part of the employee management process.

Staff Representation and Decision Making

The Staff Syndicate

To the Egyptian authorities, the staff syndicate is the official body that represents staff. Defending and advocating the rights of staff at the university are among the prominent responsibilities of the staff syndicate. Staff members and custodians elect the eleven members that compromise the syndicate. As previously mentioned, no policies are added or changed without referring to the staff syndicate to hear their feedback.

Staff Advisory Group (SAG)

The Staff Advisory Group (SAG) consists of eight elected members. Each elected member represents one of the eight categories of staff. Prior to formulating and/or modifying a policy that affects staff members, the staff syndicate as well as the SAG, is consulted and their input is taken into consideration.

Over the past two decades, AUC has undergone significant increases in the number of students as well as a physical metamorphosis from a compact campus located downtown to a multi-campus university centered on a much bigger, technologically advanced and geographically
isolated campus in New Cairo. This has significantly changed the role and the ideal profiles of employees on all levels. Such a transformation has imposed a number of costs on the staff, and resulted in micro disruptions in university services. For instance, the adjustment process to the realities of a bigger university may have resulted in de facto ambiguity in the implementation of many staff-related policies and procedures. In some instances, policies belonging to different administrative paradigms coexisted in parallel in different sectors, or in the same sectors between different members of staff depending on the starting date of employment.

The move to the new campus imposed on the staff hardships of a more concrete character, especially the increase in travel time and physical wear and tear. Staff are also concerned about the price and availability of food on the new campus. The nonexistence of a local community in the surrounding area to the campus, as compared to that found earlier on the AUC downtown campus limits their options to ones provided by the university. The university has made considerable investment to minimize the impact of the move on students and staff. The university responded in a variety of ways to these important issues. Sometimes the university responded by focusing on specific problems. For example, the administration is taking extra efforts to ensure the availability of a large variety of affordable food outlets, which offer healthy food to both students and staff. In other instances, the university undertook a series of structural reforms.

Effective October 2008, the Human Resources Office was restructured to better service AUC staff. The following units were created within HR:

- Service Center
- Operation
- Compensation and Benefits
- Staff Relations
- Training and Development
- Equal Opportunity and Affirmative

The Human Resources Service Center offers a new paradigm for strategic partnership with University employees and departments, through becoming employee advocates and change mentors while serving as a single point of contact for staff recruitment, support and advice on all HR matters and policies. In addition, the university created a Human Resources Satellite office to provide full HR services to offices and employees located on the Downtown campus.

**Summary and Impact**

The University has several categories of staff. Sound policy and practices are in place for the hiring, promotion, and employment practices of all staff and fall in accordance with Egyptian Law. The skills and qualifications of all staff are evaluated and appraised. Sessions and short courses are offered to upgrade the skills and enhance the staff qualifications. Staff are represented in the AUC governance body and have a Staff Syndicate. However, the staff recommend that AUC look into the relatively high cost of living in the New Campus area and require stronger representation in the University decision-making process.
II.6 The Liberal Arts Core Curriculum

Liberal Arts at AUC

AUC’s former president, Dr. Thomas Bartlett, offered this definition of liberal arts education: —A Liberal Art education is a celebration of learning that encompasses pretty much everything: the arts and the humanities, the social sciences and the ‘hard’ sciences, business training and other professional studies. It eschews specific political orientations, but seeks to examine objectively all ideologies and systems. It grounds us in a sound understanding of our own culture and history, but also makes us aware and tolerant of the histories and cultures of others. It is, first and foremost, fundamental education, a liberating experience that allows us to escape prejudice and unexamined assumptions. Liberal learning seeks to emphasize the growth of intellectual self-reliance and independence while encouraging co-operative endeavor. It is the competence to think, analyze, and understand independently.

When they first arrive at AUC, many students are surprised by the classes they must take in order to graduate. They wonder why someone who wants to be an accountant or television producer should study subjects that have nothing directly to do with those fields. And that is a reasonable question — why should they study history, literature, philosophy, music, art or any subject outside of their major? Why should students study any subject that does not help train them for their chosen job?

Here’s why: employers around the world understand that graduates of liberal arts universities 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.

A liberal arts education allows students not only to excel in your chosen field of specialization — it also prepares them to quickly pick up new skill sets that will allow them to keep up with changes in your field and succeed in any career you choose to follow. Liberal arts advocates that students:

- think critically and examine their role in the world
- study across disciplines and develop a lively curiosity about new and unfamiliar ideas
- engage with the world’s religious, political and cultural traditions
- find creative solutions to enduring and urgent problems

The Nature of the Core Curriculum/General Education

The Core Curriculum is a body of 10 to 15 courses (30 to 46 credit hours) that all students are required to complete, regardless of major. It is the foundation of every AUC student’s education — the heart of the liberal arts experience. It includes courses in writing, language and information literacy; philosophic and scientific thinking; Arab history, literature and society; and foundational classes in the natural sciences, social sciences and humanities.
The Core Curriculum prepares a student to be a well-rounded individual, excelling not just in a chosen field of study, but ensuring that he/she is able to think on his/her own, solve problems outside of his/her field and quickly pick up new skills in today's ever-changing world.

The Core Curriculum also aims to enhance writing skills — and thereby one’s ability to reason and construct an argument — in both English and Arabic. Instruction ranges from small seminars and regular classes to large lectures. All courses, with the exception of the Information Literacy Clinic, give letter grades and academic credit.

The Core Curriculum is divided into three components.

**Primary Level**

The Primary Level consists of a set of English and Arabic language requirements (Three to 15 credit hours) and four arts and science courses (13 credit hours). They are designed for AUC freshman and most will complete them during their first three semesters. The four courses include Scientific Thinking, Philosophical Thinking (all students must take both), a natural science course and a freshman requirement in the humanities or social sciences. All students majoring in the fields of science and engineering (except actuarial science) are exempted from the general science elective. In addition, students who demonstrate the appropriate competence may be exempted from up to six credit hours of Arabic language and up to six credit hours of English writing courses.

**Secondary Level**

The Secondary Level consists of four requirements in the social sciences and humanities (12 credit hours) including one course in the general humanities and social sciences; one that deals with world history, culture, society, politics and economics; and two that deal with the history, culture, society, politics and economics of the Arab world. Most students will complete one of these four requirements in each semester of their junior and senior years.

**Capstone Level**

The Capstone Level consists of two requirements that students are intended to meet in their senior year or beyond. The goal is to ensure that students meeting the requirements in their senior or fifth year take courses that are designed for senior students and challenge them to the highest level of their ability and prepare them for life after graduation.

**Assessment-based improvement to the Core Curriculum:**

The current iteration of the Core Curriculum (effective Fall 2007) is the culmination of over a decade of assessment-based evaluations on teaching outcomes of AUC students as well as other faculty and externally highlighted areas of concern. In May 2006, following a series of internal reviews and responding to comments and suggestions from the Middle States Commission of Higher Education and the University Senate approved major revisions in the Core Curriculum. This continuous quality improvement in curriculum, particularly keen on assessment-based learning
outcomes, is quite unique to the American higher educational system and allows us, as a University, to regularly assess and improve learning outcomes.

The fact that our students share classes and are undeclared in the first few semesters:

Generally, incoming students enter AUC as undeclared majors, except for those in the School of Sciences and Engineering (SSE). Even those who intend to major in the School of Sciences and Engineering do not declare their major within the school until after exploring broader academic interests. They simply are admitted into the School of Sciences and Engineering. All students, including those in SSE, explore a multitude of academic interests by taking advantage of course offerings from a wide range of academic departments. This exploration is imposed on them by the Core Curriculum and builds up to their specializations (majors). The implication of this is that students who intend to major in philosophy, like those who intend on majoring in electronics engineering or business administration or Egyptology or physics, typically share classes during the first two years of their education at AUC. Many of these students enter the University intending to major in a specific field but then change their intended majors several times before they actually begin to take their specialization courses in their junior and senior years.

Libraries and Learning Technologies are continually updated to support education.

A key element of the AUC’s unique place in the region is its commitment to a liberal arts education, which, in the words of the AUC catalog, prepares the student to be a well-rounded individual, excelling not just in your chosen field of study, but ensuring that you are able to think for yourself, solve problems outside your field and quickly pick up new skills in today's ever-changing world.

To realize this commitment, and to support research, teaching, and study at the AUC, Libraries and Learning Technologies provide traditional information sources such as books, journals, manuscripts, photographs, etc., as well as online facilities, such as the catalog, databases, and electronic books and journals, which can be accessed by AUC students and faculty wherever they are. The Center for Learning and Teaching provides faculty with information and support for pedagogic initiatives commensurate with a twenty-first century learning environment.

The AUC’s Main and Rare Books Libraries are the largest English-language research collection in Egypt, located on the central plaza of the campus. The building houses a diverse range of state-of-the-art facilities, from computer laboratories and modern study rooms to videoconferencing services and technologically advanced research equipment. Library services include research instruction and assistance, and students are introduced to basic research skills involving library and information technology. A non-credit Information Literacy course taught by librarians is required of all students and provides them with the skills needed to identify, locate, evaluate, and effectively use any needed information.

The AUC Library is also home to the new Learning Commons, a novel concept unique in Egypt. This is a learning space that integrates independent study, interactive learning, multimedia and technology rooms; copy and writing centers; and a library help desk. Students can listen to
music, watch a DVD, see a live performance or listen to a speaker while working on their assignments.

Most of the space in the Learning Commons is configured for use by small groups of students reflecting collaborative learning and social interaction, a key characteristic of 21st century learning. Furniture accommodates group work where students share a common computer and screen or use their laptops.

Library staff and the Center for Learning and Teaching’s Student Technology Assistants assist with students’ information needs (library functions) plus user’s technology needs (IT functions). The Writing Center is an additional partner in the Learning Commons to help students write papers or prepare other writing projects.

AUC encourages multi-discipline curricular and extracurricular activities

Opportunities for AUC student leadership and engagement in co-curricular activities are plentiful. There are over 40 student (academic, political and social) organizations, community service projects and cultural groups. In addition, student government and peer leader positions are available each year. Two bi-weekly student run newspapers are published. All such activities contribute to a vibrant co-curricular life that serves as a laboratory for practical experiences to compliment theoretical in-class learning. The learning outcomes for the activities mentioned above mirror those of the liberal arts curriculum. Involvement in co-curricular activities requires students to think critically and rationally, to solve problems, make ethical decisions, to persuade and to communicate positively. Involvement requires them to prepare for an unknowable future – to learn how to learn, and to adapt to ever changing circumstances and differences.

Summary and Impact

The –Liberal arts– is a cornerstone of AUC mission and practices. The university enjoys a strong liberal arts core curriculum (General Ed.) that gives AUC graduates a strong background and a thirst for questioning, learning and innovation. Upon assessment, AUC has reviewed its core curriculum to better suit the AUC mission and to strengthen the community learning and capstone courses. The University Libraries and Learning Technology strongly support the core curriculum through outstanding services. The AUC’s Core Curriculum has undergone a recent revision with a wide contribution from stakeholders and the Faculty Senate. The current Core Curriculum further advances critical thinking and community-based learning.
II.7 Graduate Studies, Research and Intellectual Property Rights

Graduate Studies

The American University in Cairo offers high quality graduate programs and diplomas in a rich range of specializations. Graduate degrees range from traditional Master of Arts and Sciences to professional and specialized diplomas in unique specialties such as gender and women as well as refugees and migration. The AUC strives to be at the cutting edge of scientific knowledge and technology as exemplified in its Masters program in biotechnology and computing. Furthermore, the university strives to serve the community by continuously updating its offerings and developing programs that tackle Egypt’s needs. To this end, the academic year 2009/10 has witnessed the inauguration of a Master degree in Family, Child and Marriage Counseling as well as the new Masters in Education. Both these degrees address important needs in contemporary Egyptian society. The supporting documents provide a comprehensive list of all graduate degrees and diplomas offered at AUC through its School of Humanities and Social Sciences (HUSS), School of Global Affairs and Public Policies (GAPP), School of Business (BUS), School of Sciences & Engineering (SSE) and the Graduate School of Education (GSE).

Student Enrollment & Graduation

The total number of graduate students enrolled in the various graduate programs at AUC has been growing steadily in the period from 2000 to 2009, as has the number of graduate degrees granted. The tables in the supporting documents show detailed figures for the number of applicants, number of students enrolled, and the number of students graduated from each of the graduate programs at AUC during the period from 2005 to 2009. The difference between the number of applicants and the number of students enrolled primarily reflects the high standards set for accepting candidates for graduate studies. Further, some enrolled students decide not to complete their Masters degree graduate with a diploma, which explains the disparity in the number of degrees and diplomas granted. Figure 6 shows the number of diplomas compared to the masters degrees awarded, which reflects the efficiency of the graduate programs offered through the students’ successful completion of their Master degrees.

![Figure 6- Total Number of Graduate Degrees & Diplomas Granted (2000-2009)](image_url)
New Graduate Programs

New graduate degrees and diplomas have been recently established as part of the continued development and improvement of graduate program offerings at AUC. In 2006, the Master program in Gender & Women Studies (GWS) and Public Policy Administration (PPA) enrolled their first graduate students, and in 2007, the Masters in Biotechnology and the Masters of Environmental Engineering started, while Migration & Refugee Studies (MRS), Television & Digital Journalism and Product Development & System Management (PDSM) followed in 2008. The academic year 2009/10 witnessed the enrollment of graduate students in the following newly established Master of Arts programs: Community Psychology, Family & Child Counseling, Family & Couple Counseling, and International& Comparative Education. As a part of the steps undertaken by AUC towards excellence, plans included the establishment of a M.Sc. degree in Nanotechnology to prepare future generations of scientists, engineers and researchers in the ever-expanding world of nanotechnology (NT).

In Fall 2010, AUC will start a Ph.D. program in Applied Sciences and Engineering. This is indeed an historic event which will enhance the graduate program at AUC. In general, the move towards offering such a Ph.D. program is expected to proceed according to the medium and long range plans of the School of Sciences and Engineering. Considerations will be given to the market demand for Ph.D. degrees in a given academic field as well as availability of faculty and other resources. It is important that in considering Ph.D. programs the high level of quality education achieved on the undergraduate level is not compromised.

The Faculty

Highly qualified and dedicated faculty are the cornerstone of AUC’s successful graduate programs. As mentioned in the previous section on Faculty Recruitment and Development in this report, the AUC has well developed processes for recruiting world class faculty. In addition, the university provides a wealth of opportunities for faculty development and support, which ensures the continued development and upgrading of the faculty’s competencies in their respective fields of specialization. In addition, the university’s emphasis on and support for faculty research, as outlined in the following section, augments the quality of the graduate study experience at AUC. Graduate students at AUC have one-on-one interaction with highly qualified faculty in their graduate courses as well as in thesis advising and supervision.

Support for Graduate Students

The AUC provides many forms of support for graduate students. For example, there are several graduate student service offices in the different schools. The Graduate Student Association (GSA) promotes the interests of graduate students at AUC and organizes activities to foster a sense of community among graduate students (http://www.aucgsa.com). Furthermore, the university provides financial support for graduate students in the form of merit scholarships as well as conference and research support grants for graduate students (http://www.aucegypt.edu/academics/gradstudies/resconf/Pages/default.aspx). Many student activities are open for graduate student participants. As discussed in the upcoming section on student services and support, there are discussions underway to enhance the availability of support services to graduate students through extending the operating hours of the relevant
offices. There has also been some thought given to further integrating graduate students in university extracurricular activities.

**Graduate Programs Assessment**

**Structure & Process of Graduate Program Assessment**

The AUC administration has adopted policies for the rigorous assessment of performance of graduate programs within the framework of continuous development and improvement. The current policy stipulates that each graduate program shall have a Director of Graduate Program (DGP) appointed for a two-year period from the (preferably tenured) faculty. They provide for the program’s administration and act as the official liaison with the Office of Graduate Studies and Research (OGSR). The DGP reports every semester, through the Dean, to the Director of Graduate Studies and Research (DGSR). In consultation with the DGSR, the Director of Graduate Programs will maintain the overall academic integrity, quality, and viability of the graduate programs, model and encourage excellence in scholarship and teaching as well as suggest changes in program requirements and ways to improve the graduate programs. Emphasis is placed on maintaining program records, which contain all the information required for accreditation and program reviews, including annual program assessment reports. It is also highly recommended that the DGP conduct, whenever possible, exit interviews with students who withdraw to determine the reasons for withdrawal.

In addition to the semester report, the DGP prepares an annual report for assessment, which is submitted to the Vice Provost for Graduate Studies and Research and the Provost. The Provost and Vice Provost review and discuss the annual reports and give oral and written feedback to the DGR, including recommendations on areas of possible improvement. This assessment process is already underway at AUC, and a full assessment cycle (from self-assessment and review to discussion with Vice Provost and Provost to recommendations) will be completed in the current academic year. The results of this assessment will then be fed into the planning and budgeting cycle for the coming period, enabling the administration to help close the assessment loop and continue to ensure improvements in its graduate programs.

**The Graduate Advisory Council**

The Graduate Advisory Council (GAC), which provides an additional mechanism for assessment and improvement in graduate programs, consists of all Directors of Graduate Programs and a representative selected by the Graduate Student Association. The Director of Graduate Studies and Research chairs the GAC, which conducts its business through regular meetings. The meetings are also attended by the staff of the OGSR. The GAC serves as a forum for discussing ideas, concerns, issues, and recommendations related to the graduate programs at AUC. It also recommends policy and enhances communications between graduate students, graduate programs, faculty and administration throughout the university.

**National & International Accreditation**

Besides the internal assessment process outlined above, some of AUC’s graduate programs have undergone comprehensive assessment procedures as part of obtaining accreditation from international accrediting bodies. The university as a whole is accredited by the Egyptian Ministry of Higher Education as well as the Commission on Higher Education of the Middle States
Association of Colleges and Schools in the United States (MSCHE /—Middle Statesl). Further, the Master of Business Administration (MBA) program in the School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB), which is the most prestigious accrediting body for business schools worldwide.

**Involvement of Graduate Students in Assessment**

The involvement of graduate student in their educational experiences at AUC is important. In this regard, there are several methods by which the administration tries to attain feedback from graduate students for the purpose of continuous improvements. First, at the end of each course, students fill out a course evaluation form, in which they provide feedback about the content of the course as well as the instructor. Second, the Career Advising and Placement Services (CAPS) office, in cooperation with the Office of Institutional Research (IR), conducted a survey of former graduate students and their employers to assess the adaptability of AUC graduates in their work environments and their preparation for work as well as their performance from the point of view of their employers. For more information about this survey, check the link: [www.auccegypt.edu/ResearchatAUC/IR/Assessment/Pages/AssessmentScholarshipatAUC.aspx](http://www.auccegypt.edu/ResearchatAUC/IR/Assessment/Pages/AssessmentScholarshipatAUC.aspx)

Further, as part of the regular assessment cycle outlined above, exit surveys of students who have withdrawn from their graduate program without completing their degree/diploma are also conducted by the relevant program director to assess the reasons for dropouts. Finally, graduate students are represented on several committees related to the assessment and continuous improvement of graduate programs. In some cases, this student representation is required as part of the accreditation procedures for the graduate program. For example, the Learning Committee, which assesses the learning goals of the MBA program in the School of Business, includes a student representative.

**Research**

Over the past years AUC has been classified as a teaching institute, where the primary focus of the faculty and instructors was on the educational aspect for the undergraduate and graduate programs. AUC‘s mission is to achieve excellence and become a World Class University™ and recently emphasis has been placed on increasing research activities at AUC and supporting faculty's research efforts.

This support is delivered in the form of local and international conference grants as well as conference and workshop coordination grants; research grants, which provide the necessary financial support for conducting research in collaboration with prolific researchers from international universities at USA, Canada and Europe; and research and development grants that provide AUC faculty with a seed fund to initiate a pilot project that is necessary for developing a proposal for external funding. Another source of support is the pre-tenure award, which was introduced in 2004 to allow faculty to take a leave for one semester to concentrate on research prior to applying for tenure. Figure 7 shows a bar chart for the AUC faculty and student support grants over the last five years. The displayed data indicates a continuous increase in the number of the faculty awarded grants over the years. In addition, a 35% increase in the grants dedicated to graduate students‘ support can be observed in year 2009. Student support is done in the form of research and conference grants, which indicates the emphasis of the AUC on the importance of the graduate students‘ participation in research and scholarly work.
Research and scholarly activities are also supported through the Office of Sponsored Programs (OSP), which promotes the acquisition and effective use of external funds through grants and contracts, by all units of the university, in order to carry out research, instruction and service activities. OSP provides the necessary training and guidance for the preparation of proposals for external funding, including how to develop a research idea into a funding proposal for a sponsored research project, and an explanation of the procedures that must be followed at AUC before submitting a research proposal to a potential funding agency or foundation. Another important contribution of OSP is that it assists the faculty in identifying potential funding sources including international organizations, government agencies, foundations, and corporations in their fields of interest. OSP also regularly receives announcements of research funding opportunities, and distributes the announcements to faculty according to areas of interest. For more details on funding sources see the website on OSP.

http://www.auc.edu/research/

Research and scholarly activities are also supported by a number of research centers within the university system, many of which are internationally recognized centers. AUC houses eight centers which may combine graduate education, research and outreach activities, such as the Center for Migration and Refugee Studies. Other centers have a community service component in addition to the research activities such as the Desert Development Center and the Science and Engineering Services Center. Research centers, such as the Youssef Jameel Science and Technology Research Center (YJSTRC), fosters state of the art research interest from the faculty and students in the departments of the School of Sciences and Engineering (SSE) in the field of nanosciences and nanotechnology. (See the website on Research Centers at AUC).

http://www.auc.edu/research/

The American University in Cairo encourages research collaboration on the national, regional and international levels. On the national level, this was implemented through actively
strengthening its cooperation with both the Ministry of Higher Education and the Ministry of State for Scientific Research. This was accomplished in part by getting AUC’s faculty engaged in various efforts spearheaded by both the Ministries for the Advancement of Research and Higher Education. The AUC has also become increasingly proactive in establishing collaborations with several national research institutes, other Egyptian universities, and industrial associations. Examples of the aforementioned engagements of the AUC with national Egyptian institutes as well as with the Ministries of Higher Education and Scientific Research are provided in the following list:

1. The American University in Cairo (AUC) has a signed cooperation protocol with the National Research Center (NRC), the Housing and Building National Research Center (HBNRC), and with the sixth of October Investors’ Association that encourages collaborations in research and training.

2. Faculty members of AUC collaborate with professors in most other Egyptian universities and institutes in co-supervising and advising, MA, MBA, M.Sc. and Ph.D. students.

3. The AUC faculty members have been engaged in activities spearheaded by the Ministry of Higher Education and the Ministry of Scientific Research to advance the level of research done in Egypt.

4. Several AUC faculty members were involved in the activities related to conferences and workshop organization in collaboration with national universities and the Academy of Scientific Research and Technology (ASRT), such as the international ASME 2nd Multifunctional nanomaterials and nanocomposites conference and Exhibition held in collaboration with RDI and European Commission delegate in Egypt, Jan 11-13 (2008), and the Egypt-Italy Year of Science (2009), and the German-Egyptian year of Science (2007), supported by the Ministries of Higher Education and Scientific Research.

5. Recently AUC has partnered with most Egyptian universities in the submission of six new TEMPUS proposals.

6. Recently AUC has partnered with several other Egyptian Universities and industrial companies in submitting research proposals to the RDI fund. These companies include:
   a. Mobinil,
   b. CEDARE,
   c. Unicore
   d. Mentor Graphics
   e. AutoDesk (Kemet)
   f. EMAK, El-Khorafy Group
   g. Computer Simulation Technology
   h. Middle East (CST)
   i. Lotus Solar

7. The AUC faculty has been forthcoming in reviewing research proposals submitted to the Science and Technology Research Fund.

In addition to the collaboration taking place on the national level, regional and international collaboration have also been priorities of the AUC faculty. Examples of regional and international research collaboration include:
1. AUC facilitated the signing of a Memorandum of Understanding for collaboration between the National Institute of Oceanography and Fisheries (NIOF) and the King Abdullah University of Science and Technology (KAUST).

2. Currently, AUC is negotiating a similar cooperation agreement with NIOF. In coordination with the National TEMPUS office, an AUC faculty member has been involved with the European Training Foundation (ETF) to establish Indicators for entrepreneurship in Higher Education. This faculty member has represented Egypt in a workshop in Turin, Italy (November 2008), in which the possibility of implementing entrepreneurship education in Egypt was considered.

3. Research collaborations with Stanford, Berkeley, Georgia Institute for Technology, North Carolina and South Carolina State Universities, and many more universities and institutes in the USA; Alberta and McGill universities in Canada as well as Manchester, Birmingham, Cambridge Universities at UK, Royal Institute of Technology (HIT), Sweden, and IMEC in Belgium and many more in Europe.

Research Assessment

Research and scholarly activities are thoroughly assessed and evaluated within the processes that lead to promotion through academic ranks, to tenure and merit pay. Assessment tools that reveal the quality and scope of the research and scholarly work for each faculty member includes the number and quality of publications in local and international peer reviewed journals and creative work and exhibits, publication and editing of books as well as contribution to conferences and workshops. Other evaluation tools such as securing external funding and awards nationally and internationally as well as a number of patents represent additional manifestations of the quality of research and scholarly work of AUC’s faculty.

Since 2006, AUC has published an annual List of Faculty Publications, which include faculty research and scholarly work. As can be seen from Table 4, the number of faculty members across the university who were involved in research and scholarly work during the years 2006 to 2008 represent 69-82% of the total faculty. The number of books published each year range from 27 to 35 and the number of articles published in (mainly international referred journals) range from 170 to 200 per year. More detailed statistics and titles of published work can be seen at http://www.aucegypt.edu/ResearchatAUC/projandpub/Pages/default.aspx.

<table>
<thead>
<tr>
<th>Year</th>
<th>All faculty</th>
<th>Published</th>
<th>% published</th>
<th>Books</th>
<th>Book Chapters</th>
<th>Referred Journals Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>238</td>
<td>195</td>
<td>82</td>
<td>35</td>
<td>76</td>
<td>170</td>
</tr>
<tr>
<td>2007</td>
<td>275</td>
<td>189</td>
<td>69</td>
<td>29</td>
<td>41</td>
<td>181</td>
</tr>
<tr>
<td>2008</td>
<td>263</td>
<td>191</td>
<td>73</td>
<td>27</td>
<td>73</td>
<td>200</td>
</tr>
</tbody>
</table>
An important tool for assessment of the research activities and scholarly work of the faculty is the granted awards and the number of proposals submitted for internal and external funding as well as the number of secured projects. Figure 8a shows a bar chart that compares the number of research grants funded internally (AUC) and externally. Figure 8b, shows a bar chart for the U.S. ($ amount of the internal to externally funded grants. Figure 9a shows a bar chart for the number of proposals submitted compared to the awarded projects over the last five years. It is worth noting that many of the submitted proposals in year 2009 are still under review. The percent of proposals awarded to submitted range between 30-50%. Figure 9b shows a bar chart for the US ($ amount of the submitted proposals versus the granted ones since 2005. As can be seen, granted external funding increased significantly by 3 times in year 2006-07, while it doubled in year 2007-08 compared to the previous year. The significant increase in the secured external funds from highly competitive funding agencies all over the world is an indication of the quality of research carried out by AUC’s faculty.

The supporting documents show a list of funding agencies to which AUCs faculty submit proposals for external funding. Reports on the research activities and outcomes for the internally and externally funded projects are submitted to the department chair, followed by the school dean, and then the vice provost to evaluate the productivity of the faculty. Different durations for reporting are dictated by the funding agency, which could be every four or six months or annually.

**Figure 8.** Externally and internally (AUC) funded projects (a) the number of proposals awarded and (b) the total grants US ($) amount
The annual faculty report is an additional tool that demonstrates the research activities of AUC’s faculty members. In this document all faculty are required to detail all the activities related to research and creative work including the organization of conferences and workshops. Based on the work they have completed, the faculty research output is evaluated by a committee formed on the department level followed by another on the school level. The faculty are then awarded compensation based on a merit pay system.

Faculty national and international awards are another indicator that strongly signifies the research activities and scholarly work of the AUC faculty. Many of the AUC faculty earned national awards such as National award for Engineering Sciences, Man of the Year for Environment and Development, and the Egyptian State Encouragement Prize. In addition, the Excellence in Research and Creative Endeavors Awarded by AUC (http://www.auccegypt.edu/academics/facultyresearch/awardshonors/Pages/default.aspx) is another venue for the awards earned by the AUC faculty. Moreover, the faculty of AUC earned many international awards, such as ACM International Collegiate Programming Contest World Finals, ACM and The Arab Academy for Science and Technology, and the 2009 Early Research Award from the Ministry of Research and Innovation, Canada, etc.

**Intellectual Property**

The American University in Cairo developed an Intellectual Property Policy in October 2006, which was endorsed by the Board of Trustees in October, 2006 and approved by the University Senate on February 14, 2007. The policy was introduced to AUC to support and preserve the rights of the faculty, staff and student research and scholarly activities and creative work, which has been increasing in demand over the past years. This is manifested in the increased number of patents and publications by the faculty, especially in the field of Sciences and Engineering. The main features of the policy may be summarized as follows:

1. The policy is applicable to all persons employed by AUC
2. Private research, not involving substantial use of university resources, scholarly or educational materials and other categories are excluded
3. Disclosure of Intellectual Property is required
4. Varying rights of ownership are defined
5. Administrative procedures are prescribed
6. Distribution of Net Revenues among IP Creators (50%), the Creator's School or Center (20%) and the university (30%) is described

The policy includes provisions for amendment in light of the university's experience with the policy to ensure it meets AUC's evolving requirements. Any such amendments must be approved by the President after review by the (newly established) Intellectual Property Committee and the University Senate.

**Summary and Impact**

Graduate studies and research are receiving strong support from AUC and have witnessed significant growth over the past decade. The record of AUC’s faculty publication is a strong one that comprises a spectrum of books, refereed international publications, and conference proceedings. The number of proposals, grants, and research funds at AUC are on the rise. In addition, well established research centers are promoted with a high quest for excellence. The university is among the first ones in the region to have a clear Intellectual Property Rights Policy that applies to faculty and to students. The University is working to further enhance its research activities and encourage faculty for publications and graduate theses supervision. AUC is considering the introduction of PhD program in several specializations.
II.8 Academic & Institutional Integrity, Transparency & Accountability

AUC strives to be a regional leader in fostering and promoting academic and institutional integrity. The university is an active member in the Center for Academic Integrity at Clemson University and is represented by a board member in that center. AUC’s quest for excellence in academic integrity is often referred to as a model not only in Egypt but in the wider region.

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 in an institution that is dedicated to the promotion of knowledge and learning.

As part of its institutional integrity the university holds academic freedom to be 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.1 As stated in the AUC Code of Academic Integrity: –The process of learning requires an open exchange of ideas between scholars and students.1 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.1 The institution’s 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.

In an attempt to constantly further improve and maintain academic and institutional integrity, a number of structures and mechanisms exist in order to provide for transparency and accountability.

Academic Integrity – Policies and Awareness
AUC is viewed as a leader in the region in fostering academic integrity throughout the university, and has defined this issue as a major priority area. Established in 2006, the Council on Academic Integrity, which reports directly to the Provost, oversees and formulates policies on academic integrity related to students, faculty and staff. It also promotes awareness campaigns about these issues and regularly surveys the relevant stakeholders in order to monitor the effectiveness of policies and gauge levels of awareness. Some of the Council’s ongoing tasks include:

- Establishing effective linkage with the Center on Academic Integrity at Clemson University.
- Liaising with the Academic Integrity Committee which examines and advises on academic integrity violations, and maintains a database on previous violations.
- Initiating and coordinating students’ contributions to academic integrity efforts.
- Conducting awareness campaigns throughout AUC on academic integrity including participation in all student and faculty orientation events to raise awareness on AUC policies and practices regarding academic integrity.
- Maintaining and updating a Web site for academic integrity at AUC [http://www.aucegypt.edu/academics/resources/acadintegrity/](http://www.aucegypt.edu/academics/resources/acadintegrity/)
- Taking part and organizing academic integrity conferences and public events that foster AUC commitment to the community.
- 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.
- Conducting surveys and assessing the status of academic integrity at AUC.

The Council on Academic Integrity conducts regular surveys related to the students’ perception of academic integrity. It also collects statistics about the reported cases of breaches to academic integrity. Below are relevant highlights from the most recent statistics (see Figures 10 – 12):

![Student perception of enhanced awareness about academic integrity at AUC](image)

**Figure 10 Students perception of enhanced awareness about academic integrity at AUC**

Over the past four years, the number of reported cases of breach of academic integrity has stabilized at between 60 and 70 cases per academic year. This is compared to 96 cases in 2004/2005. The majority of these cases entail plagiarism, and the majority of the cases involve undergraduates, with graduate students representing 5% of the reported cases. The reported cases predominantly came from HUSS faculty (80%), with the remaining number equally shared by SSE and BEC (10% each).
Figure 11 Students perception of the effectiveness of academic integrity policies at AUC.

Figure 12 Students perception of faculty support of academic integrity policies at AUC.
Based on feedback from 322 male and female students from different majors, academic standing, and academic performance, a majority (70%) believe that there is an enhanced awareness of Academic Integrity at AUC, with 75% believing that there is a fair to very good student understanding of the university academic integrity policies. A majority of students (84%) consider these policies fairly to very strongly effective, and with regard to student perceptions. For student and faculty support for these policies, 61% of students are of the opinion that there is fair to very strong student support of the policies, while 94% of students are of the opinion that there is fair to very strong faculty support of the policies. A majority of students learn about these policies from faculty (80%), and/or other students (73%). Among the faculty in particular, there seems to be a growing satisfaction regarding AUC’s policies on academic integrity.

As part of the institution’s commitment to academic integrity, students, faculty, and staff at the university are expected to sign the Code of Academic Integrity (full text of Code is available at http://www.aucegypt.edu/academics/resources/acadintegrity/code/Pages/default.aspx). The Code of Academic Integrity lays out the general principles of integrity as well as the specific ways in which violations can occur. The Code is unique even among member institutions on the Council on Academic Integrity at Clemson, in that it expects ALL stakeholders, including staff, to commit to the principles of academic integrity as laid out in the Code.

As a corollary to the Code, the AUC Senate approved a policy on intellectual property in December 2009. The Intellectual Property policy intends to regulate intellectual activity between AUC constituencies and the broader environment and to strengthen academic integrity through proper handling and ownership of student and faculty outputs.

**Academic Integrity Committee**

In order to effectively and fairly monitor academic integrity violations by students, AUC has established an Academic Integrity Committee, reporting to the Provost, and consisting of faculty representatives from the different schools, a University Senate representative, a member appointed by the Provost, a member from the Student Affairs Office as well as two student representatives: one for graduate students, and the other for undergraduate students. Cases of violations of academic integrity are deliberated by the Committee, with short meetings held with concerned students aimed at obtaining their input to the filed cases. Decisions on the appropriate disciplinary actions are reached by majority vote, and recommendations are made to the Provost.

Cases deliberated by the committee are stored in an electronic database, which serves as a repository of the names of students found guilty of violations of academic integrity at the university. Access to this database is limited to the Provost and the Academic Integrity Committee, and the database is used to identify repeat offenders, typically leading to harsher disciplinary action.

**Equal Opportunity and Affirmative Action**

AUC is committed to the provisions of equal opportunity and affirmative action. A dedicated office was established in 1995 to ensure that this commitment is implemented, with respect to the promotion of an environment free of discrimination and harassment, and which is respectful of the rights and dignity of all persons regardless of their race, color, ethnic origin, religion, age or disability. AUC’s policies in this regard are promoted, sustained, and enforced through various
channels, including review and training, and the dedicated office acts as a conflict resolution resource to the AUC community. 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 university staff members has increased, with continuous awareness efforts augmenting the staff members’ appreciation of the importance of this subject.

AUC’s commitment to equal opportunity and affirmative action is reflected in all staff position announcements, and throughout the recruitment and hiring procedures. In addition, students are also made aware of AUC’s policies of equal opportunity and affirmative action as well as policies to prevent and combat sexual harassment.

**Grievances**

The right to express grievances 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. Moreover, students have extensively worked on a new vehicle for addressing their grievances, resulting in the -Student Bill of Rights and ResponsibilitiesI, which was discussed and approved in the Faculty Senate during the Fall 2007 semester. This document specifies general as well as academic, rights and responsibilities of students at AUC, together with their rights and responsibilities for taking part in extra-curricular activities, and includes the right of participation in the formulation of university policies and procedures; the right of petitioning; the right of evaluation of faculty members and courses at the end of each semester; as well as the right of access to and examination of all their graded course work, among many others.

For faculty, clear paths for expressing grievances exist through the department/unit chair, dean and Provost. Another additional significant channel for faculty grievances is the Senate Grievance Committee. This committee consists of faculty members, handling cases in strict confidentiality, and making recommendations to the AUC president. Reviewing the cases of the last few 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. The procedure was referred to as –lengthy, ambiguous and discouraging‖. In response to this, the Senate modified the procedure and approved a revised document that is easier to understand and to implement, which was then also approved by the university president. This new procedure has been implemented since the academic year 2005/2006.

Regarding staff members, policies exist for addressing their grievances through the Human Resources Office although some staff members believe that some of these policies need further clarification. Proper documentation of staff grievances could bear further improvement, and the policy for access to such documents needs to be clarified in order to grant privacy on some issues. Policies and procedures are routinely revised, and new policies are examined by the legal department to ensure consistency with Egyptian labor law. A challenge remains in raising the awareness of, and providing effective channels for, the resolution of grievances for some groups.
of staff members, such as custodians. Some major staff concerns and complaints may also be forwarded to the University Senate and also discussed directly within open forums with the university president. 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. ¹

Transparency

As part of AUC’s commitment to institutional integrity, the university tries to make its policies and institutional procedures as transparent as possible to all those outside and within the university. The university communicates through a number of vehicles to its various audiences and stakeholders, including the university web site that is accessible to the public (http://www.aucegypt.edu). 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 Office of Communications and Marketing works with the administration as well as with academic schools and offices to ensure that all communications to the respective audiences 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.

Thus AUC admits students 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.

As documented by the Human Resources Office, recruitment and hiring at AUC follow a systematic process that is transparent and well-advertised. The qualified faculty who fill these positions are from various countries and ethnic groups, and represent 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.

Accountability

Accountability is an integral part of AUC’s commitment to institutional integrity. Faculty and staff members are held accountable for their responsibilities and a number of different mechanisms are in place to enforce this. In this regard, yearly evaluations of staff members are carried out based on the roles and responsibilities specified in the respective job descriptions. This process is formalized, and uses forms and procedures set by the Human Resources Department. Staff members have access to this evaluation, which can only be finalized by the consent of the staff member to its content, through a signature, which ensures not only
accountability, but also transparency. For faculty, a yearly annual faculty report is required of all faculty members. It is a document in which faculty members specify the activities they have carried out throughout the year, in three main areas: teaching, research and service.

Summary and Impact

The impact of AUC’s Policies on Academic and Institutional Integrity has rendered the AUC an international recognition in this domain both regionally and internationally. The University addresses integrity through a campus-wide campaign, preventive measures, and punitive actions. Similar to other institutions worldwide, AUC continues the integrity journey to foster its principles and practices for faculty, staff and students. The university has a clear Equal Opportunity and Affirmative Action Policy and promotes fairness and transparency in its operation. The university needs to continue ensuring consistency in the awareness and implementation of all integrity policies.
II.9 Student Activities, Community Services, Support & Alumni

I. Objectives and Assessments

The American University in Cairo fosters a dynamic and multicultural co-curricular life on campus through programs and services offered by the division of Student Affairs. Under the leadership of the Vice President, Student Affairs provides essential student services in the Offices of Enrollment Services, Admission, Student Financial Affairs, Career Advising and Placement Services (CAPS). It also provides leadership opportunities through The First Year Experience (orientation), International Student Affairs, Counseling Center, Mentoring Unit, Residential Life, and Office of Student Development and Sports.

AUC students don't just take part in campus life -- they create it. Organizing international conferences; establishing service-based student clubs that give back to society; creating a thriving art and theater community; winning international computer programming contests – AUC students find ways of sharing their interests with others while proving themselves as leaders both in and outside the classroom.

Student Activities are facilitated by the Office of Student Development within the context of university policy and the constitution of the General Assembly of the Student Body. The Office of Student Development includes three units: Student Organizations Activities, Community Service, and Cultural Programs. The administration reserves the right of veto in matters of student activities including those mentioned in the SU constitution.

The many extracurricular activities available at AUC reflect the diverse backgrounds and interests of its students. While some events are sponsored and organized by the departments and units, most are initiated and carried out by student groups.

Student Activities

Student Associations and Clubs

The Student Union is the core of extra-curricular activities on campus. The Student Union is composed of elected representatives from each constituency major. It provides student representation on university academic and other committees, organizes events and services, and coordinates the activities of student clubs and associations. Student associations and clubs provide a variety of ways for students to share similar interests. Some groups are formed by students with an interest in geographic areas, like the Al Quds Club. Others provide services to the Egyptian community, such as Volunteers in Action. Still others are formed around specific interests or majors, like the Political Science Association, the Biology club, and Association for Computer Machinery to name only a few. Student organizations sponsor lectures, films, shows, and exhibitions as well as trips to places of historic, scientific, or other interest in Egypt. Each student organization has a faculty advisor with experience and expertise in the club’s area of activity. Membership in all clubs is open to any interested student. The Office of Student Organization Activities is responsible for guiding and supporting the Student Union, academic clubs, and the student conferences. A new student organization may be formed with recognition from the Clubs and Conference Committee and approval by the Office of Student Development.
All organizations must renew their recognition and approval each year. More than 50 clubs register annually and more than 65% of AUC population participates in student activities. Membership in these organizations is open to all AUC students.

The Student Judicial Board (SJB) is the student judiciary authority. It consists of five students elected annually in an election held in the spring semester prior to the SU presidential elections. The SJB acts as a monitoring body and addresses specific student concerns. This includes ensuring that the SU and all clubs operate according to their constitution and general university policy, and those SU members and club officers execute their responsibilities honestly and competently. Together with the Office of Student Development (OSD, the SJB’s responsibility extends to monitoring the soundness of financial policies and transactions adopted by the SU. The SJB is also responsible for monitoring the SU presidential elections and ensuring a fair electoral process for all candidates. On an individual level, the SJB hears the complaints of students against fellow students and tries to resolve conflicts at the student body level. Together with the SU, the OSD and the counseling center, the SJB participates in enforcing the university drug and alcohol policy on campus. In so doing, the SJB has the ability to recommend certain disciplinary actions, if deemed appropriate, to the OSD. The SJB also has a representative in the academic integrity committee, which looks into student violations of an academic nature. It also has two representatives in the student disciplinary committee, which is responsible for investigating serious individual or organizational violations.

The Student Senate is the voice of the Student Body. It acts as the legislative branch of the Student Union. It consists of representatives who are elected every year, three weeks prior to the end of the academic year. Representatives are elected for each constituency of the student body — undergraduate, graduate, international students, and ELI. The Student Senate strives to represent the opinion of the students to the University faculty, staff and administration as well as the University community. The Student Senate believes that all students have a right to participate in University decisions and policy-making.

**Student Organized Conferences**

Student organized conferences, such as Model United Nations and Model Arab League (under the auspices of the Political Science Department, and Office of Student Development) as well as others, including the Student Leadership Conference, International Conference on Information Technology and Global Economy Conference, afford the opportunity for students to learn special skills such as negotiation, public speaking, expand their knowledge of the world, and participate in a major organizational challenge. Conferences are valued by the University and its students, and involve hundreds of students from AUC and other Universities, both in Egypt and abroad. They contribute significantly to student life on campus.

AUC’s Office of Student Development's Student Organization Activities Unit (OSA) promotes and guides purposeful student involvement in campus events and programming, diversity education, clubs and conferences, leadership development, student government and student organizations. AUC enhances the University academic experience through co-curricular engagement opportunities which contribute to students' educational mission, personal growth, and global understanding. The opportunity to get involved in activities and learn beyond the classroom is one of the great advantages this University offers to students.
The Community Service Program

The Community Service Program is responsible for all community service clubs and activities that promote the spirit of volunteerism in areas such as caring for the disabled, elderly, needy, orphans and cancer patients as well as launching welfare projects and eliminating illiteracy. Anti Cancer team, Anti Drug team, Hand-in-Hand, Volunteers in Action, Help Club, Friends in Need, Rotaract etc. are all community service clubs that work with the spirit of serving the Egyptian Community. The Community Service Program supervises all community service, focuses on raising students' awareness regarding the social challenges facing their community, and gives them the opportunity to take initiative in dealing with such problems. This way the students benefit by enhancing their social commitment while learning positive values, such as leadership, citizenship, and how to become engaged in positive social action. Currently there are more than ten community service volunteer clubs operating with different groups of unprivileged people including the poor, the blind, orphans, cancer patients, the elderly and children with special needs etc.

Cultural Activities

Cultural Programs aim to expose students to all forms of art through the cultural clubs as well as promoting an understanding and appreciation for aesthetic expression, particularly that of Egypt and the region. The Office of Cultural Programs is responsible for cultural clubs and groups. The Choral Group, Music Group, Egyptian Folk Dance Troupe, Marionette Group and Art Group, along with several other cultural activities groups, are trained by competent professionals on an extracurricular basis throughout the academic year. They represent AUC every spring with students of Egypt’s other universities in the National University Cultural Activities Competition. Trips to represent Egypt and The American University in Cairo at festivals abroad are planned periodically for the choral and folk dance ensembles.

Lectures and Concerts

Lectures held at AUC cover a wide variety of topics and feature scholars, diplomats, political, cultural and business figures and others from the university itself, and from Cairo and abroad. The University’s Distinguished Visiting Professor program enables individual departments to host speakers throughout the year. In addition, student organizations invite guest speakers whose lectures are open to the university community. Musical performances by visiting artists and AUCians are given throughout the year. Concerts feature a wide variety of music including classical and contemporary Arabic music, jazz, and western classical music performed by local groups like the Cairo Symphony, by international ensembles on tour and by talented students.

Theatre & Films

The Theatre Program, through its drama productions, is one of the most active student enterprises on campus. All AUC students—theatre majors as well as students from all departments—are encouraged to participate. Under the guidance of the Theatre faculty, students from all nationalities act and occasionally design and direct several productions a year ranging from classics to modern experimental theatre. Students also play a major role in constructing sets, costumes, lighting, sound, and make up. Recent plays include Shakespeare's Macbeth,
Feydeau’s A Silly Goose, Pirandello’s Six Characters in Search of an Author, Farag’s Sulayman El Halabi, Sophocles’ Antigone and Ibsen’s Ghosts. Productions are in English and Arabic. Plays take place in state-of-the art theatres at both the Falaki Academic Center (downtown campus) and the new campus. Films are a favorite form of recreation at AUC and several university units organize regular showings.

Student Publications

Caravan, the student newspaper, is published weekly, in English and in Arabic, and distributed on campus without charge. It is both a learning laboratory for Journalism and mass communication students who receive academic credit for participation, and a co-curricular activity open to participation by reporters, photographers, and students with writing skills or artistic talent from the student body at large. Over the years many Caravan alumni have become professional journalists in Egypt, elsewhere in the Middle East, and in the West. All student publication-activities, including the Dimensions Newspaper and other clubs/conferences magazines are guided by faculty advisors.

Sports

The university has a state-of-the-art athletic facility for use by students, faculty and staff. The outdoor facilities include a 50 meter pool, six tennis courts, four volleyball courts, a handball court and two basketball courts. The outdoor football field is encircled by a 400 meter track, and includes areas for all field events. Indoor facilities include a 2000 seat arena, multi-purpose and teaching gymnasiums, six squash courts, four weight training and exercise rooms, a table tennis area and a full complement of locker rooms, sauna and steam rooms. All areas are open to men and women, with some hours and activities scheduled for women only. Participation in a number of sports is sponsored at a highly competitive level against other institutions across Egypt as well as in the Middle East and in Europe. Currently teams are sponsored in football, volleyball, basketball, tennis, swimming and diving, fencing, rowing, tae kwon do, frisbee, squash, table tennis, boxing, judo, karate, water polo, rugby, and track and field. In addition to the competitive programs, lessons and tournaments are offered at various levels in a number of sports for intramural competition within AUC. The athletic facilities sports complex in the new campus includes the 2,000-seat ARTOC Central Athletic Court, where 1,500 additional seats can be added to the court floor for a total capacity of 3,500. It also includes the martial-arts arena which seats 200-300 in a flexible event space. Outdoors, there is the Ahmed Galal Ismail ’97 Basketball Court, the Khalaf Al Habtoor Football and Track Stadium, the J. Dinsmore Adams, Jr. Tennis Complex, the Paul B. Hannon Swimming Pool and a soccer stadium.

Parents Association

The Parents Association (PA) was established in 1985 with the objective of creating a partnership between parents and the University to enhance the learning opportunities for AUC students. All parents of undergraduate students are members of the PA. Within the PA, a board is elected that works entirely on a voluntary basis to further the aim of the Association through bylaws regulating all PA activities and initiatives. Each year, the Parents Association offers the PA Scholarship to assist a student who faces sudden financial difficulty during his or her term of study. During the spring commencement, the PA also bestows upon an exceptionally gifted and
outgoing faculty member the PA Excellence in Undergraduate Teaching Award. Furthermore, during the fall and spring commencement ceremonies, the Association awards the PA Cup to an exceptional student who successfully maintains a high grade point average in addition to taking part in student-run activities and organizations. The PA Cup has become one of the most distinguishing features of every AUC commencement ceremony.

**Graduate Student Activities**

Graduate student activities and services are promoted by the Graduate Students' Association and supervised by the Office of Graduate Studies and Research within the context of university policy and a constitution approved in 1999 by a student body vote, and authorized by the university's administration. The administration reserves the right of veto in matters of graduate student activities including those mentioned in the GSA constitution. Graduate Students participate in undergraduate students' activities such as sports, films, theatre and conferences.

The Office of Graduate Student Services works in tandem with the Office of Graduate Studies and Research to provide local and international graduate students with a variety of services. Orientations are offered every semester for incoming students, and activities are planned throughout the year.

**International Student Affairs**

The mission of the Office of International Student Affairs (ISA) is to facilitate the international student transition to life in Egypt and at AUC, to enhance the international student experience, and to weave the international dimension into the fabric of student life at AUC.

**Support of Students with Disabilities**

Recently, AUC has set up a policy for the admission of students with learning and/or physical disabilities. In this policy, the American University in Cairo is committed to the goal of providing equal access to educational and employment opportunities for qualified individuals with disabilities. Based on this policy, AUC is committed to provide services in support of students with learning and/or physical disabilities.

**Writing Center**

The Writing Center provides programs and resources designed to help all students master the related skills of critical thinking and clear expression. The center offers a list of online resources; individual tutoring sessions; weekly peer-review workshops tailored to core classes in rhetoric; and focused workshops on grammar, writing with technology, oral presentations, in-class writing, and essay exams.

**Food Services**

Several food services outlets are distributed all over the new campus in addition to the university food court located in the University center.
Bookstores

Textbooks and a broad assortment of general books may be purchased in the portal of the new campus. A smaller general bookstore, open to the public, is located in the Zamalek Student Residence.

The AUC Library

The mission of the AUC Main Library is to support the instructional and research needs of the AUC community. The Library provides the academic community with one of the largest English language research collections in Egypt. Using the Library of Congress classification system, open stacks and a fully automated catalog system, the Library provides approximately 400,000 volumes and 1700 current periodical subscriptions, and 6,300 media items. Electronics resources include over 22,000 e-books and around 110 databases. Faculty and students are able to access information about the collections and services, and most of the electronic resources, on or off campus. With approximately 170 public access computers currently available, we provide laptops and wireless technology for use in the library. The library is a member of OCLC, the Research Libraries Group (RLG) and SHARES. The use of Ariel enhances the speed of document delivery from abroad. In addition to the required one hour course for Freshmen, library instruction is offered in all fields to students, faculty, staff and visitors.

Student Housing

The American University in Cairo occupies an urban campus. Most undergraduate and graduate students live at home with their families, although most international graduate students (about 18 percent of the student body) share furnished apartments or live in university housing. AUC has already opened its new on-campus residence facility in late October 2008. New Cairo is a recently developed area. Since AUC planned the move to new Cairo and began construction the area has experienced unprecedented development. One of benefits of residing in the new campus location is that it is located in a less populated and less polluted area than downtown Cairo.

The on-campus residence facility has twelve residential units we call cottages - 7 for women and 5 for men. Each cottage has a ground (garden level) plus 2 floors with a sum total of nine double rooms, one single room and 5 apartments. Each apartment has 4 single rooms and a common living space; there are 2 toilets, a sink, common lounge and study area. As for the rooms outside the apartment setup, for every three double rooms and a single, there are two showers, 2 baths and 2 sinks. Each cottage has a courtyard and a roof terrace. The men's section and the woman's section each has study areas. There is a laundry room with washers and dryers and a storage trunk in both the women’s and men’s cottage areas. There is one resident assistant (RA) housed in each cottage to build community, enforce the rules, respond to emergencies and liaison between residents and Residential Life staff. In addition, there is one live-in resident director for men and one for women.

Single rooms have a cupboard, bed and desk attached to the bed, chair, book shelves, and closets, a telephone set and high speed internet connection. Double rooms are larger with two beds, two cupboards and two desks, two chairs and the same amenities as that of the single rooms. Each room has a temperature control unit that allows residents to adjust the air conditioning or heating.
for maximum comfort. The common areas where women and men can meet include a large lounge, additional study area, and computer lab. Additionally, the Zamalek Residence houses 350 students and is located in one of downtown Cairo’s most popular residential districts - Zamalek. It is an island slightly northwest of central Cairo; an urban up-scale area with a large cosmopolitan population. It is approximately 38 kilometers, or 23 miles, from the new campus in New Cairo. Both facilities are air-conditioned, come with housekeeping services, high-speed internet connections, telephones, and 24 hour security. An AUC physician has clinical hours in Zamalek; the clinic is located in the Campus Center, next to the on-campus residence and has emergency services equipment and protocols. All residents in campus housing are provided free shuttle transportation between the New Cairo campus and various points downtown.

First-Year Experience Program (FYE)

FYE is a mandatory program providing a common vision for all entrants that engages them in guided activities and experiences, the significance of which they can reflect upon and learn to appreciate. Students will also read and sign the code of academic integrity during the program. This program aims to familiarize students with knowledge of the purposes and expectations of higher education, AUC culture and services, student rights and responsibilities, academic, personal and social competencies necessary for college success; equip them with the skills to become self-reliant in the use of university information resources, and in identifying relevant service offices when needed; and promote the values of respect and appreciation for the institution, other members of the AUC community, and the learning experience. Undergraduate Egyptian and international degree-seeking students, including ELI students, who have been admitted to AUC, will take part in the FYE program. Transfer students, international non-degree seeking students and graduate students do not form part of this program. Classes are administered by a faculty member who is assisted by a student leader. Student leaders organize social events to help freshmen integrate and make new friends. The FYE is designed as a thematic-based experiential learning program that includes seminars, interactive sessions, and an evening Convocation. Each of the program days covers a theme that highlights a key value or area of knowledge prioritized in the university mission statement. First year students are required to attend all days of this program. Students who miss FYE will not be permitted to register for their courses.

Counseling

The university employs qualified counselors at the Student Counseling Center to assist students with personal difficulties and growth issues. The International Student Affairs staff, including those in International Student Services, are available for ongoing orientation and some counseling of international students. The university physician and counselors refer students to professional help outside the university when necessary.

Health Services

The university clinic, with the university physician and trained doctors and nurses in attendance, is open every day, except for Fridays and Saturdays, to provide medical services. The clinic is open from 8:00 a.m. till 5:00 p.m. Physicians are available after 3:30 p.m. and a qualified nurse is available till 5:00 p.m. For further information regarding the AUC clinic, you can access the clinic’s Web site http://www.aucegypt.edu/auc/clinic. The university provides limited accident
insurance for all students while they are on the campus or engaged in certain university activities. Medical costs beyond the provisions of this insurance must be paid by the student. International students are required to have health-insurance coverage.

**Faculty/Staff Mentor Program**

The mission of the Office of International Student Affairs (ISA) is to facilitate the international student transition to life in Egypt and at AUC, to enhance the international student experience, and to weave the international dimension into the fabric of student life at AUC. The Faculty/Staff Mentor Program is one of the tools used to help facilitate the international student transition to life in Egypt and at AUC. Faculty and staff mentors guide students to understand and appreciate the new culture.

The Faculty/Staff Mentor Program is a tool to assist the new international students to quickly familiarize themselves with their new environment through the support of their faculty/staff mentors. It provides a comfortable atmosphere for open discussion as well as an informal, reliable environment to receive feedback regarding the AUC experience.

**Alumni Office**

The role of the Alumni Office is to ensure an ongoing relationship with The American University in Cairo’s alumni and to keep them connected to their alma mater in every possible way. AUC is keen about always keeping its alumni in the loop as they are its final products and ambassadors; they are the image that speaks for itself on behalf of AUC and therefore are an asset of great value and importance to AUC. Today, AUC’s alumni community consists of over 30,000 alumni which could be considered one of the most active in the region. AUC alumni have proven through the years their will and support to give back to AUC a lot more than they have received. The Alumni Office has various services, activities, and initiatives to help in engaging alumni with AUC. Inside Egypt several events and activities are held in order to give alumni a chance to come back to AUC to mingle with friends, revive memories, enjoy performances, and exchange respective ideas and experiences. These events include Class Reunions (eight different reunions per year: the 5th, 10th, 15th, 20th, 25th, 30th, 40th and 50th), Homecoming, Gala Dinners, Peer Profession Reunions which allow alumni to interact with others from similar fields and professions, and Alumni Trips.

The Alumni office brings together those who shared similar experiences and passions during their years of study. Alumni also engage with AUC through associations of special interests that bring them together such as the Alumni Community Theatre, Model United Nations, Model Arab League, and the Student Union. The office now has an Alumni Lounge in which events, activities, gatherings, and meetings are held; the lounge has a home-like cozy setting in order to encourage communication and networking. The office also hosts events and gatherings in the lounge upon the request of alumni.

One of the new initiatives of the office is the Connecting Alumni and Students Team (CAST), a program that paves the way for a vital relationship between well experienced alumni and current students, to advise them with future and career decisions. The CAST results in a more connected and integrated AUC community. Outside Egypt, alumni chapters stay connected with AUC and
each other through regular meetings and events; not only do they meet socially, but they also develop and positively participate in the communities in which they reside as well as recruit students from all around the world to AUC. Alumni chapters drive visibility towards AUC globally and help portray the desired image for AUC. Alumni Chapters exist in over 20 countries including but not limited to The United States of America, the United Kingdom, Germany, Austria, Australia, Switzerland, France, Canada, Kuwait, Jordan, Oman, Saudi Arabia, Qatar, The United Arab Emirates and Bahrain. The Alumni Office has recently started to encourage and push alumni, inside and outside Egypt, to create volunteer committees and well established structures to enrich alumni with their ideas and initiatives as well as help in keeping an ongoing line of communication among them. The Alumni Office also offers its alumni the chance to create lifetime ID Cards in order to ensure entrance to the campus at all times as well access AUC’s library and electronic resources whenever needed. Lifetime e-mail accounts are also granted to alumni to help in easing communication. A sample of AUC distinguished alumni is included in the supporting documents.

**Summary and Impact**

The university renders outstanding services to the students within campus on every front as viewed by the students and parents. These services include housing, transportation, health care, mentoring, counseling, and the alumni office to name only a few. All new students attend an intensive orientation program prior to joining AUC to prepare and facilitate their years of study. Career advising and placement services are among the privileges that AUC students enjoy. AUC is seriously considering students’ concerns and requests to lower cost food services in the new campus and is looking to strengthen student’s representation in AUC’s governance structure.
II.10 Continuing Education and Other Academic Activities and Programs

AUC strategic themes and goals focus on strengthening and expanding continuing education programs and linking training to community needs and national development priorities. Outcomes assessment is AUC’s tool for improving support activities and enhancing their effectiveness and efficiency. The various continuing education activities and educational services at AUC are covered in this report. Assessment of the training activities and services is explained and the results of the assessment are highlighted. Plans for improvement are projected.

School of Continuing Education

The School of Continuing Education (SCE) is the unit that extends the resources of AUC into the community by providing high quality educational opportunities for learners of all ages to enrich their lives, enhance their professional qualifications, and promote their careers. SCE is a legacy of responsive, lifelong education and a leader in American standards of lifelong learning. SCE is committed to offering a wide range of high quality lifelong continuing education opportunities for learners of all ages to enhance their professional qualifications and promote their careers.

SCE is accredited by the International Association for Continuing Education and Training (IACET). SCE’s programs include Arabic and translation studies, business studies, computer and information technology studies, English language studies, and youth and special studies. Through SCE, AUC offers education and training opportunities to enhance the professional and job skills of more than 38,000 non-degree students.

Instruction is offered through regular, customized, tutorial, off-campus programs and soon e-learning environments. Delivery formats range in their duration, level of in-depth study and breadth of areas. Regular programs are offered under a variety of certification packages, including course certificates, achievement certificates, foundation certificates, career certificates and professional diplomas. Through SCE’s customized programs, the school meets the interests, needs, and schedules of individuals and organizations. Client organizations include multinational corporations, business and governmental organizations, and non-governmental organizations in Egypt and abroad.

SCE provides training on AUC campuses and facilities located at downtown, Zamalek, Heliopolis and New Cairo. There is a training site at El-Gouna and an office in the Smart Village. Training can also be provided at customers' workplaces.

There are five SCE divisions that offer training programs in a variety of disciplines and specializations to meet market needs in both Egypt and the region.

Arabic and Translation Studies

The Arabic and Translation Studies include a full range of courses and certificates for non-native speakers of Arabic as well as to those engaged in translation and simultaneous interpreting—from beginners to seasoned professional translators. Arabic courses include Spoken Arabic of Cairo, Modern Standard Arabic, Arabic for Special Purposes, Arabic Calligraphy as well as a Career Certificate in Teaching Arabic as a Foreign Language. Translation programs include
courses and certificates in print media translation, legal and UN translation, screen translation, simultaneous interpreting, and French translation and interpreting.

Business Studies

A broad array of business and management courses and certificates in a wide variety of disciplines are offered in line with the new global economy. The areas include sales and marketing, accounting and finance, management, marketing strategies, financial management, human resource management, investment management, stock market and brokerage as well as secretarial studies. Special corporate training programs include customer service, hospitality management, leadership and supervision, safety and environment.

Computer and Information Technology Studies

Computer and Information Technology Studies consist of a variety of training programs to impart the knowledge and skills needed for efficiently utilizing current information technology (IT) tools and techniques. These include desktop office applications, desktop programming, Web technologies and programming, database management, computer graphics and multimedia, computer networking, computer hardware and software maintenance, geographical information systems (GIS), and UNIX / Linux operating systems. International certification and preparation for ICDL, Cisco, and Microsoft tracks are offered. Computer and IT certificates cover the major IT tracks that focus on platforms ranging from Windows XP to Windows Server 2008 and UNIX to development tools using Oracle 10g database, Java and .NET.

English Studies

As English is the shared medium of communication across the world, effective English language skills can lead to improved educational and job opportunities. Customized English language training programs for specific purposes are tailored in any field of communication that is generally offered by the English Studies.

English offerings include general English courses, conversation courses, English for specific purposes, test preparation courses, and teacher training certificates. There are thirteen levels of General English courses. Conversation courses consist of six levels from Elementary to Advanced. English for Specific Purposes (ESP) is language training for specific professions. Test Preparation Courses include iBT TOEFL, SAT, IELTS, GMAT, and GRE. Teacher Training Certificates include: Preliminary Certificate in Teaching English as a Foreign Language to Adults (PCTEFLA), Introduction to Teaching English (ITE), and English for Teachers in Language Schools (ETLS)

Youth and Special Studies

Youth and Special Studies offerings serve both adults and youth. The range of offerings for adults includes language courses in French, Spanish and German languages; art courses in drawing, painting and sculpture as well as a course in History and Appreciation of Modern Art. Offerings for young learners include Conversational English courses for school grades from primary 5 – secondary 1. The division’s largest offering is the Junior Summer Program (JSP)
which is a one-month educational, recreational and cultural program offered annually during June and July in the Downtown Campus and the Heliopolis facility. Additionally, a Youth Summer Program has also been launched at the New Cairo Campus. Program subjects/activities include English language, reading, general knowledge, computers, crafts, living values, social skills, Model United Nations, sports, going green, folklore dancing and a field trip.

**Additional Professional Development and Executive Education Activities**

1. **School of Business:**
The School of Business has its own very successful professional development and executive education programs but tailored for senior executives and middle management and professionals from private sector, government and the civil society. More info about Executive Education programs are found at the website: [http://www.aucegypt.edu/execed/Pages/default.aspx](http://www.aucegypt.edu/execed/Pages/default.aspx). These programs include:

   **A. The Management Center**
The Management Center (MC) is the professional development arm of the School of Business. Established in 1977, it is recognized as one of the region's top professional development institutions. With the vision of becoming the professional development partner of choice along the journey of creating change that impacts business results, the mission of the MC is crafting and delivering transferable learning experiences using best practices, applied market knowledge and experience in diversified management fields.

   The School of Business’ MC depends on four main pillars to achieve its objectives: High quality staff and instructors; Professional excellence; Continuous improvement & value creation; and Service culture.

   The MC offers professional management training to more than 12,000 professionals annually through its programs and institutes. MC alumni include more than 160,000 professionals and trainees from Egypt and the region who are dedicated to continuous networking, professional development and educational activities.

   The Management Center offers a diversified set of programs ranging in content and duration to include:

   - Post Graduate Diplomas,
   - Professional Diplomas and Certificates,
   - Academic Programs,
   - Executive Seminar Series and Workshops, and
   - Tailor-made Programs and Courses.

   The Management Center offers its services through three specialized institutes that cover the diversified areas of management in different domains:

   **The Institute of Management Development (IMD)**
IMD offers a diversified range of management related programs, starting from basic soft skills courses to advanced executive management programs. Offerings include: post-graduate diplomas in healthcare and hospital management, human resources management and sales management; professional diplomas in marketing, public relations and real estate; in addition to a number of short courses.

**The Institute of Banking and Finance (IBF)**

IBF, founded in 1987 to meet the increasing need for specialized programs in the areas of banking, finance and investment in Egypt and the Middle East, implements a wide array of professional designations and certificates that addresses the local needs and requirements in the areas of international business, foreign investment, corporate finance, and investment banking.

**Institute of Quality Management (IQM)**

IQM, established in 1994, is considered the pioneering quality management institution in Egypt and the Middle East. IQM offers a wide range of educational, training and technical assistance programs for organizations and individuals in the area of quality management, six-sigma, quality management for healthcare reform, ISO training and supply chain management.

**Regional Expansion**

The Management Center expanded its reach through a network of strategic partners in the region including Saudi Arabia, Sudan, United Arab Emirates, Jordan, Iraq, Qatar, Kuwait, Libya, and Yemen.

**Alumni Relations**

The Management Center launched its Alumni Society to maintain relationships with its graduates. Membership in the Alumni Center includes scholarships, career related services, events, newsletters, and alumni directory and a web site.

**B. The International Executive Education Institute (IEEI)**

The IEEI was established in 2008 to be a leading regional platform for executive development and networking. It partners with the world’s top business schools and academic leaders to provide a unique learning experience at AUC through cutting-edge knowledge and valuable networking among business leaders in the region. Just in the last year IEEI’s programs included among their partners The Wharton School, the Kellogg School of Management, the National University of Singapore, the Rotterdam School of Management – Erasmus University, the Darden School of Business – University of Virginia, and the Marshall School of Business – University of Southern California. Courses address priority issues to executive including but not limited to leadership, the digital economy, real-estate, risk management, Information Technology, family business, innovation, corporate finance, and sustainability.
C. The Citadel Capital Financial Services Center (CCFSC)
Established in 2006, the CCFSC is the first of its kind in the Middle East to offer students, researchers and professionals a state-of-the-art instructional facility that integrates hands-on financial services practice with classroom financial concepts such as securities trading, risk management and asset allocation. The center provides students, researchers and professionals, access to real-time financial data, professional research tools and leading analytic software replicating a real-life trading room environment.

D. The Goldman Sachs Women's Entrepreneurship and Leadership Center (WEL)
Established in 2008, the Goldman Sachs Women's Entrepreneurship and Leadership Center at The American University in Cairo has partnered with the Wharton School of the University of Pennsylvania in the design and delivery of The 10,000 Women Entrepreneurship and Leadership Certificate Programs for Egypt and the Arab world. Hosted by the School of Business, the Goldman Sachs WEL Center is focused on enhancing the growth and development of women entrepreneurs in the Middle East through a unique blend of certificate programs, research programs, mentoring and networking. The certificate programs bring together world renowned university faculty, multinational corporations, nonprofit institutions, and community and business leaders. These programs have been developed as part of the Goldman Sachs 10,000 Women Initiative, a global $100,000,000 capacity building and educational endeavor that brings top business schools together to provide business and management skills to women entrepreneurs in developing countries.

E. El-Khazindar Business Research and Case Center (KCC)
-Bridging the gap between theory and practice- is the mission of El-Khazindar Business Research and Case Center (KCC). Founded in 2009 by Hisham El-Khazindar, AUC Alumnus, the KCC primarily develops and publishes case studies on companies operating in the Middle East and North Africa but has hosted case writing conferences as well. These conferences provide a venue to present business cases and discuss current management issues among business executives, students, and academicians across the region. The KCC offers seminars training faculty in case development and usage in the classroom, plus workshops to train students in case analysis and networking opportunities with leading practitioners. The KCC also publishes a case journal in management.

2. School of Science and Engineering (Engineering and Science Services)
Since its inception in 1983, Engineering and Science Services has focused on providing training and services for practicing engineers and industry personnel in Egypt and the Middle East. Various activities are offered including:

- Intensive courses that are offered for 5 days and involve 30 hours of training
- Professional Programs that include 6 courses with 45 hours of training for each course
- Tailor Made programs to meet the needs of personnel of a given organization
• Courses that are offered in collaboration with the American Society for Mechanical Engineering, Project management Institute - the MENA Chapter, and the management Engineering Society.
• Industrial Research and Assessment Studies in response to requests of companies and organizations
• Distance/online education in the Professional program in Welding Engineering.

Engineering Services also includes offering US Engineering Licensure in collaboration with the National Council of Examiners and Surveying in the United States.

3. School of Continuing Education (Educational Services)

SCE provides a learning environment and a set of support services that are deemed appropriate for conducting educational and training activities for its learners. SCE employs full-time administrators and support staff as well as adjunct instructors and support staff to manage its instructional and administrative support functions. The school is committed to hiring highly-qualified personnel and its policies are in accordance with those of AUC for all full-time personnel. The AUC code of conduct applies to all SCE employees. SCE honors a three-year rolling strategic plan and follows its annual budget implications for the sake of ensuring the availability of learning resources and environment. SCE strongly promotes the maintenance of its facilities and assets and makes every effort to ensure that the buildings and campuses remain safe environments that are conducive to successful learning. Smart and conventional classrooms, together with computer and translation labs and conference rooms are available in all school campuses. Technical support is provided through the various AUC centers and a dedicated SCE unit as well. Lab technicians are available on a morning/evening shift basis. SCE provides learners with registration and scheduling services through a highly-integrated, computerized administrative system, and offers advising for new and returning certificate learners, library access based on work load, reference materials, bookselling services and duplication services.

While SCE has a specific mandate for its work, additional academic and service centers exist within the university to support the ongoing academic research and community outreach.

4. Undergraduate Supporting Services and Courses

Various programs have been designed for undergraduates during their four years at AUC. The following illustrate these activities:

a. The Information Literacy: This course introduces students to critical analysis of information which is fundamental to the AUC educational experience. The success of the program has been measured through a pre-and post test of student skills with regards to their critical skills, further testing of student skills in other courses such as RHET 102, and student evaluations of the course.

b. The First Year Experience: This is a required orientation program that is designed to assist freshman students to familiarize them with AUC's offerings and learning environment. This includes developing an understanding of liberal arts education, the core curriculum, career
training, and educational facilities on campus. The program is evaluated on a regular basis and modified after receiving feedback.

c. **Leadership for Education and Development Program (LEAD):** This is a scholarship program that is extended to those students from the 27 governorates that could not be a part of AUC for economic reasons. This year may include the first group who will graduate from the program. The program is also assessed through an advisory committee that assists with mentoring the students and is continually modified after receiving feedback.

d. **The Writing Center:** This center assists undergraduate students with their writing, and critical skills. Formal and informal assessments are used to evaluate the impact of the activities of the center. These assessments include feedback from various faculty members, and recurring use of the center.

e. **Career Advising and Placement Services (CAPS):** Activities that are provided in the context of career planning and placement, and include the goal of considering resources for life-long career planning. Evaluation of the center includes the number of students using the services, and CAPS data base. Additional efforts are being made to develop links with the various schools at AUC, thus assisting their students and graduates with their future plans.

f. **The Office of Student Services (OSS):** This is an important center that uses a holistic approach to student life through its focus on various domains of the student's life such as the emotional, physical and academic life. Qualitative and quantitative methods are used in the self-assessment process with specified key outcomes, such as an increase in student retention rates, reported improvement in student skills, and increases in grades of students experiencing various challenges.

5. **Alumni Services**
Alumni of AUC stay connected throughout their careers and life through the work of a specialized office that includes services such as:

- Providing an AUC e-mail account
- Arranging for various country based and international trips
- Providing Admission and Registration support for children of alumni
- Providing scholarships and endowments
- Developing alumni chapter in Egypt and in different countries around the world
- Scheduling alumni reunions

An Alumni Online Community has also been developed utilizing new technologies and web-based services that include:

- Online profiles
- Online directory
- Class notes
- Events and Chapter activities
- An e-newsletter
- An AUC e-mail account
AUC alumni continue to provide financial and professional support for programs and initiatives associated with AUC.

6. The American University in Cairo Press
The AUC Press is the leading English-language publisher in Egypt and the Middle East, with more than 1,000 titles in print and up to 100 new scholarly (humanities and social sciences) and general books each year. The Press also includes book distribution services that support the AUC mission in education, research, and cultural exchange. The AUC Press Advisory Board comprises members of the AUC Board of Trustees and senior publishing professionals.

The AUC Press Bookstores

The AUC Press Bookstores are the part of the AUC Press that serves the text and general book needs of the AUC community and the English speaking public of greater Cairo. The AUC Press Bookstores are located in the New Cairo Campus, Downtown Campus, Falaki Campus, and Zamalek Facility. There is an extensive selection of English-language books on a variety of subjects. Faculty may order their course texts using special online forms. Textbook orders are processed twice a year: in March to cover the fall semester and in October to cover spring and summer semesters. Special orders can be placed for most in-print books available in the United States and the United Kingdom.

SCE is firmly committed to the evaluation process used to measure the overall quality and effectiveness of programs and services. Instruction at SCE is evaluated from a variety of perspectives. In addition to learner evaluation of instruction (LEI), instructors are evaluated at least once a year by class visits by division administrators. In turn, instructors evaluate SCE administration once a year. All instructors are evaluated by all learners in all classes in all SCE locations every semester.

SCE evaluates all learning programs during delivery, at the end of learning activities, and after the conclusion of the activities by more than three months. This latter type of evaluation is referred to as Post Program Evaluation (PPE). The aims of PPE are to assess the impact of SCE’s offerings for the purpose of continual improvement, further long range planning, and increase program marketing. The whole extent of SCE’s offerings is evaluated over a three-year period. This is conducted for graduate learners of SCE certificates and courses as well as for employers/organizations. PPE is a measurement of quality of the SCE educational system as PPE’s results are incorporated into the improvement of the educational offerings. As the first round of PPE was conducted in July 2009, the results have not yet been fully incorporated into an implementation framework. SCE has an internal review process that represents an important quality improvement tool. This process is conducted annually to identify and promote best practices as well as correct nonconformities. The review ensures that all sections of the Policy and Procedure Manual (PPM) and all IACET standards are reviewed for compliance.
Summary and Impact

Continuing Education and non-degree courses are among the priority areas at AUC. While AUC is planning to offer continuing education programs on the New Campus there will continue to be continuing education programs offered on the Downtown Campus. The renovated Downtown campus will also act as a cultural center and expand its services to the community. Reflecting its importance, AUC has established the School of Continuing Education that, together with the Engineering Services and the Management Center, renders service to the community and to industry and professional services. AUC must continue to work on being more responsive to the increased and diverse demands in Egypt and the broader region.
II.11 Regional and International Relations and Cooperation

Regional and International Cooperation in Education

AUC cooperates with many universities both regionally and internationally in a number of forms to serve educational purposes. First, AUC offers its students unique opportunities for international experiences in education through its vibrant Study Abroad and Exchange Programs. Secondly, various academic units, departments or research centers at AUC engage in ongoing partnerships and/or agreements with partner universities both regionally and internationally and offer tailored academic programs to specific groups of learners at the undergraduate, graduate, and professional levels. Furthermore, AUC’s faculty are continuously engaged in joint supervision of graduate students enrolled at AUC or at partner universities.

7. Study Abroad and Exchange Programs

AUC has study abroad and exchange partnerships with a large number of universities worldwide. Through its International Programs Office (IPO), the university offers its students opportunities to study at top universities in the United States, Europe, the Middle East and Japan for one semester or a full academic year. In our agreements with partner universities, the IPO in cooperation with the Registrar and various academic departments ensures the transfer of credit hours that AUC students attain at partner universities and thus count towards their degree. Similarly, students from partner universities can study at AUC, and experience life in Egypt and the Middle East. AUC’s IPO even arranges customized courses for groups of international students who have special learning needs and requests. Many international students are attracted to study Arabic language courses as well as other courses pertaining to the rich cultural and historical heritage of Egypt, such as Egyptology and Islamic studies. The supporting documents show a list of all partner universities and the disciplinary fields that students may pursue at each university during their semester/year abroad. More information on international and study abroad programs can be found at http://www.aucegypt.edu/intstudents/IPO/Pages/Home.aspx

2. Joint Agreements and Partnerships with Universities

AUC partners and has joint agreements with many universities to deliver a range of courses and lecture series, either to AUC’s undergraduate and graduate student body, or to its professional, executive and continuing education audience. Many of these courses are delivered as part of the services of various centers in the different schools. Examples of partnerships and joint agreements in education between AUC and other universities regionally and internationally are numerous. Rather than identifying each and every one of them, this section will highlight the most prominent. The School of Business (BUS) houses several centers which have partnership and joint cooperation agreements with partner universities abroad.

The Center for Women’s Entrepreneurship and Leadership (WEL) has been established under Goldman Sach’s 10,000 Women corporate philanthropy initiative. The center partners with the Wharton School of the University of Pennsylvania, USA, to design and deliver a unique program for Egyptian women entrepreneurs, with the aim of raising their knowledge of management and helping them take their companies to the next level in terms of growth. More information is available on the WEL center’s website: http://www1.aucegypt.edu/welcenter/. Also in the School of Business (BUS), the International Executive Education Institute (IEEI) offers courses and modules in management development for business executives. To deliver its world-class courses,
the IEEI partners with several universities and centers worldwide, such as the Kellogg School of Business at Northwestern University, Babson College and the Darden School of Business of the University of Virginia in the U.S.A., the National University of Singapore, Erasmus University in Rotterdam, Netherlands as well as the Center for Creative Leadership (http://www.aucegypt.edu/ieei/Pages/default.aspx). Further, the Economic and Business History Research Center (EBHRC) has a cooperation agreement with the Center for Middle East Studies at Harvard University, U.S.A. More information can be found on the center's website: (http://www.aucegypt.edu/ResearchatAUC/rc/ebhrc/Pages/default.aspx)

The School of Global Affairs and Public Policy (GAPP) currently has an ongoing program funded by the Ford Foundation titled "Building the Next Generation of Scholars in Egyptian Public Universities". The aim of the program is to develop the capacity of young academics in public policy research, study and evaluation. Scholarships are offered to twelve teaching assistants tenured in Egyptian public universities to come to AUC and pursue their Master Degrees, either directly in public policy and administration, or in their relevant field of social science in parallel with a diploma in public policy and administration. The program started in October 2009 and is expected to run for three years. In addition, the law department in the School of Global Affairs and Public Policy has a cooperation agreement with the Center for Human Rights, Faculty of Law at the University of Pretoria to support students studying human rights and democratization in Africa. In addition, the Law Department has an agreement of cooperation with the Faculty of Law at the University of Zurich. The agreement aims at organizing a law summer school in Cairo organized by the University of Zurich faculty; the exchange of academic personnel, including teaching and research staff, visiting professors and research fellows as well as students; and the joint development of research projects. A Memorandum of Understanding between the law department at AUC and the Cornell University Law School aims to foster contact between the students and faculty of both institutions and to encourage greater awareness of each other’s academic and legal systems.

3. Joint supervision of graduate students
Many AUC professors engage in the joint supervision of theses and dissertations of M.Sc. & Ph.D. students at other universities. In the School of Sciences and Engineering (SSE), an agreement with Erasmus University in the Netherlands allows students to be enrolled in its Ph.D. program in sustainable development while being based at AUC and working under the supervision of AUC professors. Similar agreements exist with other universities in which AUC professors supervise Ph.D. students at Katholieke Universiteit, Leuven in Belgium; the University of Waterloo and the University of Western Ontario in Canada; and Birmingham University, U.K.

Regional and International Cooperation in Research
In addition to regional and international cooperation in educational endeavors, AUC faculty members and departments engage in cooperative activities related to research and scholarship. Most of these activities are based on individual initiatives of faculty members based on their research interests, collaborations and applications for external funding of research proposals. In addition, individual faculty members engage regionally and internationally through their affiliation with scholarly associations, organizations and journal editorial boards in the various disciplines as well as international organizations working in development. Beyond the individual
efforts, there are further collective efforts in research collaboration at the regional and international levels, which takes the form of joint research and cooperation agreements as well as memoranda of understanding and funding of research centers and projects.

1. Research Collaboration at the Individual Level: Joint Publication and Funding

Most faculty members at AUC cooperate with peers regionally and internationally in research and most publish their research findings jointly with collaborators. The reader is referred to the section of this report on Graduate Studies and Research for detailed information regarding research by AUC faculty members. Furthermore, many AUC faculty members obtain external funding grants for submitted research proposals. Regional and international funding institutions award most of the research grants. The supporting documents showcase a list of the funding agencies to which the AUC faculty within the various departments and centers submit proposals for external funding. Research and scholarly activities are also supported through the Office of Sponsored Program (OSP), which promotes the acquisition and effective use of external funds through grants and contracts by all units of the university in order to carry out research, instruction, and service activities. The OSP provides the necessary training and guidance for the preparation of proposals for external funding, including how to develop a research idea into a funding proposal for a sponsored research project, and an explanation of the procedures that must be followed at AUC before submitting a research proposal to a potential funding agency or foundation. Another important contribution of the OSP is in assisting faculty members in identifying potential funding sources including international organizations, government agencies, foundations, and corporations in his/her field of interest. This info is found at the OSP website: http://www.aucgypt.edu/researchatauc/supoffices/osp/pages/default.aspx.

Finally, AUC faculty members have presence regionally and internationally through their affiliation with numerous scholarly associations, organizations, societies as well as editorial boards, whether as active members or in advisory and leadership roles. For example, the AUC’s School of Global Affairs and Public Policy (GAPP) is a member of the International Association of Schools and Institutes of Administration (IASIA) and is in the process of joining the National Association of Schools of Public Affairs and Administration (NASPAA). Moreover, the Chairman of AUC’s department of public policy and administration is currently serving as a senior advisor to the public governance program of the MENA-OECD Governance for Development program. The program is concluding the third phase of a major program of collaboration between MENA and OECD countries in support of improved governance across the region. Similar examples abound amongst AUC faculty members across the disciplines and in the various departments and centers.

2. Research Agreements

Beyond the efforts of individual faculty members in research cooperation regionally and internationally, there are numerous examples of research agreements at the institutional level, which come to fruition as a result of the collective efforts of AUC faculty and staff members. For example, the AUC has facilitated the signing of a Memorandum of Understanding for collaboration between the National Institute of Oceanography and Fisheries (NIOF) and the King Abdullah University of Science and Technology (KAUST). Currently, AUC is negotiating a similar cooperation agreement with NIOF. In coordination with the National TEMPUS office an AUC faculty member has been involved with the European Training Foundation (ETF) to
establish Indicators for entrepreneurship in Higher Education. Further, an agreement with the U.S. Agency for International Development (USAID) facilitates the agency’s sponsorship of business case-study writing projects about businesses in the MENA region at El-Khazindar Business Research and Case Center in the School of Business at AUC. In addition, the Social Research Center has joint research agreements with each of the following: The Institute of Poverty Study in Brazil, The University College of London, Institute of Development Studies at Sussex University and the World Bank.

In the context of AUC’s aspirations to become a world class academic institution, fostering and further encouraging regional and international cooperation in teaching and research is an integral part of AUC’s mission. The above academic activities in which AUC faculty engage in regional and international cooperation are assessed regularly as part of the periodic assessment processes of the various departments and schools. As mentioned in various parts of the current report, there are a number of assessment processes that have been instituted to assure high quality education and research as well as continuous improvement in all aspects of the university's operations. First amongst these is the annual faculty report, in which each faculty member reports teaching and research activities on an annual basis. Positive aspects of the faculty member are highlighted and areas of improvement are outlined.

A plan containing objectives for improvement in teaching and research represents the starting point for the assessment cycle of the following year. This assessment process assigns high importance to innovative practices that enhance student learning such as community based learning, field trips and even trips abroad. This area is where regional and international cooperation activities figure prominently. Faculty members can even apply for teaching grants to experiment with new pedagogical methods to enhance the learning experience of students. Building on the contributions of individual faculty members, the assessment process further focuses on the performance of departments and schools by their respective department chairs and deans and associate deans. As for research and scholarly activities, it is thoroughly assessed and evaluated within the processes that lead to promotion through academic ranks, to tenure and merit pay. Assessment tools that reveal the quality and scope of the research and scholarly work for each faculty member show a prominent presence of joint publications of AUC faculty in cooperation with collaborators regionally and internationally. The reader is referred to the section on graduate Studies and Research for more information regarding this aspect. The Institutional Research (IR) office has started to compile information about the various forms of cooperation between AUC constituencies on the one hand, and regional and international partners and collaborators on the other, as an important initial step in the process of assessment and continuous improvement. Further enhancement and encouragement of regional and international cooperation is an integral item on the AUC's agenda.

Summary and Impact
Regional and International cooperation is a key theme of performance at AUC. The dynamic student’s exchange program, joint research agreements and involvement with Egyptian and International accrediting authorities are some examples of such cooperation. Regional and International cooperation is also extending student activities and are often organized jointly with peers in other universities under University supervision. In an effort to further improve, AUC is compiling information about various forms of regional and international cooperation and is encouraging faculty and students to take part in leading such efforts.
II.12 Competitiveness and Distinction
Throughout Egypt and the Middle East region, AUC has come to be known and admired for its consistent achievement of high academic standards as well as the quality programs which emerge from the application of such standards. In addition, AUC has developed a number of resources that are distinctive within Egypt and, in some cases, the region, including: community outreach; the Alumni Association; participatory governance, as exemplified by the University Senate; academic integrity initiatives; and performance assessment systems. Finally, AUC faculty, students, administrators, and the institution itself have been recipients of awards and honors.

Key Distinctive Features of AUC
1. Distinctive Academic Programs and Research Centers
   There are a number of distinctive academic programs at AUC. Among these are the following:
   - AUC has been recognized by internationally accreditation agencies. These include: (a) The School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSBI International); (b) Construction Engineering, Electronic Engineering, Mechanical Engineering, and the Computer Science Department are accredited by the Engineering Accreditation Commission (EAC) of ABET. For example, the ABET accreditation documented that the programs of Construction Electronic and Mechanical Engineering are exemplary ones and document in their report no deficiency, no weakness and even no concerns.
   - AUC’s Desert Development Center is Unique in the Region. Since 1979, the Desert Development Center has worked toward its goal of ensuring the sustainability of Egypt’s land, on behalf of both desert-dwellers and the larger national community. The DDC offers training, conducts research, in addition to offering community service programs. Given the projected population growth over the coming four decades as well as the apparent impact that global warming may have on Egypt’s coastline, and shrinking water resources, the work of this center is set to become even more essential to Egypt’s survival in the coming decade.
   - AUC’s Programs make unique contributions to their fields. These include: Arabic as a Foreign Language programs, including Arabic Language Institute (ALI) and the Center for Arabic Studies Abroad (CASA). More than 100 international students attend classes at AUC’s Arabic Language Institute in order to learn Arabic in what is considered by many leaders in the field of Arabic language learning as an unsurpassed venue for learning Arabic as a foreign language. In addition, American graduate students whose research or work requires that they achieve a high level of competency in Arabic attend the Center for Arabic Studies Abroad (CASA). Established at AUC and the University of Damascus in conjunction with a large consortium of U.S universities, CASA has been providing advanced Arabic language instruction for a large number of American Middle East specialists for over thirty years.
Research Center’s at AUC are leaders in their fields, proof of which can be found in the quality of research papers, reports and patents delivered by these centers. These centers include, but are not limited to the following:

a. Center for Migration and Refugee Studies  
b. Cynthia Nelson Institute for Gender and Women’s Studies  
c. The Desert Development Center  
d. The Economic and Business History Research Center  
e. Al Khazindar Business Research Center  
f. John Gerhart Center for Philanthropy and Civic Engagement  
g. Prince Alwaleed Bin Talal Alsaud Center for American Studies  
h. Youssef Jameel Science and Technology Research Center  
i. The Social Research Center  
j. The Citadel Capital Financial Services Center  
k. The Goldman Sachs Women’s Entrepreneurship Leadership Center  
l. The International Executive Educational Institute

2. Distinctive Resources

Community Outreach

AUC has a high-level of community involvement through its research centers, community-based learning courses and fourteen service-based student clubs. Among the goals of their activities are: assisting local communities and NGO’s to enhance the quality of life for Egyptian citizens; modeling civic leaders and responsibility for AUC’s students and providing quality research as a basis for planning and implementing programs and activities.

While AUC has a long record of community outreach and public service, the activities selected for institutional involvement change over time. Among the current programs are: (i) community-based learning courses, through which faculty and students implement a range of development courses in various community contexts, while at the same time they achieve the goals of the particular course; (ii) service-based student clubs, whose recent activities include from providing library facilities in village sites, planning and implementing projects to help orphans; and working in multiple contexts, with cancer patients, the elderly, and the poor. Student clubs with service goals work with NGOs and other groups in order to reach out to those who are in need in the community; (iii) John D. Gerhart Center for Philanthropy and Civic Engagement, which was established in 2006 to serve as both a coordinator of community outreach efforts across the university as well as to provide faculty and students support for inclusion of community-based learning in conjunction with AUC’s courses, in addition to carrying out relevant research projects; and (iv) the AUC Partnership with Goldman Sachs 10,000 Women Initiative, under whose auspices some 10,000 women worldwide are engaged in developing their entrepreneurial skills through management education.

Alumni Association

AUC has benefitted in many ways, over the years, through the active participation in university life by members of the Alumni Association. Backed by the Alumni Office, with its notable web presence, the Alumni Association is drawn into current life through an on-going series of events at AUC and around the world. The dispersed community is kept well-informed through two
publications: *AUC Today* and the *Inside AUC* Newsletter. Alumni are eligible for a number of services, including ID/Library cards, scholarships for qualified alumni children, and special alumni trips, in addition to membership in the online community. The Alumni Office also keeps track of the activities of all its graduates, particularly since AUC has a number of distinguished alumni who continue to have a positive impact on the political, economic and social fronts not only of Egypt but of the broader region as well. A number of alumni have also worked closely with the Development Office to ensure that AUC’s buildings, grounds, scholarships, endowments, academic programs, and research centers can maintain the requisite level of quality.

**Participatory Governance and University Senate**

AUC implements a participative governance philosophy, where the views of the students, faculty, staff, alumni and community have an impact on the decision making and the planning processes. Another important feature is the normal practice to have all positions, including the President, Provost, Deans, head of units and even technicians, announced internally and externally when applicants are interviewed and the input of relevant constituencies is sought to ensure a fair and transparent process. It is often the practice that an external qualified individual is selected for a position at AUC after a committee examines and interviews internal and external candidates, including international ones.

The University Senate, which represents the voice of the faculty, and includes participation by both students and administrators, provides a representative forum through which the various members of the AUC community can share concerns, plan strategies for approaching issues of mutual concern, and discuss issues of mutual importance. In addition, the Senate provides a necessary level of institutional continuity as well as transparency, through the documents and minutes posted on its website. Because the voting membership is selected at the department and unit level, the Senate provides a mechanism for participatory governance which differs from most other university bodies.

**Academic & Institutional Integrity**

One of the hallmarks of AUC is that it developed a code of ethics which is applied to its students, faculty, and staff. AUC was the first university from outside North America to be represented on the board of the center for academic integrity at Duke University. AUC continues to emphasize the importance of academic integrity in all areas and at all levels of institutional policy and practice. In order to maintain the necessary level of academic integrity, a statement of values was developed, along with policy statements on the ethics of academic integrity and the implications of any violation of the established standards of integrity. All of these documents are readily available on AUC’s WebPages. In addition, all new students, faculty and staff receive orientation sessions which feature the importance of maintaining integrity in all daily activities. Finally, each community member is reminded of his/her own responsibility for maintaining these standards on a daily basis by having the ethical code available on all relevant occasions.

**Policies and Procedures**

AUC can be considered a pioneering institution in the region in terms of developing and implementing a spectrum of policies including the following:
• Equal Opportunities and Affirmative Action (EOAA). In fact the EOAA unit has been operating at AUC for more than a decade.
• Intellectual Property Rights Polices (IPR). This applies to both the students, teaching and research assistants, and faculty and supporting staff
• Policies for Policy on the Admission and Support of Students with Physical & Learning Disabilities
• Student’s Bill of Rights that was approved by the University Senate in 2006.

Student Activities and Community Service
Students’ activities are seen by many as one of the most distinctive features of AUC’s life. Student activities at AUC not only entertain and provide recreation, but are, more importantly, ones that strongly build and contribute to personal development. These activities are supported by the University, AUC Parent Association, and the larger AUC community. Many of these activities, such as the Model United Nations, The Model Arab League, and the International Student Leadership Conference, receive international recognition and awards, and are inaugurated by Political, Business and Civil Society Icons.

Performance Assessment
The systems for performance development which are applied at AUC for faculty, staff, and students represent a unique feature of AUC in the Egyptian context. For decades, student evaluation has been applied to all courses taught by full-time and adjunct faculty. The evaluation process is a multi-dimensional one where student evaluations are part of a process that also includes peer-evaluation and self-evaluation. Each faculty and staff member sets annual goals and provides self-assessment of their success in achieving those preset goals.

National, Regional, and International Recognition Awards
Over the past several years, AUC has been the recipient of a number of awards for outstanding work by individual faculty, students and administrators, in addition to programs and the institution as a whole. Among the most notable are the following:
• December 2009: AUC was one of five international winners of the First Human Rights Moot Court, held at the University of Pretoria in South Africa
• November 2009: Ethar El-Katatney, who graduated from AUC in 2007 with a bachelor’s degree in business administration and a minor in Arab and Islamic civilization, has recently won the Anna Lindh Mediterranean Journalist Award 2009.
• July 2009: Ethar El-Katatney, reporter for IBA Media, received CNN’s MultiChoice African Journalist Award for her article –The Business of Islam,1 submitted to the Economics and Business Award category.
• August 2008: Raghda El Ebrashi, '04, '06 founder of Alashanek Ya Balady Association for Sustainable Development, is the first Egyptian, and one of 20 young social entrepreneurs around the world, to be awarded the 2008-2009 Youth Action Net Global Fellowship.

Ranking and Improvement in Ranking
A number of university rankings systems have been developed, a number of which are available online. A review of these sites revealed that they represent a significant trend toward marketing universities through advertising a university’s position in ranking tables published on the
internet. The key aims of this marketing strategy are to recruit high quality students and faculty, and to attract funding, especially for scientific research.

Among the most widely cited indices for rating international universities are: the ARWU (Academic Rating of World Universities, based in Shanghai, China); QS World University Ranking (up to 2009 in conjunction with the Times Higher Education); Webometrics (based in Spain); and 4icu.org (For International Colleges & Universities). Explanations of the purposes and methods of each system are listed below.

Table 5 describes AUC’s current position, compared to selected national and regional peers. This table shows that AUC is not included in the highly ranked world universities in either the QS or the ARWU systems. In fact, of all universities in the Middle East and Africa, only Cairo University and four universities in South Africa are included in the top 500 or 600 institutions in one of these systems.

Another way to look at university ranking is the –Webometricsl ranking shown in Table 5. This rating sheds light on formal and informal scholarly publications on the web. In this ranking, AUC is 9th in Africa, 8th in the Arab world, and 1334 in the world (out of 5000+). It should be noted here that this web-based ranking reveals the dominance of certain geographical areas in contemporary web usage for scholarly or academic purposes. These geographical areas match the political and economic structures of the international community as they have developed over the past several decades. Thus, universities in Africa and the Arab world lie at the bottom of the listing (reflecting a number of recent international reports, such as the Arab Knowledge Society (2009) (available: http://www.mbrfoundation.ae/English/pages/AKR2009.aspx). For example, Table 5 shows that Mexico by itself has more universities included among web-ranked institutions than the whole of Africa or of the Arab region.

At least two implications may be drawn from these rankings—keeping in mind their recognized limitations for AUC’s future positioning:

1. The main use of this ranking is for marketing purposes, as potential students, faculty and research sponsors are more likely now to look up a university's ranking on line. Ranking data are also featured widely in mass media. In view of the ever-increasing number of direct competitors (in Egypt, the region and internationally) as well as an anticipated rise in the use of web-based rankings by potential students, faculty and sponsors, these rankings should figure in most, if not all, of AUC's marketing strategies.

It is possible that these discussions would conclude that raising AUC’s rating profile would be of significant benefit to marketing AUC. If this conclusion is reached, then institutional planning at all levels would need to become more informed of the various rankings; a small number of relevant ratings would be identified as holding particular importance to marketing AUC; and specific, well-identified actions would be taken in order to improve the ranking.
### Table 5: A Summary of AUC Comparative Ranking Based on Multiple Methods

<table>
<thead>
<tr>
<th>Year</th>
<th>Methodology</th>
<th>AUC</th>
<th>AUB</th>
<th>Cairo University</th>
<th>Ain Shams University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>QS World University Ranking¹</td>
<td>Not ranked, although included in listing</td>
<td>Not ranked</td>
<td>401-500</td>
<td>Not ranked</td>
</tr>
<tr>
<td></td>
<td>(Top Universities website, out of 600)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARWU (Academic Rankings of World Universities)²</td>
<td>Not ranked</td>
<td>Not ranked</td>
<td>No longer ranked (was ranked in 2006/2007)</td>
<td>Not ranked</td>
</tr>
<tr>
<td></td>
<td>Ranks 500 out of 3000 top universities; in Africa, only 4 universities in S. African currently ranked in top 500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Webometrics (Formal &amp; Informal Scholarly Web publications)³</td>
<td>8⁰ Arab World</td>
<td>10⁰ Arab World</td>
<td>6⁰ Arab World</td>
<td>16 Arab World</td>
</tr>
<tr>
<td></td>
<td>(Spanish national research organization)</td>
<td>9⁰ Africa</td>
<td>NA</td>
<td>8⁰ Africa</td>
<td>15⁰ Africa</td>
</tr>
<tr>
<td></td>
<td>Overall Rank (out of 5000+)</td>
<td>1334</td>
<td>1716</td>
<td>1219</td>
<td>2785</td>
</tr>
<tr>
<td></td>
<td>For International Colleges &amp; Universities⁴</td>
<td>454</td>
<td>438</td>
<td>18</td>
<td>981</td>
</tr>
<tr>
<td></td>
<td>Colleges Students Don’t Turn Down⁵</td>
<td>73.3% of accepted enroll in AUC</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>(Approximately top 100)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small/Medium Colleges Awarding Most Degrees to Engineers⁶</td>
<td>22% of degrees awarded</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>(Approximately top 100)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Study of English⁶</td>
<td>On recommended listing</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>(Approximately top 100)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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¹ QS World University Ranking: A ranking of the top universities worldwide, based on academic reputation, employer reputation, published research, Citations, and international diversity.
² ARWU: Academic Ranking of World Universities, a ranking based on research performance.
³ Webometrics: A ranking based on the research output of institutions, focusing on web metrics.
⁴ For International Colleges & Universities: A ranking of international institutions.
⁵ Colleges Students Don’t Turn Down: A ranking based on the percentage of students accepted by institutions.
⁶ Small/Medium Colleges Awarding Most Degrees to Engineers: A ranking of institutions based on the number of degrees awarded in engineering fields.
⁷ International Study of English: A ranking based on the percentage of students who recommend the institution for English study.
2. Discussion of AUC’s positioning must be made in light of national (Egypt and America), regional (both Arab and African), and international contexts, as these are the comparisons that the ranking system’s authors use. In addition, it is quite clear that AUC’s counterparts and competitors are multiple, which requires AUC to also promote multiple images (e.g. its role in Egypt, in the region, and internationally). AUC’s multiple positioning needs to be based on deeper and more profound reflections on the directions that AUC should take in the future. Clearly, for such reflections to be successfully translated into actions, the entire AUC community needs to be involved in certain, significant ways.

While AUC, along with many other universities in Egypt and the region, may not be fairly judged by the set of ranking criteria, it should be noted that AUC is highly ranked in one of the top institutions in Egypt and the region. It is also anticipated that its reputation will be further improved in the near future as a result of:

- The ongoing cross-cutting theme of quality improvement
- The new academic programs and degrees including a proposed initiation of a Ph.D. degree
- The continuing improvement in research records, publications, cited papers, and patents.
- Full utilization of the capabilities offered by the New Campus.
Section III

Assessment & Learning Outcomes

The American University in Cairo is committed to a process of continuous improvement in the quality of its academic programs and its effectiveness as an institution, as described in its mission statement. AUC’s assessment plan therefore focuses on improving student learning and providing effective and efficient levels of educational and social programming and administrative support to achieve its mission. AUC is committed to assessment as a tool to improve student learning, enhance the effectiveness and efficiency of its administrative units, highlight areas for improvement, and provide demonstrable evidence that the university is achieving its mission. In the current environment of rapid change and increasing financial pressure, AUC recognizes the need for accountability to all of its stakeholders: students, faculty, staff, trustees, parents, governmental agencies, alumni, employers as well as the local community and the region. Assessment data provides evidence to all of these groups that AUC is actively monitoring its progress towards its goals.

History and Background

In 1999, the Provost established a Long Range Planning Subcommittee on Assessment to develop a strategy for establishing a continuous process of assessment of student learning outcomes. The following year, a parallel committee for assessment of supporting units was created. Both committees submitted reports in 2000 that were used to initiate university-wide assessment. The Subcommittee formulated a set of educational outcomes, written as core competencies and grouping them into personal/interpersonal, cognitive, preparedness for successful careers, and attitude/citizenship outcomes. In addition, the Subcommittee recommended a system of periodic program reviews for all academic programs, with a self-study and an external review component. The parallel committee for supporting activities recommended a similar process, based on broad processes rather than organizational units. The LRP Committee then created an Assessment Coordinating Council to coordinate assessment activity. The Council formed a steering committee to work with departments in developing and implementing assessment processes.

Since the last institutional self-study, AUC has made a number of significant changes to strengthen assessment at AUC; requesting a number of internal and external studies on institutional effectiveness, implementing program reviews and formal outcomes assessment in a number of academic departments as well as 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 student opinion, alumni, employer, and other surveys; centralizing coordination of assessment activities in a strengthened Office of Institutional Research (IR); and creating a new position of Director of Assessment to broaden and strengthen assessment across the university and promote the institutionalization of a culture of assessment at AUC.

The university has used the results of these assessments to model student learning assessment to the rest of the university, to improve academic programs, and to make needed changes to improve student learning and support services. Examples of these 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 one-stop shop to simplify the process of admissions and registration and increase both student and parent satisfaction.

During 2007-2008, AUC enhanced its focus on outcomes assessment, developing, revisiting and strengthening assessment processes in academic departments. In addition, the university took steps to augment and foster a culture of assessment on campus, improve the effectiveness of institutional surveys, and formalize assessment initiatives in academic support and administrative units. During the second phase of this process, in 2008-2013, the university will complete the development and implementation of formal assessment in all academic programs and academic support and administrative units, will continue to build a strong culture of assessment at the university, will more closely integrate assessment with planning and budgeting, and will launch a number of new research initiatives designed to provide academic and administrative planners with information for planning and improving curricula, programs, and services. More particularly, the university will focus on assessment reporting and how assessment results are being used across campus for improvements. In addition, the university will continue to work to institutionalize a culture of evidence and assessment across campus, in part by highlighting and acknowledging faculty and administrators’ assessment efforts and best practices, providing opportunities for faculty development, and developing and making widely available a knowledge base of assessment materials, plans, reports and other resources.

The following principles are the foundation of the university’s assessment plan:

- **Institutional Commitment**: The American University in Cairo is committed to establishing an assessment environment that encourages open reflection, supports innovation and experimentation in assessment methods, and promotes a culture of evidence in decision-making.

- **Primacy of Student Learning Outcomes**: The process of improving our student’s acquisition of knowledge, skills, abilities and values is at the core of the AUC mission. Assessment of student learning outcomes is therefore the university’s priority in the development of an institution-wide assessment program.

- **Community “Ownership”**: The involvement and support of faculty, faculty governance structures, administrators and staff are essential to the success of assessment at AUC.
  
  o Faculty members of each program shall have the primary responsibility for the development, implementation, and maintenance of assessment activities.
  
  o Clearly defined outcomes for each educational program shall originate with and be approved by the faculty who teach in those programs.

- **Multiple assessment measures**: Student learning should be assessed by both direct and indirect methods and quantitative and qualitative data to provide an informed, well-rounded, and accurate analysis.

- **Confidentiality**: Non-aggregated data gathered for assessment purposes shall remain confidential and shall be used only for the purposes of assessment.
• **A Secure Environment:** The results of student learning outcomes assessment shall not be used to evaluate faculty. However, demonstration of involvement in student learning outcomes assessment, the use of assessment results to improve teaching, development of new curricula based on assessment results, and other evidence of implementation of outcomes assessment in the classroom constitute important evidence of faculty commitment to improving teaching effectiveness.

• **Resources to Support Assessment:** The University shall provide resources to assist in the implementation of effective outcomes assessment, including financial support for faculty and administration training, institutional support for improvements in areas identified through assessment, and consideration of assessment activities in merit and promotion/retention/tenure decisions.

• **Open Access to Information:** Effective communication is critical to assessment success. Academic departments and units must communicate learning outcomes clearly and consistently in all communication materials. Course outcomes should be listed in individual course syllabi. When students understand what is expected of them and how their progress will be assessed, they become partners in the learning process.

• Communication and collaboration between departments is also critical, particularly for interdisciplinary programs. Learning outcomes, departmental and unit assessment plans and reports as well as best practices are information that should be shared openly across campus to reward innovation, spread awareness and provide learning tools for others.

• **Simplicity:** Assessment should be simple, workable, and consistent with the university's mission.

**AUC Mission and Strategic Goals**

The AUC mission statement provides the foundation for the development of learning outcomes at all levels of the university as well as the development of outcomes and goals for supporting service units.

*The American University in Cairo (AUC) is a premier English-language institution of higher learning. The university is committed to teaching and research of the highest caliber, and offers exceptional liberal arts and professional education in a cross-cultural environment. AUC builds a culture of leadership, lifelong learning, continuing education and service among its graduates, and is dedicated to making significant contributions to Egypt and the international community in diverse fields. Chartered and accredited in the United States and Egypt, it is an independent, not-for-profit, equal-opportunity institution. AUC upholds the principles of academic freedom and is dedicated to excellence.*

**Strategic Goals 2010-2013**

**Goal 1: High-Quality Faculty**

AUC will attract and retain nationally, regionally and globally-recognized faculty; provide the infrastructure to support world class discipline-based research, scholarship and creativity; advance research and innovation to address the challenges of the global society; support and
sustain outstanding teaching; and promote multidisciplinary collaboration and the highest ethical standards.

Goal 2: Excellence in Academic Programs

AUC will promote excellence in learning and achievement of outcomes in and beyond the classroom; develop outstanding academic programs that meet national, regional, and international needs; and foster students’ intellectual, cultural, and personal development to prepare students for lifelong learning.

Goal 3: International Education

The university will broaden the scope and enrich the quality of international education at AUC; develop outstanding academic, co-curricular, and extra-curricular programs that promote an understanding of international interdependence, cultural diversity, and consideration for values and traditions different from a student’s own; strengthen efforts to attract more international faculty and students to AUC; expand study-abroad opportunities for AUC students; and increase the international reach of AUC’s research and publishing programs.

Goal 4: Service

The university has longed served as a leader in service to Egypt and the region. AUC will continue to support and expand this role by strengthening and expanding its continuing and professional education programs, by increasing financial aid to students, by building research and service linkages with the broader community, and by graduating students who value service to their communities and to larger causes at the national and international level.

Goal 5: Institutional Effectiveness

The university will more closely integrate planning, assessment, and resource allocation; promote continuous quality improvement through our assessment efforts; and increase communication and transparency throughout the university.

Goal 6: Operational Excellence

AUC will develop and implement strategic plans for critical areas across campus to ensure that we have the human, financial, and technological resources we need to achieve our goals and will develop and implement structures to promote and reward professional excellence.

University Learning Outcomes

Using AUC’s mission statement as a guide, the university’s Long-Range Planning subcommittee on assessment developed a set of educational outcomes for students, to be used in the development and assessment of student learning. These outcomes, listed below, were later endorsed by the university’s governance structure.

1. Personal/Interpersonal Outcomes
   - Self awareness
• Ability to establish rapport
• Ability to work independently and in teams
• Leadership abilities
• Adaptability (Ability to adjust to new circumstances)

2. Preparedness for Successful Careers
• Job skills (professional methods of gaining knowledge - major specific)
• Ethical standards and professional conduct
• Use of technology and computers
• Ability to collaborate in a multicultural context

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

4. Attitudinal/Citizenship Outcomes
• Sense of responsibility to others and society
• Appreciation of Egyptian and Arab culture and heritage
• Cross-cultural knowledge and competence
• International understanding and sensitivity to other cultures
• Aesthetic awareness (the various modes of human artistic expression)
• Desire for lifelong learning

Because this process pre-dated the current assessment standards, many of the outcomes were not expressed in the current language of assessment. For that reason, these outcomes have been edited and organized into five logical groupings in the appropriate format as the university's key institutional learning outcomes for all students. These outcomes, which derive from institutional documents approved through the university's formal governance structure, provide a strong foundation for the development of departmental assessment plans.

Professional Skills

AUC graduates will synthesize discipline-based knowledge with a broad-based liberal arts education. They will be proficient in the tools of their discipline as well as the tools of research and learning; make decisions that reflect the highest standards of ethical conduct and professional behavior; and understand the importance of life-long learning.
Advanced Communication Skills

AUC graduates will be fluent in English and will be able to write and speak effectively in a variety of settings. AUC graduates will be able to communicate in Arabic, establish rapport in groups, be adaptable to new circumstances, work both independently and in collaboration with others, and function effectively as leaders.

Critical Thinking

AUC graduates will be independent learners, adept at using current technologies to access information and applying strong quantitative, analytical, and critical thinking skills to analyze and synthesize complex information to solve problems.

Cultural Competence

AUC graduates will have an understanding and appreciation of Egyptian and Arab culture and heritage as well as an understanding of international interdependence, cultural diversity, and consideration for values and traditions that may differ from their own. In addition, AUC graduates will have an aesthetic awareness of the various modes of human artistic expression and will be able to collaborate effectively in a multicultural context.

Effective Citizenship

AUC graduates value service to their local community and to broader causes at the national and international level.

These learning outcomes have been communicated widely across campus.

The Assessment Process

Assessment is an integral part of the university's strategic planning process, providing information on which to base decisions related to program and curricular development, prioritization of requests, and resources allocation. Because of this close relationship, assessment activities at AUC are located in the Office of Institutional Research and are guided by the university's Vice President for Planning and Administration in close cooperation with the Provost, President, and other senior administrators. In addition, the IR executive director is a member of the Senior Administrators' Group, participates in budget hearings, and is a member, with the Director of Assessment, of the Long Range Integrated Planning and Budgeting Committee.

IR provides coordination of assessment activities as well as offer training and workshops to faculty, administrators, and staff. The office reviews departments' assessment plans and reports and provide timely feedback, provides technical assistance as needed, consults with university committees and task forces, creates and maintains an assessment website and other assessment materials to assist departments in developing effective plans, communicates assessment results across campus, assists departments in developing surveys related to assessment, creates an assessment knowledge base for the university community, and promotes an assessment culture and best practices.
Individual departments and faculty members are responsible for ensuring that assessment of student learning in the classroom is taking place and providing meaningful results. Each department will appoint an assessment coordinator to collect, coordinate, and report on departmental assessment results. Faculty members are expected to:

1. Conduct classroom assessments in order to assess and improve student learning.
2. Share the results of classroom assessments with colleagues to discuss ideas and strategies to improve student learning.
3. Participate in planning and conducting program assessment and work with colleagues to improve program outcomes.
4. Cooperate with school and university-wide assessment efforts through providing documentation for institutional assessment and accreditation efforts and by allocating classroom time for student surveys and other assessments.

Responsibility for assessment is university-wide and is shared by the administration and staff as well as the faculty. The administration’s role in the management and delivery of resources makes it a critical partner in effectively responding to the challenges and opportunities identified through assessment. Administrators are expected to:

1. Encourage and support outcomes assessment at all levels and in all units.
2. Facilitate faculty, program, and department changes recommended in response to assessment efforts.
3. Encourage cross-discipline dialogues and activities supporting assessment efforts and provide resources for the development of faculty skills in outcomes assessment and teaching effectiveness.
4. Support curriculum changes in classrooms and programs where challenges and opportunities have been identified through assessment activities.
5. Support the ideal of assessment information as a resource to guide improvements and not as a tool to evaluate faculty performance.

The university’s Center for Learning and Teaching is an important resource for faculty members to obtain skills in developing classroom assessment techniques as well as improving overall teaching effectiveness. The Center provides both short training courses as well as individual guidance.

Teaching Enhancement Grants are available to provide faculty with the resources needed to design, implement, and evaluate new modes of teaching and learning.

Through their leadership, the President, Provost, Vice Presidents and Deans promote a culture of evidence and institutionalize the integration of strategic planning, assessment, resource allocation, and governance.
Assessment of student learning takes place at the classroom, course, program, and institutional levels.

At the classroom level – The classroom is at the heart of assessment of student learning. Individual course outcomes should correspond to department/program outcomes. Individual faculty members should conduct a wide range of assessments and are responsible for ensuring that course outcomes are being met. Course outcomes should be listed on the course syllabi. Examples of classroom assessments include Classroom Assessment Techniques (CATs) like Minute Papers and Direct Paraphrasing, projects, exams, homework assignments, and more. Resources for classroom assessment are provided by the Dean, IR, and the Center for Learning and Teaching.

At the department level – Each department is responsible for determining its mission, learning outcomes and objectives, and assessment techniques. All academic departments have learning outcomes assessment plans in various stages of development and implementation.

At the university level, learning outcomes generally are not directly measurable. Most assessment occurs at the program level. The aggregation of these assessment results indicates the extent to which outcomes are being achieved across the university. In addition, the university uses a number of indirect measures of achievement of outcomes, including alumni and employer surveys, census data for graduation and retention statistics, course evaluations, and other measures.

Most academic departments at the university have developed mission statements and outcomes and are actively involved in conducting assessment. For others, the process is still relatively new. The task of the university in the coming planning period will be to institutionalize the assessment process across the university, revisiting departments currently conducting assessment to see where improvements can be made and working with departments newly engaged in the process to support their efforts to develop and implement an effective assessment plan. In addition, the university will work to institutionalize a culture of evidence and assessment at the university by revisiting its planning, decision-making and resource allocation processes to determine where closer ties need to be made to the assessment process; to support assessment efforts across campus; and to highlight and reward, in a risk-free environment, faculty and staff assessment efforts.

After an initial year of planning and training, if required, each department or unit submits an assessment plan, developed in the specified format, to the Dean, with copies to IR. Approved plans are posted on the university's assessment web site to create a knowledge base for the AUC community. The template used to standardize the format of these plans is available from the IR’s website (http://www.aucegypt.edu/ReseachatAUC/IR/Pages/default.aspx) and in the IR Assessment Guide, also available online.

Department assessment plans include the following:

- Mission statement
- Program or School goals
- Key learning outcomes
• Assessment methods/measures for each outcome, listing the courses or experiences which provide students with the opportunity to achieve each outcome as well as the way achievement of each outcome will be measured
• Targets/benchmarks for each measure
• A listing of when each assessment will be conducted
• A description of who will review assessment results and how assessment results will be communicated
• Confirmation that program outcomes are communicated to students in departmental materials and course syllabi and are available on the department's website and that faculty members are receiving training in outcomes assessment. Every course syllabus should have a listing of course learning outcomes.

Samples of completed program assessment plans are available on AUC’s assessment website: www.auc.egypt.edu/Research/AUC/IR/Assessment/Pages/AssessmentPlansandReports.aspx. Table 6 provides the Outcome Assessment Timeline while Table 7 provides the Assessment schedule. Again, assessment at AUC covers all academic and non-academic departments and units.

Each Fall semester, programs submit an annual report of the previous year’s assessment activities and results to their Dean or Area Head, with a copy to IR to provide timely feedback to departments. These results are used as input to budget planning and adjustments to the long-range plan. Templates of this report are also available for download from www.auc.egypt.edu/Research/AUC/IR/Pages/default.aspx

Assessment reports closely follow the format of the assessment plan and include the following:
• Mission statement
• Program or School goals
• Key learning outcomes
• Assessment methods/measures for each outcome, listing the courses or experiences which provided students with the opportunity to achieve each outcome as well as the way achievement of each outcome will be measured
• Targets/benchmarks for each measure
• Results and findings for each outcome
• A description of how the results were used and an action plan for each outcome assessed.

Departments may choose to assess all key outcomes within an academic year or develop a schedule whereby departments examine different subsets of outcomes each year over a two to three-year period. Certain surveys, for example, might be conducted every other year. Many programs will choose to measure their learning outcomes through the capstone course, final seminar, or thesis; others will use a series of assessment tools throughout the program. It is important that student learning is measured using a combination of both direct and indirect
methods. The university will provide workshops for faculty to assist them in the development of appropriate assessment techniques as well as workshops for new department chairs and unit heads and assessment coordinators.

**Program Review:**

Departments and programs will conduct a program review every six years, using the previous five years of assessment data. Departments will review, analyze, and reflect on previous five years of assessment information, how that information has been used to inform decision-making and improve student learning, changes that have been made based on assessment information, and programmatic needs to improve student learning. These program reviews will be submitted to a team of external reviewers, recommended by the department and selected by the Provost, who will evaluate the program reviews using an evaluation rubric. Departments preparing program reviews for specialized accreditation may submit those reports in place of the university program review, provided they contain similar information.

**Specialized accreditation:**

An increasing number of AUC’s programs have received or are seeking accreditation by discipline-specific accrediting agencies, such as ABET, AACSB, and ACEJMC. Each of these specialized accrediting agencies has its own standards for the assessment of student learning outcomes. These provide an additional level of assurance that learning outcomes are being achieved. While departments must ensure that these standards are met, at the same time, they must meet university guidelines for assessment plans and reports. IR and other departments also administer assessment instruments university-wide to measure progress towards university learning outcomes. These instruments often measure factors beyond student learning, related to the overall effectiveness of the institution in achieving its mission. A schedule of AUC’s institutional surveys is available in Table 8.

The following is a partial listing of some of these current ways in which AUC measures institutional effectiveness: regional accreditation from Middle States Commission on Higher Education; quarterly financial reports; reports to the Board of Trustees, AUC Profile/Census Day; strategic planning and resource allocation activities, including enrollment management models, statistics on grading by department, and others; annual faculty reports; course evaluations; periodic surveys, including the Student Opinion Survey (SOS), senior exit survey, CAPS survey of employers, alumni surveys, First Year Experience survey, and international students exit survey; tracking strategic indicators (dashboard indicators); benchmarking; special studies conducted by interdisciplinary teams, such as teaching effectiveness and English in the classroom; and studies by external reviewers, such as an assessment of admissions and registration activities at AUC.

As with academic units, assessment of administrative activities is ongoing, continuous and systematic. The mission of each administrative unit should relate directly to the university’s mission; outcomes should be explicitly stated, measurable, and relate to the administrative unit’s mission; achievement of these outcomes should be assessed against targets or benchmarks; the results of the assessment should be communicated; and the results used to make changes to improve performance and effectiveness, allocate resources, and inform other decisions related to
the unit’s area of responsibility. Samples of completed program assessment plans are available on AUC’s assessment website.

http://www.aucegypt.edu/ResearchatAUC/IR/Assessment/Pages/AssessmentPlansandReports

Administrative units are required to develop mission statements and goals as well as develop and submit assessment plans and reports similar to academic departments. Academic support units and departments will be required to submit assessment plans formatted for administrative and academic support outcomes. Reports and plans from these units will be shared on the website, listed as best practices if applicable, and will otherwise be highlighted and supported as reports and plans from academic units.

In addition, an institutional assessment inventory has been conducted to determine what tools are currently being used to assess institutional effectiveness and identify the gaps. Once those gaps are identified, IR will conduct a review of assessment tools available to survey institutional effectiveness and make recommendations to the university.

AUC is currently in the process of migrating several of its databases to new platforms. Budgeting and Financial Planning as well as Human Resources have migrated to SAP, and the university is in the process of evaluating a move to Banner for its student information system. Both of these platforms have extensive executive reporting systems that will facilitate the collection and analysis of assessment data and provide more rapid and systematic analysis of data related to students. This type of software is often available as an add-on component. In addition, the university has purchased the Epsilon e-portfolio system for use on a trial basis to promote the use of e-portfolios for assessment at the course, program, and institution level, and the university in investigating the purchase or development of other technology that will facilitate data collection, reporting, assessment, integration of planning with budgeting and assessment, and other critical areas on campus.

In addition to the systematic assessment according to the assessment plan and as for this Self-Study, other supporting information and assessment tools were used including:

1. Faculty, student and staff surveys.
2. Direct interviews with top administration, faculty and students.
3. Recent report and progress report to the Middle States.
5. Minutes of Meetings and sessions such as the Senate meetings
6. Meetings of the steering committee and the working groups involved in the Self study.
7. Meetings with key stakeholders to share the findings of the self-study and examine their accuracy and validity.
<table>
<thead>
<tr>
<th>Year 0: Initial year, development of the assessment process</th>
<th>AU, WI, SP</th>
<th>Development of assessment plan.</th>
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<td>Mar. 1</td>
<td>Deadline for submission of plan to Dean, with copy to IR.</td>
</tr>
<tr>
<td>Year 1</td>
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<td>Send plan updates, if any, to Dean, with copy to IR.</td>
</tr>
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<td>Conduct ongoing assessment. Use last year's results as input to budget, planning.</td>
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<td>Deadline for submission of annual assessment report (on last year's results) to Dean, with copy to IR.</td>
</tr>
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<td>Deadline for submission of annual assessment report (on last year's results) to Dean, with copy to IR.</td>
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<td>Send plan updates, if any, to Dean, with copy to IR.</td>
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<tr>
<td>Year 6: Program Review</td>
<td>TBA</td>
<td>Review, analyze, and reflect on previous five years of assessment information, how that information has been used to inform decision-making and improve student learning, changes that have been made based on assessment information, and programmatic needs to improve student learning.</td>
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</table>
Table 7: Assessment Schedule

Assessment Cycle: Years 0 (initial year) – 5, Year 6 — Program Review (PR). The program reviews have been expedited to meet the needs of the department in some academic programs.

**Academic Programs**

| Area                          | School / Division                                      | Type                  | Program/Unit                  | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------------|-------------------------------------------------------|-----------------------|-------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|                              | School of Business                                     | UG                    | Accounting, B.ACCCTG          | 2     | 3     | 4     | 5     | 6     | 7     | PR    | 1     | 2     |       |
|                              |                                                       | UG                    | Business Administration, BBA | 2     | 3     | 4     | 5     | 6     | PR    | 1     |       |       |       |
|                              |                                                       | UG                    | Economics, BA                | 2     | 3     | 4     | PR    | 1     | 2     | 3     | 4     | 5     |       |
|                              | School of Global Affairs and Public Policy            | UG                    | Communication and Media Arts, BA | 0   | 1     | PR    | 1     | 2     | 3     | 4     | 5     | PR    |       |
|                              |                                                       | UG                    | Integrated Marketing         | 0     | 1     | PR    | 1     | 2     | 3     | 4     | 5     | PR    |       |
|                              |                                                       | UG                    | Communication, BA            | 0     | 1     | PR    | 1     | 2     | 3     | 4     | 5     | PR    |       |
|                              |                                                       | UG                    | Journalism, BA               | 0     | 1     | PR    | 1     | 2     | 3     | 4     | 5     | PR    |       |
|                              |                                                       | UG                    | Middle East Studies, BA      | 0     | PR    | 1     | 2     | 3     | 4     | 5     |       |       |       |
|                              | Provost                                               | UG                    | Anthropology, BA             | 1     | 2     | 3     | PR    | 1     | 2     | 3     | 4     | 5     |       |
|                              |                                                       | UG                    | Arab and Islamic Civilization, BA | 1   | 2     | 3     | 4     | 5     | 6     | PR    | 1     | 2     |       |
|                              |                                                       | UG                    | Arabic Language Institute    | 1     | 2     | 3     | 4     | 5     | PR    | 1     | 2     | 3     |       |
|                              |                                                       | UG                    | Art, BA                      | 2     | 3     | 4     | 5     | 6     | PR    | 1     | 2     | 3     |       |
|                              |                                                       | UG                    | Egyptology, BA               | 1     | 2     | 3     | PR    | 1     | 2     | 3     | 4     | 5     |       |
|                              |                                                       | UG                    | English and Comparative      | 1     | 2     | 3     | 4     | 5     | 6     | 7     | PR    | 1     |       |
|                              |                                                       | UG                    | Literature, BA               | 1     | 2     | 3     | 4     | PR    | 1     | 2     | 3     | 4     |       |
|                              |                                                       | UG                    | English Language Institute   | 1     | 2     | 3     | 4     | PR    | 1     | 2     | 3     | 4     |       |
|                              |                                                       | UG                    | History, BA                  | 2     | 3     | PR    | 1     | 2     | 3     | 4     | 5     | PR    |       |
|                              |                                                       | UG                    | Philosophy, BA               | 1     | 2     | PR    | 1     | 2     | 3     | 4     | 5     | PR    |       |
|                              |                                                       | UG                    | Political Science, BA        | 1     | 2     | 3     | PR    | 1     | 2     | 3     | 4     | 5     |       |
|                              |                                                       | UG                    | Psychology, BA               | 1     | 2     | 3     | PR    | 1     | 2     | 3     | 4     | 5     |       |
|                              |                                                       | UG                    | Rhetoric and Composition     | 0     | 1     | 2     | 3     | PR    | 5     |       |       |       |       |
|                              |                                                       | UG                    | Sociology, BA                | 1     | 2     | 3     | PR    | 1     | 2     | 3     | 4     | 5     |       |
|                              |                                                       | UG                    | Theater, BA                  | 2     | 3     | 4     | 5     | 6     | PR    | 1     | 2     | 3     |       |
|                              | School of Sciences and Engineering                    | UG                    | Actuarial Science, BS        | 1     | 2     | PR    | 1     | 2     | 3     | 4     | 5     | PR    |       |
|                              |                                                       | UG                    | Architectural Engineering, BS | 0   | 1     | 2     | 3     | 4     | 5     |       |       |       |       |
|                              |                                                       | UG                    | Biology, BS                  | 2     | 3     | 4     | 5     | PR    | 1     | 2     | 3     | 4     |       |
|                              |                                                       | UG                    | Chemistry, BS                | 2     | 3     | 4     | 5     | 6     | PR    | 1     | 2     | 3     |       |
### Table 7: Assessment Schedule (Continued)

#### Academic Programs (Continued)

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Table 7: Assessment Schedule (Continued)

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<td><strong>Student Life</strong></td>
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Table 7: Assessment Schedule (Continued)

Research and Training Centers

| Area                                      | School / Division                      | Type | Program/Unit                                              | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-------------------------------------------|----------------------------------------|------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| President                                 |                                        | RETR | AUC Press                                        | 0     | 1     | 2     | 3     | 4     | 5     |       |       |       |       |
| Graduate School of Education              |                                        | RETR | Middle East Institute of Higher Education        | 0     | 1     | 2     | 3     | 4     | 5     | PR    | 1     | 2     |       |
| Provost                                   | Desert Development Center              | RETR | Desert Development Center                         | 0     | 1     | 2     | 3     | 4     | 5     | PR    | 1     |       |       |
| Provost                                   | Gerhart Center for Philanthropy and Civic Engagement | RETR | Gerhart Center for Philanthropy and Civic Engagement | 0     | 1     | 2     | 3     | 4     | 5     | PR    |       |       |       |
| Provost                                   | Social Research Center                 | RETR | Social Research Center                            | 0     | 1     | 2     | PR   | 1     | 2     | 3     |       |       |       |
| Provost                                   | Citadel Capital Financial Services Center | RETR | Citadel Capital Financial Services Center         | 0     | 1     | 2     | 3     | 4     | PR   | 1     |       |       |       |
| Provost                                   | Economics and Business History Research Center | RETR | Economics and Business History Research Center    |       |       |       |       | 1     | 2     | 3     | 4     | 5     | PR    |
| Provost                                   | El Khazindar Business Research and Case Center | RETR | El Khazindar Business Research and Case Center    | PR   | 1     | 2     | 3     | 4     | 5     | PR    |       |       |       |
| Provost                                   | Goldman Sachs Women’s Entrepreneurship and Leadership Center | RETR | Goldman Sachs Women’s Entrepreneurship and Leadership Center | 0     | 1     | 2     | 3     | 4     | 5     | PR    |       |       |       |
| Provost                                   | AUC Forum                               | RETR | AUC Forum                                        | 0     | 1     | 2     | 3     | 4     | 5     | PR    |       |       |       |
| Provost                                   | Center for Middle East Studies          | RETR | Center for Middle East Studies                    | PR   | 1     | 2     | 3     | 4     | 5     | PR    |       |       |       |
| Provost                                   | Center for Migration and Refugee Studies | RETR | Center for Migration and Refugee Studies          | 0     | 1     | 2     | 3     | PR   | 1     | 2     |       |       |       |
| Provost                                   | Cynthia Nelson Institute for Gender and Women’s Studies | RETR | Cynthia Nelson Institute for Gender and Women’s Studies | 0     | 1     | 2     | 3     | 4     | PR   | 1     |       |       |       |
| Provost                                   | Kamal Adham Center for Journalism Training and Research | RETR | Kamal Adham Center for Journalism Training and Research | 0     | 1     | PR   | 1     | 2     | 3     | 4     | PR    |       |       |       |
| Provost                                   | Prince Al Waleed Bin Talal Bin Abdulaziz Alsaud Center for American Studies and Research | RETR | Prince Al Waleed Bin Talal Bin Abdulaziz Alsaud Center for American Studies and Research | 0     | 1     | PR   | 1     | 2     | 3     | 4     |       |       |       |
| Provost                                   | Science and Technology Research Center  | RETR | Science and Technology Research Center            | 1     | 2     | 3     | 4     | 5     | PR   | 1     | 2     | 3     |       |
Table 7: Assessment Schedule (Continued)

Continuing Education

<table>
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<tr>
<th>Area</th>
<th>School / Division</th>
<th>Type</th>
<th>Program/Unit</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
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<td>Professional Certificates</td>
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<tr>
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<td>CTED</td>
<td>International Executive Education Institute</td>
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<td>PR</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Business</td>
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<td>Management Center</td>
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<td>Arabic Studies Division</td>
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<td>CTED</td>
<td>Office of Sponsored Programs and Partnerships</td>
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### Table 8: Institutional Survey Schedule

Institutional survey reports are available on the IR website at [http://www.aucegypt.edu/Research/IR/Assessment/Pages/InstitutionalSurveys.aspx](http://www.aucegypt.edu/Research/IR/Assessment/Pages/InstitutionalSurveys.aspx).

<table>
<thead>
<tr>
<th>Survey</th>
<th>To:</th>
<th>When:</th>
<th>How:</th>
<th>Survey Cycle</th>
<th>Years Available on AUC Website</th>
<th>Next Scheduled</th>
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<td>CIRP Freshman Survey</td>
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<td>Orientation (Fall semester)</td>
<td>TBD</td>
<td>Annual</td>
<td>(new)</td>
<td>2010</td>
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<td>CIRP Your First College Year</td>
<td>Freshman at the end of their first year</td>
<td>End of Spring semester</td>
<td>TBD</td>
<td>Annual</td>
<td>(new)</td>
<td>2011</td>
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<td>MAPP</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>Annual</td>
<td>(new)</td>
<td>2010-2011</td>
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<td>NSSE</td>
<td>Freshman, Seniors</td>
<td>Spring</td>
<td>Online</td>
<td>Annual</td>
<td>(new)</td>
<td>Feb. 2009</td>
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<td>ISES</td>
<td>Exiting international students</td>
<td>Spring</td>
<td>Online</td>
<td>Fall and Spring semesters</td>
<td>2009, 2008, 2007</td>
<td>May-10</td>
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<tr>
<td>Faculty Opinion</td>
<td>Full-time faculty</td>
<td>Fall</td>
<td>Online</td>
<td>Every three years</td>
<td>2009</td>
<td>2011-2012</td>
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<tr>
<td>Faculty Research Survey</td>
<td>Full-time faculty</td>
<td>Fall</td>
<td>Online</td>
<td>Varies (every two-three years)</td>
<td>2008</td>
<td>2010-2011</td>
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<tr>
<td>Alumni</td>
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<td>TBD</td>
<td>Online</td>
<td>TBD</td>
<td>2010-2011</td>
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<td>Graduate Students</td>
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<td>Spring</td>
<td>TBD</td>
<td>TBD</td>
<td>2010</td>
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<td>Ad-hoc surveys:</td>
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<tr>
<td>Transportation, Food Services, Bus Service, Learning Spaces, etc.</td>
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Section IV
Quality Assurance and Plans for Improvement

IV.1 Quality Assurance

Quality assurance at AUC is built within the University's missions, policies, practices and assessment plans that all aim at a continuous improvement process. This applies to all individuals, departments, and academic and non-academic units. In that sense, quality assurance is everyone's responsibility and is not limited to one entity or a group of individuals. Some of the key features for quality assurance at AUC are the following:

- The Center for Learning and Teaching mission, as stated in section II-3, is to support faculty in their professional development as teachers. The Center for Learning and Teaching (CLT), which was established in 2002, assists faculty with the development of curricula, the dissemination of new pedagogies, and the use of educational technology. The mission of the Center for Learning and Teaching (CLT) at AUC is to help create a stimulating learning environment by promoting excellence in teaching, and by facilitating the effective application of technology to the teaching and learning process. The goals of the Center are to:
  a. Provide services and programs to assist faculty with their professional development as educators.
  b. Bring current developments in teaching practices and learning theory to the attention of faculty.
  c. Acquaint all those involved in teaching with important innovations in learning technologies and their application to teaching.
  d. Affirm and promote the values of academic integrity in all instances.

- The mission of the Office of Institutional Research (IR) is to partner with university officials to support effective decision making that advances AUC’s Mission. IR provides timely, accurate and relevant information and analysis to external and internal constituencies. IR also provides a wide array of services to the AUC community, including consulting on assessment, feasibility studies, survey services, conducting focus groups, providing training and workshops, test scanning services, and the administration of standardized exams such as the ELPET and the SAT. The office also coordinates and supports programmatic accreditations and institution-wide accreditation.

- Improved communication throughout campus which is discussed in section II-1. This is exercised by open forum, email communication, brochures, events, committees and meetings. Information and feedback received by the Parents’ Association, the employers, the industry and the alumni are also used to improve quality. It is worth mentioning that AUC has an office for Communication and Marketing that works on enhancing communication within AUC and with the outer environment and constituencies.
• Employing technology and ICT for enhancing the quality across campus. This is apparent in the advanced classroom technology, the communication infrastructure, and the gradual move towards paperless institution.

• Systematic, goal-oriented assessment for all programs as discussed in the section III. Excellent assessment plans end with actions taken to improve quality and rectify concerns, which is known as closing the loop.

• The evaluation process in classrooms that is thoroughly reviewed by the department chairs and deans and later by the faculty themselves. Corrective actions are occasionally implemented in response to particular complaints.

• The annual self-reporting of all faculty and staff provides a good opportunity for performance appraisal and quality improvement. As illustrated in the annual faculty report, there is a clear statement for quality improvement where each faculty (and staff) member is required to set a rational plan for the following year and outline the means and resources to improve performance.

• Accreditation: It is difficult to separate accreditation from quality assurance. In fact accreditation is often referred to as ~seal of approval. For an institution like AUC that has successfully undergone the Middle States Accreditation (and seeking NAQAAE’s Accreditation) together with many of its programs that have successfully undergone program accreditation, the process is in itself a good opportunity for quality improvement and re-visiting the various aspects of performance in all its units and departments. All accreditation processes involve the input of stakeholders and their views about the quality of education they receive.
IV.2 Plans for Improvement

While the AUC long range plan and century report are enclosed with this Self Study, with key future directions and plans for improvement, this Self Study pinpointed specific areas for improvement that are listed below. It is worth mentioning that almost all of these points are reflected in the AUC future plans as well. These areas for improvement are the following:

1. AUC is working on discussing its –repositioning,‖ and drawing in all members of the institution’s community. This discussion considers a careful transition towards being a research institution, with an emphasis on science, technology, and business. Throughout the discussions, the emphasis should remain on the development of quality programs, whether academic or administrative.

2. AUC needs to continue to improve its succession planning, which adds depth and strength to its qualified faculty and administration. Such issues need to be tackled by career-path and professional development initiatives while taking into consideration budget constraints.

3. While AUC has gone a ways in minimizing bureaucratic red-tape, similar to other institutions, AUC need to further minimize these bureaucratic constraints and seek greater customer service satisfaction. The one-stop shop is one area where reducing bureaucracy and paper work/effort is needed.

4. Completing or closing the loop between assessment, planning, budget allocation and implementation requires effective communication and coordination. AUC plans to improve this process by hosting an annual Planning Forum, open to the entire university community, that features panel discussions about successes, processes, and challenges in the Assessment and Strategic Planning cycle. Additional plans for improvement center on holding –Brown-bag‖ workshops during the academic year that will provide technical assistance to units in developing unit level strategic plans, feasibility studies for new programs, and ad-hoc requests for data and information.

5. While available, the University needs to continue working on developing clearer guidelines for promotion and tenure of faculty and communicate those guidelines to faculty. More attention should be given to new and early-career faculty development. Studies suggest that faculty members feel that the university needs to do a better job at mentoring junior faculty.

6. As AUC continues to grow its research activities, it is recommended that the Administration and the Board of Trustees start an ambitious fund-raising campaign for research. In addition, incentives should be given to faculty and their departments to seek external research funding.

7. The University needs to work harder to better integrate the graduate students into AUC life. This issue will carry increased importance as AUC expands its graduate programs.

8. The adjunct faculty (formerly called part-time) need to be further integrated into AUC with their peer, full-time faculty. Identifying the roles, the hiring processes, and privileges of adjunct faculty were identified as areas that needs improvement.
9. The representation of AUC staff in the decision making process needs to be strengthened. The process of promotion of staff members is often not clear and needs to be made more transparent.

10. Forecasting enrollments, expenses, revenues, capital requirements, operating and maintenance needs, all presented hurdles before the financial turbulence witnessed over the past two years. Today, despite the economic challenges facing AUC, honing our skills in these areas is crucial. In addition, developing and implementing performance indicators in service industry is paramount.

11. At the level of competitiveness and diversity of the AUC student body, AUC is working to add other determinants of success to the basic admission criteria to improve the quality of the student body. Furthermore, diversity is an integral part of AUC’s mission and both international diversity as well as socio-economic diversity have been targeted as major recruitment and admission’s goals for the coming long-range planning cycle. Scholarships will be targeted to assist in this charge. The Office of Admissions is undergoing a major overhaul and will be working with the Office of Student Financial Services to optimize reaching our goals of student diversity and excellence.

12. With regard to student records, AUC is working to centralize an imaging process so as to allow all student records to be digitized and easily retrieved. With regards to transfer student issues, a continuous evaluation of courses allows AUC to compound its important dictionary of approved courses. This dictionary needs to be more accessible so that potential transfer students are able to find quick answers to their important questions.

13. While much improvement has taken place over the past decade, student communications are critical to our day-to-day operations and the integration of our multiple platforms, particularly with the student portal, which will only continue to improve our ability to communicate. The Office of Career Advising and Placement Services continues to build on its excellent work by enlarging the web of contacts worldwide, and continuing to emphasize the importance of starting career advising early to place our students in successful careers. This is an asset both to the Egyptian market and, of course, a value added to our students. The Office of Enrollment Management has embarked on a long-range strategic planning process with very clearly defined objectives in each of these areas and will continue to strive for perfection as we work towards becoming a truly world-class institution.

14. In terms of continuing education, AUC must continue to improve its offerings and respond effectively to the market demands. Examples for future improvement include the Educational Testing and Assessment Division (ETAD) becoming an Approved Cambridge ESOL Examination Center by January 2010. Also, new certificates in assessment, monitoring, evaluation, and research will be introduced based upon market needs. The Youth Summer Program will be promoted and marketed at the New Cairo Campus to serve the New Cairo community.
Accreditation Steering Committee Members:

1. Mostafa Abdel Latif
2. Mohamed Naguib Abou Zeid
3. Zaid Ansari
4. Elisabeth El Khodary
5. Aziza Ellozy
6. Stephen Everhart
7. Ezzat Fahmy
8. Ali S. Hadi, Chair
9. Awad Khalil
10. Nagwa Nicola
11. Sameha Peterson
12. Rasha Radwan
13. Raymonda Raif
14. Amr Salama