



**National Authority for Quality Assurance &
Accreditation of Education**



Review Report

On

The American University in Cairo

(December ٢٠١٠)

Abbreviations

AACSB	Association to Advance Collegiate Schools of Business
ABET	Accreditation Board for Engineering and Technology
AUC	American University in Cairo
BUS	School of Business
CAPS	Career Advisement and Placement Services
CLT	Center for Learning and Teaching
GAPP	School of Global Affairs and Public Policy
GSE	Graduate School of Education
HUSS	School of Humanities and Social Sciences
IACET	International Association for Continuing Education and Training
IPR	Intellectual Property Rights
IR	Office for Institutional Research
LRP	Committee for Long Range Planning
MSCHE	Middle States Commission on Higher Education
NAQAAE	National Authority for Quality Assurance and Accreditation of Education
OSP	Office of Sponsored Programs
SCE	School of Continuing Education
SSE	School of Sciences and Engineering

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Foreword

The National Authority for Quality Assurance and Accreditation of Education “NAQAAE” was established under the law ٨٢ /٢٠٠٦ as an autonomous corporate body responsible for comprehensive evaluation of educational institutions and their programs against the benchmarks and approved standards for each educational stage and each type of educational institutions.

NAQAAE acknowledges the pivotal role assumed by universities in the nation's progress, being entrusted with the production and dissemination of knowledge. Furthermore, universities work on the cultural and professional build-up of the nation's youth, supplying human resources needed for Egypt's sustainable development plans.

It is NAQAAE's conviction that quality performance of higher education institutions, faculties and institutes, will only be fully achieved by ensuring quality at the universities, as they are practically responsible for developing overarching policies and rules, as well as allocating resources and appointing leaders for their affiliated institutions. Out of this conviction, NAQAAE considers it imperative to assure an acceptable level of quality performance of universities, ensuring their capacity to satisfy their educational, community service and research roles in a manner that meets the expectations of the society and fosters confidence in their outputs.

Upon setting the university accreditation standards, NAQAAE is keen to develop standards that would support the autonomy and academic freedom of universities, and that acknowledge and assimilate the difference in their missions and motivate them to strive for excellence. Out of this philosophy, NAQAAE emphasizes three main domains of the assessment of universities for accreditation; strategic planning, effective governing policies, and initiatives for continuous self-evaluation and development in quest for excellence.

In this respect, and in response to the American University in Cairo “AUC” application for accreditation by NAQAAE, the authority assigned a team of evaluators to assess the University's performance as per the procedures and rules promulgated by NAQAAE, and according to the university accreditation standards issued by NAQAAE “January ٢٠٠٩”.

Introduction

The purpose of the review process undertaken by NAQAAE for the AUC was to assess the current situation of the University according to the accreditation standards. The review process encompassed the evaluation of the university's strategic orientation, innovation and pursuit of excellence, as well as its policies in the areas of human resources, information technology, teaching & learning, graduate studies, scientific research, international relations and community service. The review process also sought to assess the effectiveness of the university's quality management system in improving its competitive position.

The review process included a thorough analysis of the self study and supporting documents presented by the university and a four-day review visit conducted between the 4th and the 10th of November 2010. During that visit, the review team collected evidence through inspection of the new and old campuses, interviews held with different groups and individuals in addition to reviewing the documents provided. Based on the collected evidence, the review team has written the present document representing the NAQAAE external review report on The American University in Cairo. The report falls into four sections as follows:

- I- The review process
- II- The institution under evaluation
- III- Report summary
- IV- Detailed report & recommendations.

I- The review process

I.١. In response to AUC's application for accreditation by NAQAAE, the authority assigned a team of evaluators to assess the University's performance as per the procedures and rules promulgated by NAQAAE, and according to the university accreditation standards issued by NAQAAE "January ٢٠٠٩". The review team consisted of:

Professor. Adly Fam	Chair
Professor. Thabet Edrees	Member
Professor. Mohamed F. Tolba	Member
Professor. Maher Amer	Member

NAQAAE has officially consulted with the university under evaluation over the constitution of the review team to ensure the absence of any conflict of interests between the university and any of the team members. The university confirmed the absence of any conflict of interests and accepted the team constitution by an official letter directed to NAQAAE's president.

I.٢. Each member of the review team received a copy of the self study document prepared by the university for the academic year ٢٠٠٩/٢٠١٠, in addition to copies of all the provided supporting documents on the ١٤th of October ٢٠١٠. The team held three meetings prior to the review visit to discuss the received documents, exchange preliminary notes and identify any required additional documents and review activities. Based on these preliminary discussions, the team drafted a tentative schedule for the review visit and prepared a list of required documents to be provided by the university during the visit.

I.٣. The review team chair, Dr. Adly Fam held a coordination meeting with Dr. Ali Hadi- AUC accreditation coordinator- on Monday the first of November ٢٠١٠, where the tentative schedule was discussed and minor modifications were made to reach the final version of the review visit schedule. The university representative was handed the list of required documents to be provided by the university during the visit.

I.٤. The review visit was conducted on the ٧th of November ٢٠١٠ extending over four days, with the presence of all review team members. It covered the AUC main campus in Helwan governorate (New Cairo campus) and the old

campus in Cairo (Down town campus). The visit encompassed the following AUC schools and their affiliated centers:

- 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

The review process included the following review activities:

I. ξ, ρ. Observation:

The university main buildings, classrooms, laboratories, workshops, library, recreation & sports facilities and students' housing were observed for conformity with standards and benchmarks, as well as their fulfillment of the requirements of the educational, research, and community service assumed by the university. The team also observed a number of additional facilities including the AUC book stores, the one-stop shop, the center for learning & teaching (CLT), the Institutional research (IR) office, the technology transfer center, the office for sponsored programs and the center for career advisement and placement services (CAPS).

I. ξ, ρ. Review of documents:

In the review process, quite a good number of documents have been scrutinized, besides the self study, including the university's financial statement, samples of program & course syllabi, samples of course evaluations, statistics of student progression /retention & drop out for the past five years, the ABET, MSCHE & AACSB reports, faculty publications and books over the past three years, evidence of national/ international prizes awarded to faculty, students, staff, and alumni through the past five years, annual self assessment reports for a number of departments, program assessment matrices for a number of departments as well as a wide array of publications from various AUC schools and centers.

The following documents requested by the review team were not available:

- ρ-Action Plan of the university strategy.
- σ- The performance indicators used to assess the achievement of the university mission and objectives, as well as the results of measurement through the past five years.
- σ-The organizational structure for quality assurance.

I. ξ, ρ. Meetings & Interviews

Twenty nine meetings were conducted during the review visit, through which the team interviewed more than 120 individuals. The meetings were held with the following persons/groups:

- Members(three members) of the board of trustees (a single meeting)
- AUC president and provost (2 meetings)
- University counselor (a single meeting)
- University cabinet (a single meeting)
- Dean of graduate studies (a single meeting)
- Representatives of the self study team (a single meeting)
- Financial team (a single meeting)
- Members of the LRPC (a single meeting)
- Director of the office of IR (a single meeting)
- Director of the CLT (a single meeting)
- Director of the student service center (a single meeting)
- Director of the AUC press (a single meeting)
- Assistant director of the OSP (a single meeting)
- Director and staff of the CAPS office (a single meeting)
- Graduate & undergraduate student representatives (a single meeting)
- Members of students senate(a single meeting)
- University senate executive committee (a single meeting)
- Faculty representatives (a single meeting)
- Staff representatives (a single meeting)
- Alumni & employers (a single meeting)
- HUSS Dean & heads of department (a single meeting)
- SSE Dean & heads of department (a single meeting)
- BUS Dean & heads of department (a single meeting)
- GAPP Dean & heads of department (a single meeting)
- GSE Dean & heads of department (a single meeting)
- SCE Dean & staff (a single meeting)

- The IPR committee (a single meeting)

Discussions were guided by the NAQAAE meetings & interviews reviewer instrument.

The team was unable to have an interview with the vice dean for institutional development and the head of the LRPC due to their being out of the country.

The review team asserts that the current report reflects the opinion and conclusions of the team, based on the evidence gathered through the review of all documents submitted by the university and the review activities conducted during the site visit. The report reflects how far the university meets the NAQAAE university accreditation standards at the time of the field visit, and does not take into account any changes that might have been introduced after the visit was concluded.

I. 2. Scope of evaluation

The University was evaluated within the scope of its declared mission statement and objectives, and according to the following accreditation standards set by NAQAAE for university accreditation:

Domain	Standards
Strategic orientation	Strategic Planning
	University Competitive Status
University Policies & their outcomes	Human Resources
	Physical & financial resources
	Information & Decision support
	Teaching & Learning.
	Graduate Studies & Scientific Research
	International Relations
	Community Service & Environmental Development
	Student Involvement
	Student Support
	Intellectual Property
Continuous evaluation & development	Continuous Performance Evaluation
	Quality Assurance

II- The Institution under Evaluation

II.١ The American University in Cairo (AUC) is a not-for-profit foreign university founded in ١٩١٩. AUC operates within the framework of the ١٩٧٥ Protocol with the Egyptian government, based on the ١٩٦٢ Cultural Relations Agreement between the Egyptian and U.S. Governments. AUC is incorporated in the United States, the State of Delaware. The university has been vested with degree-granting authority by the State Board of Education under Title ٨, General Corporation Laws, Section ١٢٥ – Conferring Academic and Honorary Degrees.

II.٢. AUC witnessed several structural adjustments since its inception, the latest of which was in ٢٠٠٩ and resulted in the current organization of different departments, centers and institutes offering undergraduate, masters and graduate diploma programs as well as non-credit certificates. These are organized into the following six schools:

١. The School of Business
٢. The School of Global Affairs and Public Policy
٣. The School of Humanities and Social Sciences
٤. The School of Sciences and Engineering
٥. The Graduate School of Education
٦. The School of Continuing Education

II.٣. The university offers (٣١) undergraduate Bachelor awarding programs as shown in the subjacent table:

School	Program
School of Business	Accounting, B.ACCTG
	Business Administration, BBA
	Economics, BA
School of Global Affairs and Public Policy	Communication and Media Arts, BA
	Integrated Marketing Communication, BA
	Journalism, BA
	Middle East Studies, BA
School of Humanities and Social Sciences	Anthropology, BA
	Arab and Islamic Civilization, BA
	Art, BA
	Egyptology, BA
	English and Comparative Literature, BA
	History, BA
	Philosophy, BA
	Political Science, BA
Psychology, BA	

School	Program
	Rhetoric and Composition
	Sociology, BA
	Theater, BA
School of Sciences and Engineering	Actuarial Science, BS
	Architectural Engineering, BS
	Biology, BS
	Chemistry, BS
	Computer Engineering, BS
	Computer Science, BS
	Construction Engineering, BS
	Electronics Engineering, BS
	Mathematics, BS
	Mechanical Engineering, BS
	Petroleum and Energy Engineering, BS
Physics, BS	

II. ٤. The University offers (٣٦) graduate Masters awarding programs as shown in the subjacent table:

School	Program
GSE	International and Comparative Education, MA
BUS	Business Administration, MBA
	Economics in International Development, MA
	Economics, MA
GAPP	Gender and Women's Studies, MA
	International Human Rights Law, MA
	Journalism and Mass Communication, MA
	Law, LL.M
	Middle East Studies, MA
	Migration and Refugee Studies, MA
	Public Policy and Administration, MPPA
	Television and Digital Journalism, MA
HUSS	Arabic Studies, MA
	Community Psychology, MA
	English and Comparative Literature, MA
	Family and Child Counseling, MA
	Family and Couples Counseling, MA
	Political Science, MA
	Sociology and Anthropology, MA
	Teaching Arabic as a Foreign Language, MA
	Teaching English as a Foreign Language, MA
SSE	Biotechnology, MS

School	Program
	Chemistry, MS
	Computer Science, MS
	Computing, M. Comp
	Construction Engineering, MS
	Construction Engineering, MEng
	Electronics Engineering ,MEng
	Electronics Engineering,MS
	Environmental Engineering, MS
	Environmental Systems Design, MEng
	Management of Technology, MEng
	Mechanical Engineering, MS
	Nanotechnology,MS
	Physics, MS
	Product Development and Systems Management

II.º. The university offers the following (١٨) graduate Diplomas programs:

١. Community Psychology
٢. Comparative Literary Studies
٣. Computer Science
٤. Economics in International Development
٥. European Studies
٦. Family Counseling
٧. Forced Migration and Refugee Studies
٨. Gender and Women's Studies in the Middle East
٩. International and Comparative Law
١٠. International Human Rights Law
١١. Middle East Studies
١٢. Physics
١٣. Political Science
١٤. Psychosocial Interventions for Forced Migrants and
١٥. Public Administration
١٦. Public Policy
١٧. Teaching Arabic as a Foreign Language
١٨. Teaching English as a Foreign Language

II.٦. AUC launched its first Ph.D. program in Applied Sciences and Engineering starting fall ٢٠١٠. This program offers a Ph.D. degree in Applied Sciences and engineering, with specializations in Nanotechnology, Biotechnology or Computer Science.

II.٧. AUC has awarded its first Bachelor degree in ١٩٢٨, and since then ٢٥,٥٣٤ degrees have been awarded.

II.٨. According to the ٢٠٠٩ statistics, ٥٠,٥٥٥ undergraduate students and ١,١٤٨ graduate students are registered at the university. ٩٠,٤% of students are Egyptian, while the remaining ٩,٦% are non-Egyptians.

II.٩. The University has ٣٨٤ full-time faculty in active teaching positions and ٣٢٤ adjunct faculty (teaching the equivalent of ١٥٧,١٥ full-time faculty). The total faculty, including those on sabbatical and other release time as well as librarians, researchers and administrators with faculty status amount to ٤٥٠ as shown in the following table:

	Egyptian	American	Other	Total	%
Male	١١٥	٨٣	٣١	٢٢٩	٥١
Female	١٣٩	٦٤	١٨	٢٢١	٤٩
Total	٢٥٤	١٤٧	٤٩	٤٥٠	١٠٠
%	٥٦	٣٣	١١	١٠٠	

II.١٠. AUC employs more than ١,٨٠٠ staff classified into the following eight categories:

١. Managerial
٢. Professional
٣. Technical-paraprofessional
٤. Administrative support
٥. Office support
٦. Security-safety staff
٧. Skilled service
٨. Semi-skilled service

III. Report Summary

III.1. Preface

The detailed assessments based on the accreditation standards are given in Section IV, which represents the body of the report. These review findings are of a particular significance to NAQAAE, since they result in the commendations, affirmations or recommendations by NAQAAE designed to recognize good practices or to assist the American University in Cairo to improve its quality assurance arrangements.

Here, we present the summary of the report and our conclusion based on evidence gathered from the reviewed documents and what has been noted during the field visit through observation and interviews. The most important findings of the assessment are then listed in the form of affirmations, commendations and recommendations.

An *affirmation* is an area or a practice where the institution was found conforming to the level of performance defined by NAQAAE as acceptable for a given standard or indicator of evaluation. A *commendation* refers to a demonstrated good practice that goes beyond the expectations contained in an indicator, and which, according to NAQAAE, is particularly significant. A *recommendation*, on the other hand, refers to an area in need of attention which in NAQAAE's view is particularly significant. The affirmations, commendations and recommendations are listed at the end of this section of the report in the same order followed in the detailed report.

III.2. Summary of Findings

III.2.1. Affirmations

The review team affirms that AUC:

- Has a mission appropriate to its expected role as a higher education institution and that reflects its character and special nature and is guided by well-defined and appropriate goals.
- Shows a well established concept of strategic planning that is practiced throughout the various levels of the institution.
- Has a good competitive level against other institutions across Egypt as well as in the Middle East.
- Has a well-defined structure for governance
- Has an institutional capacity appropriate to fulfill its mission in terms of human, physical & financial resources

- Has a sound information system that is functioning across the campus and that is an asset in the decision making process.
- Offers a diversity of distinguished educational programs that meet the current and potential labor market needs.
- Shows evidence of educational effectiveness.
- Has a wide network of international relations and collaborations at the undergraduate and research levels.
- Is aware of its community and shows good evidence of community participation.
- Fosters student involvement in the decision making process and offers a wide array of student support services.
- Has a policy for Intellectual property rights, with defined resources, procedures and tools for its implementation.
- Has a system for self evaluation, and uses the results for continuous improvement.
- Has a quality assurance culture and practices supported by a committed leadership.

III. ٢. ٢. Commendations

- The distinctive educational policy of AUC, based on a core curriculum in liberal arts, is commendable, as it provides AUC students with most needed skills for the labor market on local, regional, and international levels.
- The new campus with its positive impact on student life, education quality, and potential societal development in Egypt is highly commended.
- AUC is to be commended for offering opportunities to students from all Egypt's governorates (from public secondary schools) to join AUC through the LEAD scholarship program.
- The Career Advising and Placement Services are distinguished and effective in providing access to adequate job opportunities for students and alumni and assisting their suitable integration with industry and the job market.
- The Center for Learning & Teaching is commended for the assistance it offers to faculty with the development of curricula, the dissemination of new pedagogies, and the use of educational technology.

- The sound democratic experience the students enjoy is to be commended as an important asset for building their citizenship.

III. ٢. ٢. Recommendations

- Reducing teaching loads to enable research oriented faculty to focus further on research activities
- Extending Ph.D. level programs into liberal arts would balance and accelerate AUC transition into a world class research university.
- Although the IR practically performs most of the duties of a quality assurance center, the tasks and responsibilities of this office are numerous. The University should consider establishing a quality assurance center, either as an independent center to be added to the AUC organizational structure, or as a separately staffed standalone unit within the IR office. Additional sub-units for QA may be established in different schools and would work in coordination with the University's QA center.

III.٣. Conclusion

AUC has been evaluated within the scope of its mission statement that 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 team reached the conclusion that the University achieves its mission to a good extent and that AUC managed to create a highly dedicated network of distinguished alumni. While maintaining its tradition to provide high quality liberal arts education, AUC also managed to provide a high quality science & engineering education with a Ph.D. program.

IV- Detailed Report & Recommendations

IV. 1 *strategic Planning*

A university should have a clear vision and a defined declared mission, set with wide participation of stakeholders and reflecting the educational, research and community service roles of the university.

*A university should pursue strategic planning based on thorough analysis of its internal and external environments and translated into well defined goals served by an implementation plan with specified activities, responsibilities, resources and **performance monitoring indicators***

IV. 1, 1 *Vision & Mission*

AUC has declared Vision and Mission statements which are disseminated internally and externally through its website and many of its publications. These statements read as follows:

Vision

"To be a world class university internationally recognized for its leadership and excellence in teaching, research, creative expression, and service. We will build on our existing strengths to become the leading university in the Middle East and the destination of choice for students and faculty from around the world seeking in depth cultural exposure combined with outstanding academic programs, cutting edge research, and an ethically engaged, diverse community of scholars"

Mission

"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 on the principles of academic freedom and is dedicated to excellence."

- The Vision and Mission statements recognize leadership and excellence as the University's primary purposes and reflect the educational, research and community service roles of the university.
- The review team affirmed, through interviews held with various stakeholders, that the new mission was developed together with the AUC community, and that it was communicated to the various departments and units to be integrated in the planning, assessment and resource allocation processes.
- The development of the vision seems to be less participatory as evident by the self study referring to it as the "president's vision". Furthermore the team found no evidence of a policy for periodic revision of the vision and mission; it thus concluded that such review only occurs by a president's initiative.

IV. 1, 2 Strategic Plan

- AUC has adopted a strategic planning process that complies with the university's documented and published mission and vision.
- AUC planning process follows a logical model that enables university personnel to participate in assessment, planning, budget allocation, and implementation process.

Currently, AUC has two running strategic plans; a long range plan for 2007-2012, along with the recent associated plans for academic and administrative service units (2011-2013). Although overlapping of plans can be a source of confusion to the AUC community, the team found it justifiable for the AUC in this particular case to launch the new plan that responds to AUC's changing priorities, following its relocation to the new campus.

- The recently developed strategic plan (2011-2013) identifies five strategic goals centered around:

1. Educational Excellence,
2. Research Impact,
3. Global Experience,
4. Community Service, and
5. Institutional Quality.

The specified goals are strongly linked to the new vision and mission of the university. However the team found no evidence of a detailed implementation plan for these goals.

IV. 1, 2 Affirmations

The review team affirms that AUC

- Has a mission appropriate to its expected role as a higher education institution and that reflects its character and special nature and is guided by well-defined and appropriate goals.
- Shows a well established concept of strategic planning that is practiced throughout the various levels of the institution

IV. 1, 3 Recommendations

- The university is recommended to set a policy for a regular periodic review of its vision and mission.
- A plan of action for the implementation of the university strategy should be developed, where activities, responsibilities, time frame and performance indicators are well defined.

IV. ٢ University Competitive Status

A university should work on improving its competitive position by different means, including offering a diversity of distinguished educational programs that meet the current and potential labor market needs, attracting international students and offering exquisite community service.

A university should be aware of international competitiveness and work to meet the requirements of international ranking of universities.

IV. ٢, ١ AUC enjoys a remarkable competitive status on both local and regional levels. It is keen to develop a wide range of outstanding academic programs that meet national, regional, and international needs. The ability of AUC to respond to the current and potential labor market needs is exemplified by the two newly introduced programs: the Petroleum and Energy Engineering program based on an agreement with the ministry of petroleum, and the Actuarial Science program which provides one of the most rewarding careers for its graduates. According to international labor market indicators, there is growing demand for graduates of Actuarial Science programs.

IV. ٢, ٢ AUC has been recognized by international accreditation agencies, where the School of Business is accredited by AACSB International; the Construction Engineering, Electronic Engineering, Mechanical Engineering, and the Computer Science Department are accredited by the Engineering Accreditation Commission of ABET and the School of Continuing Education is accredited by IACET.

IV. ٢, ٣ The University works on attracting foreign students, who account for ٩,٦ % of its student body. The AUC competitive status can also be indicated by its ability to attract students and the selectivity shown in student admission. Data provided indicates that ٣٣% of applicants are international students; roughly ٦٠% of total applicants are admitted to the university, ٧٤% of which are enrolled.

IV. ٢, ٤ AUC has a number of distinguished alumni who continue to have a positive impact on the political, economic and social arenas, not only in Egypt but in the broader region as well. Among the AUC alumni, to name but a few, are:

- H.E. Mrs. Suzanne Mubarak, Egypt's First Lady;
- H.E. Amb. Walid Abdel Nasser, Egyptian Ambassador to Japan;
- Amb. Hisham Badr, Permanent Representative of Egypt, United Nations Office at Geneva;
- Dr. Ziad Ahmed Bahaa Eldin, Former Chairman, General Authority for Investment and Free Zones;
- H.E. Amb. Mohamed Nabil Fahmy, Former Egyptian Ambassador to the United States;
- H.E. Amb. Hussein Kamal Haredy, Former Egyptian Ambassador to Pakistan ; and
- H.E. Mrs. Mervat Tallawy, Former Minister of Insurance and Social Affairs.

IV. ٢.٥. 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. On the international front, the faculty of AUC earned awards such as ACM International Collegiate Programming Contest World Finals, ACM and The Arab Academy for Science and Technology, and the ٢٠٠٩ Early Research Award from the Ministry of Research and Innovation, Canada.

IV.٢,٦. AUC has a high-level of community involvement through its research centers, ١٤ service-based student clubs, and a remarkable activity in offering professional and personal development programs. The Management Center, for example, offers professional management training to more than ١٢٠٠٠ professionals annually. Its alumni include more than ١٦٠٠٠٠ professionals and trainees from Egypt and the Arab region. Also through SCE, AUC managed to offer education and training opportunities to enhance the professional and job skills of more than ٣٨٠٠٠٠ non-degree students. In fact, the review team found that the community services offered by the university are greater than what is visible, and advised that the university should work on their visibility.

IV. ٢,٧. AUC is aware of international competitiveness, and was keen in its self study to determine AUC's current position compared to selected national and regional peers.

IV.٢,٨. The AUC has reached a good analysis of its competitive status based on its strengths; however the self study did not include an analysis of the local and regional competition. With the large numbers of newly established private universities in Egypt and the Arab world, the competition on student

enrollment should be anticipated and any analysis of the AUC competitiveness should include a study of the competitors' strengths and weaknesses.

IV. ٢, ٩. Affirmations

The review team affirms that AUC:

- Offers a diversity of distinguished educational programs that meet the current and potential labor market needs
- Has a worldwide network of distinguished alumni
- Provides exquisite community services
- Is aware of its competitive position and enjoys a remarkable competitive status on both local and regional levels.

IV. ٢, ١٠. Commendations

AUC is to be commended on the role it plays in fostering professional development and lifelong learning in Egypt.

IV. ٢, ١١ Recommendations

- More efforts should be made to disseminate information about the role assumed by AUC in community services.
- AUC should take into account the local and regional competitors and their related strategies to enhance its competitive position.

IV. ٣. Human Resources

The University should have a defined policy for the recruitment of academic, administrative and technical human resources in a manner that ensures the efficiency and effectiveness of its performance, and should act on their retention and development, and be keen on their satisfaction. A University should develop objective and fair criteria for selection of leaders and strive to apply them.

IV. ٣, ١. Faculty & Administrators

- AUC has ٣٨٤ full-time faculty in active teaching positions and ٣٢٤ adjunct (teaching the equivalent of ١٥٧,١٥ full-time faculty). The total faculty including those on sabbatical and other release time as well as

librarians, researchers and administrators with faculty status mount to 10%.

- The Faculty to student ratio is 1 to 12,3 which is conforming to the acceptable norms. However; due to the much commended policy of the AUC of keeping low density classes, a high teaching load is imposed on most faculty, where they teach three courses per semester. This teaching load added to the administrative roles of the faculty encroaches on the time supposed to be dedicated for research activity and professional development.
- AUC has clear policies and procedures for faculty recruitment, hiring & accountability, however, promotion and tenure criteria are less transparent. This concern has been identified and brought to the attention of the administration by the task force assigned to study faculty work-life issues in 2009 and is currently under assessment.
- The procedure for adjunct faculty recruitment is done by departments with no particular institutional guidelines. It is often informal, with no apparent quality control. Given the fact that AUC has 32% adjunct faculty that teach about 30% of all courses, there is definite need not only to define strict criteria that guarantee the quality of contracted adjunct faculty and monitor their performance, but also the university needs to consider reducing the percentage of adjunct faculty.
- 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. The University has established the CLT in 2002 to assist faculty with the development of curricula, the dissemination of new pedagogies, and the use of educational technology. Despite the valuable services that the CLT provides, the review team found that it is much underused. Only 10% of faculty use these services – not to mention that 60% of those are from a single school, the HUSS. Furthermore the most frequently used service is the formative mid-semester evaluation required by faculty members to assess their students' satisfaction. Other services that actually contribute to professional development are not adequately made use of.
- According to the self study and to the interviews the team held, the University does not have a consistent system for new and early-career faculty development, which is currently informal and resides within the department. Yet, with the teaching load, it is difficult to expect senior faculty to give the time and effort required to mentor junior faculty.

- For faculty members compensation is linked to performance, as assessed by an annual report and an appraisal process which involves student evaluation of courses and instructors. Though these procedures are usually effective, meeting with students revealed that some students feel that their evaluation of faculty is not taken seriously, and complained of their giving low assessment for some faculty on more than one occasion with no consequent response from the departments.
- Leadership selection in the AUC on the academic level is quite democratic and transparent, where department chairs are elected.

IV. ٣, ٢. staff

- The AUC has defined policies and procedures for staff recruitment and offers attractive benefits in that respect. Currently the AUC employs a little more than ١,٨٠٠ staff classified in ٨ levels.
- The staff syndicate is the official body that represents staff, Defending and advocating the rights of staff at the university. AUC consults with the syndicate on matters of concern to the staff to ensure that they participate in the decision making process.
- The university offers different means by which staff members can develop and upgrade their skills. Sessions and short courses are offered to upgrade the staff skills and enhance their qualifications.
- According to the self study and the recent strike event (wisely and admirably handled by the administration) the staff compensation and promotion polices need to be clearer and better communicated to the various departments and units.

IV. ٣, ٣. Affirmations

- AUC manages to attract and retain excellent faculty as well as supporting staff.
- The faculty fields of expertise cover all academic areas of programs offered by AUC

IV. ٣, ٤. Commendations

- The democratic environment faculty and staff enjoy in the AUC is to be commended.
- The support and professional development opportunities provided by the university for both Faculty and Staff are commendable.

IV. ٣, ٢. Recommendations

- Teaching load reduction: In a world class research University, no faculty member should be teaching more than two courses per semester. Increasing the number of faculty to emphasize a viable research program may be considered to allow for a reduced teaching load.
- The university needs to assess the usage of the CLT and to find ways to maximize its role in faculty development and in developing the overall teaching & learning strategies.
- A faculty development Program needs to be established for junior/ early-career faculty. The university should benefit from the CLT in that respect.
- More attention should be given to student evaluation of faculty. The results of which may need to be considered at an independent unit in addition to the review done by the department.
- The university needs to consider reducing the percentage of adjunct faculty and to define strict criteria that guarantee the quality of contracted adjunct faculty and monitor their performance.
- Objective and fair promotion and tenure criteria should be defined and declared.
- The representation of AUC staff in the decision making process needs to be strengthened.

IV. ٤. Physical & Financial Resources

A University should have a defined financial policy with clear priorities, and should have physical and financial resources that correspond with the size and nature of its activities and enable it to achieve its goals.

A University should use its resources efficiently and effectively and strive to develop them.

IV.٤.١. AUC has defined financial policies consistent with its nature as a not-for-profit organization. It has clear expenditure priorities and uses a yearly budgeting planning cycle. Efforts are made to strengthen the link between assessment, planning and budget allocation.

IV.٤.٢. Review of the university financial statements attested an overall steady nature of the University's finances. The university has diverse resources to fulfill the demands, including the fees, endowment, gifts and research grants. The income from tuition is ٥٦% and the endowments and gifts increased from ١٣M\$ (٢٠٠٣ – ٢٠٠٤) to ٣٠ M\$ (٢٠٠٨ – ٢٠٠٩). The total operating expenses increase annually and the self study report shows the increase of ٦٢ M\$ (٢٠٠٣ – ٢٠٠٤) to ١٥٠ M\$ (٢٠٠٨ – ٢٠٠٩).

IV. ٤,٣ AUC has remarkable fundraising capabilities. Fund raising efforts are coordinated by the Office of the Vice President for Institutional Advancement. An evidence of the university's fund raising potential is the building the New Campus, for which AUC managed to raise more than ١٢٠ M\$.

IV.٤,٤. While affected by the global financial crisis, AUC has managed to recover and maintain a solid financial situation, demonstrating wise and effective financial policies.

IV.٤,٥ The AUC ٢٦٠ acre New Cairo 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.

IV.٤,٦. The AUC Library on the New Campus hosts a large English-language research collection, featuring more than ٤٠٠,٠٠٠ volumes.

IV. ٤.٧ The move to the new campus has been associated with a marked increase in the operating expenditures, which have risen to ٢٣% of total expenditure in ٢٠٠٩, as opposed to an average of about ٩% throughout ٢٠٠٣-٢٠٠٨. This raise was concomitant with a corresponding decrease of expenditure on academics and academic support which went down from an average of ٤٩% to a ٣٨% of total expenditure. Although in absolute numbers the total amount spent on academics may have not decreased markedly due to higher income in ٢٠٠٩ (١٥٠ M\$ as opposed to a ١٠٦ M\$ for the preceding year). However, in light of inflation rates and other variables, it is the relative expenses that give more credible information. After all, such a notable decrease in the percentage of academic expenses was not marked between ٢٠٠٣ and ٢٠٠٨, despite the fact that in absolute numbers the income increased from ٦٢ M\$ to ١٠٦ M\$ between the two mentioned years.

IV. ٤.٨. Expenditure on research has managed to sustain itself in the vicinity of ٤-٦% throughout the past five years. In ٢٠٠٩, it was ٥,١% of total expenditure, which means that the increase in plant management expenses did not encroach on the university research expenditure. However, considering the AUC vision to become a world class research university, we find the research expenditure to be very low.

IV. ٤. ٩. Affirmations

- The AUC has physical and financial resources that correspond with the size and nature of its activities.
- The university finances are of steady nature.
- The AUC adopts a successful policy for planning and managing its financial resources with clear priorities guided by its mission and vision.

IV. ٤. ١٠. Commendations

- The university's ٢٦٠ acre New Cairo Campus represents a commendable investment in the future of the university, the city and the country.
- AUC's sports facilities in the New Cairo campus are extensive, and cater for a wide cross-section of activities and programs.
- AUC has remarkable fundraising capabilities.

IV. ٤. ١١. Recommendations

- Unlike the economic crisis that the university swiftly recovered from, the increased plant operating and management expenses are rather a lasting burden that cannot be surmounted by temporary budget shifts. The university needs to consider finding ways to increase its income, such as the promotion of its new physical structures in order to cover their expenses without encroaching on academic expenditure.
- The research expenditure needs to be increased to serve the university efforts towards becoming a world class research university.

IV. ٥. Information & Decision Support

*A University policy for information technology should result in an infrastructure of information systems that help provide current, accurate, adequate and timely information to decision-makers at various levels.
A university should use technology in the best possible way to disseminate information about itself various stakeholders.*

IV.٥,١ AUC has an advanced IT infrastructure. All campus facilities as well as transportation system are equipped with wireless internet access.

IV.٥,٢. AUC classrooms and podiums are equipped with 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.

IV.٥,٣. The IR office is at the core of the university information system, it defines, collects, analyzes and maintains data from a variety of sources and university databases and transforms data into information needed for institutional decision making and planning. The IR also serves as the official source responsible for the dissemination of institutional information to internal and external stakeholders.

IV.٥,٤ AUC has an integrated Student Information System that connects all departments, dealing with students from the time they are potential students inquiring about AUC until they graduate. Authorization for access to the system is given through appropriate approval.

IV.٥,٥ AUC has an attractive user friendly website (<http://www.aucegypt.edu>), which contains a variety of continuously updated information on AUC and its different activities. Through its website, AUC offers several services to its stakeholders.

IV.٥,٦. All departments and units are required to have websites that provide needed information for AUC and the external community.

IV.٥,٧. AUC global openness and visibility on the internet is attested by its standing in the CSIC ranking (Webometrics) as ٩th in Africa, ٨th in the Arab world and ١٣٣٤ in the world.

IV. ٤,٨. Affirmations

- AUC has an advanced IT infrastructure that is effectively used throughout the campus.
- AUC uses information effectively to support the decision making process.
- AUC disseminates adequate and variable information about itself by a variety of means.

IV. ٤,٩ Commendations

- AUC attractive and user friendly website is praiseworthy.
- AUC has an advanced IT infrastructure as well as decision support systems.
- AUC global openness and visibility on the internet attested by its rank on the webometrics is commendable.

IV. ٦. Teaching & Learning

A University should strive to link its educational programs to labor market requirements, and should review and enhance these programs periodically in order to keep abreast with international developments.

A University should provide different modes of education in a way that serves its mission and meet student needs and abilities.

A University should clearly define program learning outcomes and develop and apply effective measures to assess their achievement.

IV.٦,١ AUC is keen to develop a diversity of academic programs that meet national, regional, and international markets needs. Currently it offers (٣٣) undergraduate Bachelor awarding programs. The ability of AUC to respond to the current and potential labor market needs is exemplified by the two newly introduced programs: the Petroleum and Energy Engineering program based on an agreement with the ministry of petroleum, and the Actuarial Science program which provides one of the most rewarding careers for its graduates.

IV.٦,٢ All students (regardless of major) are required to complete a Core Curriculum of liberal arts, which is a body of ١٠ to ١٥ courses that includes courses in writing, language and information literacy, philosophic and scientific thinking, Arab history, literature and society as well as foundational classes in the natural sciences, social sciences and humanities. The core curriculum is the education foundation of all AUC students. It is designed to enable them not only to excel in their chosen field of specialization, but to be flexible, imaginative, critical & broad-minded thinkers and problem solvers capable of acquiring new knowledge and skills, working collaboratively, and serving as enlightened leaders.

IV.٦,٣ AUC programs are regularly reviewed and enhanced. In ٢٠٠٦, the Core Curriculum was revised and modified.

IV.٦,٤. AUC commits itself to the face-to-face mode of learning, which best achieves its core values, since the students physical presence on campus allows for a plethora of extracurricular activities as well as student-student and student-faculty interaction that are fundamental to complement the attributes AUC is committed to its graduates. However AUC also makes great use of technology in teaching and learning, for students can access

course material through the learning management system, Blackboard gives students the opportunity to select and register for courses, view the location and timing of their classes, form discussion groups and submit assignments. The learning management system is an opportunity to share material between faculty and students and to have an open channel of communication. Blackboard gives students the opportunity to select and register for courses, view the location and timing of their classes, have discussion groups and submit assignments. The learning management system is an opportunity to share materials between faculty and students and to have an open channel of communication

IV.٦,٥ AUC Libraries and Learning Technologies provide traditional information sources such as books, journals and manuscripts as well as online facilities, such as databases and electronic books and journals, which can be accessed by AUC students and faculty wherever they are.

IV.٦,٦ AUC offers several forms of academic support to students through Student Advisors, the Student Mentoring Unit, The First-Year Experience Program and the Writing Center.

IV.٦,٧ AUC cooperates with many universities both regionally and internationally in a number of forms to serve educational purposes. It gives its students opportunities for international education experiences through the Study Abroad and Exchange Programs. The exchange program also allows students from partner universities to study at AUC and experience life in Egypt. The review team has met with several exchange students and confirmed their satisfaction.

IV.٦,٨. AUC mandates that all academic departments have defined learning outcomes for their programs and that they develop learning outcomes assessment plans. The review team has reviewed samples of program learning outcomes assessment plan and found them comprehensive.

IV.٦,٩ At the university level, learning outcomes are measured indirectly. The aggregation of program level assessment results indicates how far outcomes are being achieved across the university. In addition, the university uses a number of indirect measures of outcome achievement, including alumni and employer surveys, census data for graduation and retention statistics and course evaluations.

IV. ٦, ٩ Affirmations

- AUC provides high quality education services by using advanced educational technologies, accommodating students' different learning styles.

- AUC has in place the policies and procedures for learning outcomes based assessment.

IV. 7, 1 • Commendations

- The distinctive education policy of AUC based on a core curriculum in liberal arts is commended. It provides AUC students with most needed skills for the labor market on local, regional, and international levels.
- The diversity of traditional and nontraditional learning resources as well as academic support offered by the university are to be commended.

IV. ٧. Graduate Studies & Scientific Research

A University should be keen to provide a diversity of attractive graduate studies programs that serve the achievement of its mission, and should periodically review and develop these programs in accordance with defined academic standards, scientific advancements and labor market variables.

A University should have policies to support scientific research, provide its resources, motivate researchers, encourage international publication and foster applied research and collaboration with the industry.

IV.٧.١. AUC currently offers ٣٦ Masters awarding program, some of which are unique specialties such as gender and women as well as refugees and migration studies.

IV.٧.٢ The University is keen to develop its graduate studies programs. Introducing new programs almost on a yearly basis shows a remarkable awareness of scientific advancements, community needs, and response to labor market changes. Two Master programs were inaugurated in ٢٠٠٦; another two added in ٢٠٠٧ and three more programs followed in ٢٠٠٨. To address important needs in contemporary Egyptian society, AUC has initiated a Master degree in Family, Child and Marriage Counseling and a Masters in Education in ٢٠٠٩. The increased number of offered programs was coupled with an increase in enrolled students. The number of Masters Students has grown from ١٠١٣ in ٢٠٠٥ to ١١٤٨ in ٢٠٠٩, and consequently the number of Masters Degrees awarded has been raised from ٢٠٩ in ٢٠٠٥ to ٢٥٨ in ٢٠٠٩.

IV.٧.٣. A Ph.D. program in Applied Sciences and Engineering was launched in fall ٢٠١٠.

IV.٧.٤. The University is keen to assure the quality of its graduate programs, with each program having a director and an annual reporting system in place. Furthermore some of AUC graduate programs have undergone comprehensive assessment procedures as part of obtaining accreditation from international accrediting bodies. A good example in this context is the MBA program in the School of Business accredited by AACSB.

IV.٧.٥ AUC has highly qualified faculty, capable of satisfying the teaching and supervising demands of many graduate programs. However, for the SSE, with the exception of Mechanical Engineering and Construction and

Architectural Engineering, all SSE departments lack critical mass in their number of faculty members to support a viable teaching and research program up to the PhD level.

IV.Y.٦ During the interview we held with graduate students, mostly studying for MA, they reported their satisfaction with the quality of faculty and confirmed that they have one-on-one interaction with faculty in their graduate courses as well as in thesis advising. Such dedicated performance of the faculty is well commended.

IV.Y.٧. AUC provides many forms of support for graduate students, including graduate student service offices in the various schools and the Graduate Student Association, which promotes the interests of graduate students at AUC and organizes activities to foster a sense of community among graduate students.

IV.Y.٨. AUC has eight centers, many of which combine graduate education, research and outreach activities. According to the observation the review team conducted, those centers were found highly resourced, and some of which were found markedly research active. Other centers on the other hand like the Desert Development Center only produced one paper (since its establishment in ١٩٧٩) on planting Saffron (presented in a conference in Berlin in ٢٠١٠).

IV.Y.٩ AUC provides grants and funds for research and scholarly activities, review of provided data indicated a continuous increase in the number of the faculty awarded grants over the years, with ٣٥% increase in the grants dedicated to graduate students support in year ٢٠٠٩.

IV.Y.١٠ AUC encourages and supports its faculty and graduate students to raise funds for their research projects. This support is evident by the establishment of OSP which 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, in addition to its assisting faculty in identifying potential funding sources

IV.Y.١١ AUC encourages research collaboration on the national level as evidenced by signing cooperation protocols with the National Research Center, the Housing and Building National Research Center and with the sixth of October Investors 'Association for collaborations in research and training. Research collaborations are also extended to the international front, as AUC collaborates with Stanford, Berkeley, Georgia Institute for Technology, North Carolina and South Carolina State Universities in the USA; Alberta and McGill universities in Canada, as well as Manchester,

Birmingham, Cambridge Universities at UK, Royal Institute of Technology (KIT), Sweden and IMEC in Belgium .

IV.7.12 Since 2006, AUC has issued an annual booklet of Faculty Publications, which is a survey of faculty research and scholarly work. The number of Articles published in Refereed Journals by faculty increased from 170 in 2006 to 200 articles in 2008.

IV. 7, 13. Affirmations

The review team affirms that the AUC:

- Provides a diversity of attractive graduate studies programs.
- Periodically reviews and develops these programs in accordance with defined academic standards, scientific advancements and labor market conditions.
- Provides many forms of support for graduate students.
- Supports scientific research and provides its resources
- Motivates researchers and fosters applied research and collaboration with the industry.

IV. 7, 14. Commendations

- The Yousef Jameel Science and Technology Research Center is an exceptional research center that promises to greatly serve AUC vision of becoming a world class university.
- The research support offered by AUC through the OSP is commendable.
- The annual booklet of Faculty Publications is a good initiative that recognizes faculty research and scholastic activities. Such recognition, we believe, not only serves as a database, but will also have a motivating effect on non-research active faculty and will act as an inspiration for junior faculty.

IV. 7, 15. Recommendations

- Most of SSE departments lack critical mass in their number of faculty members to support a viable teaching and research program up to the PhD level. This problem could be addressed by an aggressive faculty recruitment program to increase the faculty size, or by consolidation of some Departments. A combination of the two approaches may also be considered.

- As previously recommended, we stress the need for teaching load reduction, tempered by budget constraints and offered differentially to faculty active in research.
- The research role of the Desert Development Center, as well as its success in achieving the objective of promoting self-sufficient environmentally responsible utilization of desert resources should be assessed, since the center has produced a single paper since its establishment in 1979 on planting Saffron, with no evidence of dealing with issues that are of critical significance to Egypt, such as desalination of sea water and energy generation via solar and other technologies.
- The School of Global Affairs and Public Policy needs to show more focus on activities related to global issues that are Egypt centric.
- Extending Ph.D. level education into liberal arts would balance and accelerate AUC transition into a world class research university.

IV. A. International Relations

A University should be keen to establish and promote its international relations through a diversity of channels, including collaboration or partnership agreements with regional and international universities and scientific institutions and participation in and organization of regional and international conferences.

A University should emphasize global openness by various means, including faculty and student exchange programs, and should provide wide scientific exposure for its faculty through scientific missions and should support their participation in international scientific events.

IV.A.1. AUC schools and centers have many partnership/collaboration agreements with renowned international institutions. Examples include The Center for Women's Entrepreneurship and Leadership partnering with the Wharton School of the University of Pennsylvania, USA; the Economic and Business History Research Center having a cooperation agreement with the Center for Middle East Studies at Harvard University, U.S.A.; and the law department in the GAPP having a cooperation agreement with the Center for Human Rights - University of Pretoria, the Faculty of Law at the University of Zurich and with the Cornell University Law School.

IV.A.2. AUC cooperates with many universities, both regionally and internationally, in a number of forms to serve educational purposes. It offers its students opportunities for international experience in education through the Study Abroad and Exchange Programs. The exchange program also allows students from partner universities to study at AUC, and experience life in Egypt and the Middle East. The review team has met with several exchange students who confirmed their satisfaction.

IV.A.3. Many faculty members at AUC cooperate with their peers regionally and internationally in research, and most of them publish their research findings jointly with collaborators.

IV.A.4. AUC supports global openness and wide scientific exposure to its faculty by providing conference grants to full time faculty to enable them to participate in scholarly and professional conferences in Egypt and abroad. Furthermore the university extends this form of support to graduate students. Interviews with faculty and graduate students affirmed their satisfaction with the provided support.

IV.Λ.ϑ. Further international exposure to a variety of scientific schools is achieved through the Distinguished Visiting Professors at AUC.

IV.Λ.ϒ. AUC faculty members were involved in the organization of a number of conferences and workshops, such as German-Egyptian year of Science (2007), the international ASME 2nd Multifunctional nanomaterials and nanocomposites conference and Exhibition held in collaboration with RDI and European Commission delegate in Egypt (2008) and the Egypt-Italy Year of Science (2009).

IV.Λ.γ Affirmations

The review team affirms that AUC:

- has a clear policy for international relations which considerably promotes its progress toward being a world class university
- Has established and promoted international relations through collaboration and partnership agreements with a large number of regional and international universities and scientific institutions.
- Supports the participation of its faculty and graduate students in international scientific events.
- Emphasizes global openness by various means.

IV.Λ.δ Commendations

The opportunities for international educational experience offered by AUC to students, through the Study Abroad and Exchange Program is commendable.

IV. ٩. Community service & environmental development

A university policy for Community service & environmental development should consider the priority needs of the community and should foster community participation and collaboration with the industry. A university should diversify the services it offers to the community and work on developing its resources through promoting its services and applied research.

A university should be keen to survey community satisfaction on various aspects of its performance.

IV.٩,١. AUC is committed to integrate itself successfully within the community. This commitment is evidenced by its new mission and by defining "Social Responsibility" as one of the five core values the university has set for its new strategic plan.

IV.٩,٢. The AUC has extended its resources into the community to promote life long learning and professional development. Examples of these endeavors include the SCE offering education and training to enhance the professional skills of more than ٣٨,٠٠٠ non-degree students and the Management Center that offers professional management training to more than ١٢,٠٠٠ professionals annually.

IV.٩,٣. Also we found the AUC efforts to support English language learning within Egyptian society to be remarkable. The AUC Press is a leading English-language publisher in Egypt and the Middle East, with more than ١,٠٠٠ titles in print and up to ١٠٠ new scholarly and general books each year. It also has a remarkable role in translating arabic literature to english, providing international access to arabic culture and authors.

IV.٩,٤ The AUC has four Bookstores that serve the text and the general book needs of both the AUC community and the English speaking public of greater Cairo. The placement of the New Cairo Campus Bookstore in the public area of the campus (the part of the campus open to the general community) is an expression of the university's support for culture dissemination.

IV.٩,٥. The University aims to instil social responsibility and community involvement in its students through a growing number of community-based learning courses, through which faculty and students implement a range of development courses in various community contexts, achieving in the meantime the goals of the particular course. This social responsibility was

reflected in the active engagement of students in establishing community service clubs that work with NGOs and other groups in order to reach out to those who are in need in the community. Currently the AUC has fourteen service-based student clubs.

IV.9.6. AUC has a high-level of community involvement through its research centers, most notably the John D. Gerhart Center for Philanthropy and Civic Engagement and the Goldman Sachs Women's Entrepreneurship and Leadership Center .

IV.9.7. Both the Junior Summer Program (JSP) offered on Downtown campus and the intended Youth Summer Program at the New Cairo Campus, providing activities such as English language, reading, general knowledge, computers, crafts, living values, social skills, Model United Nations, sports, going green, folklore dancing and field trips, are good examples to follow by higher education institutions in Egypt.

IV.9.8. The University is keen to collaborate with the academic community as evidenced by its recent partnership with a number of Egyptian universities in the submission of six new TEMPUS proposals. AUC has also partnered with several other Egyptian Universities and industrial companies in submitting research proposals to the RDI fund.

IV.9.9. AUC keeps good collaboration with the industry and labor market, in addition to the the above mentioned research proposals in partnership with the industry, the university is keen to involve employers in defining the qualifications it offers and the attributes of its graduates. Employment fairs provide a good channel for integrating employers' recruiting needs with the qualifications of AUC graduates, so does the employer satisfaction survey the AUC conducts periodically. The review team interviewed a number of employers and other stakeholders and confirmed their satisfaction.

IV.9.10. AUC has managed to create a partnership between the parents and the University to enhance the learning opportunities for AUC students through the Parents Association established in 1980 .

IV. 9, 11. Affirmations

The review team affirms that the AUC :

- Has a defined policy for Community service & environmental development that considers the community needs.
- Provides a diversity of services to the community, some of which are truly unique among services offered by similar institutions in Egypt.

- Fosters community participation and collaboration with various stakeholders.
- Works on developing its resources through promoting its services and applied research.
- Is keen to survey community satisfaction with its performance.

IV. ٩, ١٢. Commendations

AUC efforts in community services are to be commended, most notably:

- The role assumed by the School of Continuing Education and the Management Center in promoting life long learning and professional development.
- The Junior Summer Program.
- The AUC Press role in translating Arabic literature into English, providing international access to Arabic culture and authors.
- Students active involvement in community service through the students' community service clubs

IV. ٩, ١٢. Recommendations

In general, AUC demonstrated an impressive record of community outreach and public service in various domains. However the AUC contributions to the technology aspect of societal development still have room for growth. While the review process has shown some recent initial efforts of AUC to partner with other Egyptian universities and industrial companies in addressing such aspect, this task needs more aggressive efforts if AUC is to realize its strategic goal of becoming a world class university.

IV. ١٠ Student Involvement

A University should have a defined policy for involving students in the decision making process, and should have in place the procedures that ensure the effectiveness of this involvement.

A university should provide for and encourage student participation in various extracurricular activities in a manner that enriches their university experience.

IV. ١٠, ١١. The student body at AUC can be regarded as a democratic nation, where all students (student body) represent the people. The student body has three elected instruments, these are the student senate which is the legislative power of the student body, the student union which represents the executive

power and the student judicial body which is the judiciary authority of the student body.

IV.10.2. The Student Union is composed of elected representatives from each constituency major. It provides student representation on university academics and other committees, organizes events and services, and coordinates the activities of student clubs and associations.

IV.10.3. The Student Judicial Board (SJB) is the student judiciary authority, It consists of five students elected annually, and acts as a monitoring body and addresses specific student concerns. The SJB is responsible for monitoring the SU presidential elections and ensuring a fair electoral process for all candidates; it hears the complaints of students against fellow students and tries to resolve conflicts at the student body level. The SJB has a representative in the academic integrity committee which looks into student violations of academic nature. It has two representatives in the student disciplinary committee, which is responsible for investigating serious individual or organizational violations.

IV.10.4. The Student Senate is the voice of the Student Body. It acts as the legislative power, and monitors the performance of student union and student clubs. It works under the Constitution of the General Assembly of Students, obeying by the AUC constitution.

IV.10.5. Students have formulated (through the student union) an admirable " Student Bill of Rights", which clearly defines the students' rights and responsibilities under three general sections, of general rights, academic rights and student activities rights and responsibilities. In this document, students emphasize that student representatives have the right to participate in all formal University bodies that set new policies, amend existing policies, or exercise policies affecting students' academic and non-academic pursuits. Such bodies include, the University Senate and its sub-committees, the Admissions and Readmissions Committees, the Undergraduate Late-Drop and Withdrawal Committee, and relevant University accreditation Task Forces. Furthermore, the bill of rights affirms that students who are members of such bodies must be treated as equal and active voting members, and they must be given equal access to all relevant information.

IV.10.6. Students are involved in the decision making process through their representatives. Students have voting representatives in the university faculty Senate, the academic integrity committee, the student disciplinary committee, and a number of academic committees.

IV.10.7. The Students Bill of Rights documents their right to free inquiry and free speech within the academic community as well as free expression

of opposing views on all issues. It also protects their right to protest for or against any matter that concerns them directly, or that they deem of importance to them. The review team has experienced this freedom in action through interviews with students and through the review of student articles freely opposing the university administration. Caravan, the student newspaper, is published weekly, in English and in Arabic, and distributed on campus free of charge is a documented evidence of the students ability to freely express their opinions.

IV.10.8. The University encourages extracurricular student activities in a diversity of fields. Student associations and clubs provide a variety of ways for students to share similar interests. AUC students have more than 40 clubs covering social service, political groups, cultural clubs, among others. The review team has observed some activities held in these clubs during the daily course free period allocated by the university to allow students to socialize and practise extracurricular activities.

IV.10.9. The University not only encourages student activities, but also provides ample resources for these activities, starting from the annual budget allocated for different activities to the physical resources it provides. The university has two state-of-the art theatres at the Falaki Academic Center (downtown campus) and the new campus that serve the Theatre Program, which is one of the most active student enterprises on campus. Also the sport facilities provided in the new campus are impressive. These include outdoor facilities like the pool, football field and tennis, volleyball, handball and basketball courts. Indoor facilities include a 6000 seat arena, multi-purpose and teaching gymnasiums, squash courts, weight training and exercise rooms, a table tennis area and a full complement of locker rooms, sauna and steam rooms.

IV.10.10. A good percentage of students are involved in these activities representing the university in national and regional competitions, where they have earned a number of prizes.

IV.10.11. Interviews held by the review team with students affirmed their satisfaction with their involvement in the decision making process, as well as their satisfaction with the university role in providing and supporting extracurricular activities.

IV. 10.12 Affirmations

The review team affirms that AUC:

- Has a defined policy for student involvement in the decision making process, and has in place the procedures that ensure the effectiveness of this involvement.
- Provides for and encourages student participation in various extracurricular activities in a manner that enriches their university experience

IV. 10, 12. Commendations

- The sound democratic experience enjoyed by the students is to be commended as an important asset in building their citizenship.
- The student activity facilities provided by the university in the new campus are commendable.

IV. 11. Student support

A university should have a defined policy for student support that covers financial, social and medical support, career guidance and student housing services. The policy should consider students with special needs and guarantee equal access to support services.

A university should keep viable relations with its alumni and provide support to their activities.

IV.11.1. AUC offers merit and need-based scholarships to students with exceptional academic records and demonstrated leadership skills, providing almost 14 M\$ per year in undergraduate financial aid. One of the praiseworthy scholarship programs is the LEAD program extended to students from all Egyptian governorates (from public secondary schools) that could not be a part of AUC for economic reasons. Scholarships are awarded according to transparent criteria that guarantee equal opportunities, these criteria and other relevant information about all types of scholarship are available on the university website for potential students and parents access.

IV.11.2. AUC has simplified the process of admissions and registration through the one-stop-shop approach that allows students to save time and accomplish the same tasks in fewer steps. The review team found this admission office to be remarkably organized and staffed.

IV.11.3. AUC provides student housing, both on the new campus and down town at Zamalek Residence that houses 300 students. The review team observed the New Cairo student housing facilities designed as cottages, providing options for single rooms, double rooms and apartment type residence. All units are air-conditioned and come with housekeeping services, high-speed internet connections, telephones, and 24 hour security. There is one resident assistant 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. Residents in campus housing are provided free shuttle transportation between the New Cairo campus and various points downtown.

IV.11.4. The university provides medical care through a well equipped clinic, operated by trained doctors and nurses in attendance. Observations revealed the clinic to be equipped to deal with common health problems as well as with critical emergency conditions. The clinic has an intensive care

unit and is supported by an ambulance that provides safe transportation of patients to hospitals outside the campus whenever the need arises.

IV.11.5. The Office of Student Services is an important center that adopts a holistic approach to student life through the focus on various aspects of the student's life such as the emotional, physical and academic ones. The university also provides student counselling through the Student Counseling Center to assist students with personal difficulties and growth issues.

IV.11.6. As for international students, The International Student Affairs staff, including those in International Student Services, are available for ongoing orientation and counseling. One of the services provided for international students is The Faculty/Staff Mentor Program intended to help facilitate the international student transition to life in Egypt and at AUC.

IV.11.7. AUC provides adequate orientation to new students through the First-Year Experience Program, which is a mandatory program that 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. It further aims to equip them with the skills to become self-reliant in the use of university information resources, and in identifying relevant service offices when needed.

IV.11.8. AUC provides various forms of support for students with special needs, ranging from ramps and elevators in most buildings, to the provision of counselling and special academic support services. The Writing Center is one of the remarkable services that assists undergraduate students with their writing, and critical skills.

IV.11.9. The AUC provides career advising and placement services that are distinguished and effective in facilitating adequate job opportunities for students and alumni and assisting their integration into industry and the job market.

IV.11.10. The AUC keeps strong relations with its alumni through the Alumni Office that provides various services and conducts activities and events to help engage alumni with AUC. These events include Class Reunions, Homecoming, Gala Dinners, Peer Profession Reunions and Alumni Trips. The office also offers AUC alumni the chance to create lifetime ID cards in order to ensure entrance to the campus at all times as well access AUC library and electronic resources whenever needed. Lifetime e-mail accounts are also granted to alumni for easy communication. Alumni outside Egypt stay connected with AUC, and with one another through alumni chapters that exist in over 30 countries.

IV.11,12. The review team meeting with a number of alumni affirmed their satisfaction with the alumni services provided by the university, as well as their loyalty to the university.

IV. 11, 13. Affirmations

The review team affirms that AUC:

- Provides a diversity of student support services, such as financial, social and medical support, career guidance and student housing services
- Guarantees equal access to all forms of support services.
- Considers students with special needs and provides them with appropriate and diverse support services.
- Keeps strong relations with its alumni and provides support to their activities

IV. 11, 14. Commendations

- The AUC career advising and placement services are exceptional, and merit to be designated as a good practice that should be disseminated to other universities in Egypt.
- AUC managed to create a very strong and dedicated network of alumni.
- The one-stop shop is to be commended as an innovative initiative for reducing bureaucracy and paper work.
- The AUC is to be commended as it offers opportunities to students from all Egyptian governorates (from public secondary schools) to join the AUC through the LEAD scholarship program.

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IV. ١٢. Intellectual Property

A University should have defined policy & procedures for intellectual property, and should provide the necessary resources to guarantee effective application of this policy.

A University should work on disseminating intellectual property and copy rights cultures.

IV.١٢,١ Copyrights and intellectual property rights are well respected by the AUC community, and practices such as limiting the number of printed copies whether in pdf or physical paper form are implemented. Databases available online at AUC library monitor the number of downloads, according to the license agreement, and implements measures if limits are exceeded.

IV.١٢,٢ The American University in Cairo developed an Intellectual Property Policy that was approved by the University Senate in ٢٠٠٧. The policy aims to support and preserve the rights of the faculty, staff and student research and scholarly activities and creative work. An intellectual property committee was established to oversee and facilitate the implementation of the IP policy.

IV.١٢,٣ By means of the IP policy, AUC guarantees the distribution of Net Revenues among IP Creators (٥٠٪), the Creator's School or Center (٢٠٪) and the university (٣٠٪). The effectiveness of the policy is attested by the increased number of patents and publications by the faculty, especially in the field of Science and Engineering.

IV.١٢,٤. The intellectual property committee is composed of a number of distinguished professors, some of whom had their own patents and inventions. However, the review team noticed that the committee does not include legal experts. Legal issues are considered the most sophisticated and costly part of patents. Provision of such expertise within the committee would greatly enhance its effectiveness and lower the anticipated costs.

IV.١٢,٥. As part of the efforts to support creativity and entrepreneurship and to complement its IP policy, AUC is establishing a technology transfer office. Discussions with the faculty involved in the establishment of the

TTO revealed that the notion of the office autonomy and independence was not considered.

IV. ١٢,٦. Affirmations

The review team affirms that the AUC:

- Has a well defined intellectual property policy & procedures.
- Provides the necessary resources to guarantee effective application of this policy.
- Works on disseminating intellectual property and copy rights cultures.

IV. ١٢,٧. Commendations

AUC is commended on the distribution of Net Revenues among IP Creators (٥٠٪), the Creator's School or Center (٣٠٪) and the university (٢٠٪).

IV. ١٢,٨. Recommendations

١- There is a need to ensure the independence and autonomy of the technology Transfer office. It should be separate from all Schools and responsible for evaluating new inventions and their market potential. To prevent conflict of interests, it is recommended that the adopted procedures would allow the inventor to submit the invention disclosure directly to TTO, without even copying his Chairman. This office would then inform the Chairman and Dean of the inventors Department and School (only the title of disclosure document without the technical details of the invention). The evaluation of the invention should not be subject to all local politics. Hence, AUC faculty, with the exception of the inventors, should not be involved in judging the potential of the invention, or whether it should be adopted by AUC.

٢- Since AUC is incorporated in Delaware, some of the inventions should be patented in the USA for market potential, possibly in addition to patenting in Egypt.

٣- Part of the ٢٠٪ allocated to the University should be directed to TTO, and part of the ٣٠٪ allocated to the School should be directed to the Department to which the Inventor is affiliated.

٤- If TTO and the University decide not to apply for a patent of a given invention, then it should be released to the inventors at their request. If the inventors apply for a patent, and if they generate income from it, then a

certain percentage of the net (say 10%), should be given to AUC since the invention was originally developed on University time.

°- In addition to Licensing and Royalties, a Charter Membership of corporations for various duration (annual, five years, life) and benefits (total or partial access to all or subset of inventions) is proposed.

٦- The University may consider offering an Intellectual Property and Patent Law program to professionals with a technical graduate degree (M.Sc. Or Ph.D. in engineering and/or science), this includes international components. Such a program could be coordinated with the participation of Schools of Business and Law Department. The program, in addition to satisfying AUC's own needs, will also meet the expected demands both in Egypt and in the region with many universities and research institutions establishing their technology transfer offices, and with the entrepreneurial culture spreading in the Arab world.

IV. ۱۳. Continuous Performance Evaluation

A University should be keen on the continuous evaluation and development of its overall performance, and must install objective and effective systems to ensure the implementation of the set plans and to monitor the performance of its affiliated schools and units.

IV.۱۳,۱ AUC has an assessment plan which has institutional commitment and primacy of Student Learning Outcomes at its foundation. Faculty members of each program have the primary responsibility for the development, implementation, and maintenance of assessment activities. The plan fosters the use of multiple assessment measures, and the university administration is committed to provide resources to support assessment.

IV.۱۳,۲. Assessment is also an integral part of the university's strategic planning, providing information on which to base decisions related to program and curricular development, prioritization of requests, and allocation of resources.

IV.۱۳,۳. By virtue of the university's assessment policy, each department, center and unit of the university is required to set its own mission and assessment plan, including the measured outcomes, targeted benchmarks and assessment timing and tools. The university provides a guiding template for that purpose. Each department or unit submits its assessment plan, developed in the specified format, to the Dean, with copies to IR. Approved plans are posted on the university's assessment website.

IV.۱۳,۴. Programs submit annual reports for 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.

IV.۱۳,۵. The university has introduced a new position of "Director of Assessment" to promote the institutionalization of a culture of assessment; however, the responsibilities and authorities of this job were not clear to the review team. In fact, the procedures in place (as documented in the self study), whether for setting assessment plan or submitting annual reports, do not refer to the director of assessment at any step. Furthermore, the self study (as well as the interview held during the review visit) indicates that assessment activities are located in the IR Office and guided by the university's V.P. for Planning and Administration in close cooperation with the Provost and President.

IV.13,6. The individual departments are responsible for setting the indicators of assessment, which were limited to the program Intended learning outcomes in all assessment plans the review team has examined. Resources, faculty, teaching and learning methods or student assessment itself were not evaluated in the assessment plans we have examined.

IV.13,7. The annual self-reporting of all faculty and staff provides a good opportunity for performance appraisal and quality improvement. The report template fosters reflective self evaluation and helps faculty set their own personal development plans.

IV.13,8. The university uses the aggregation of departments assessment results as indicator of the extent to which outcomes are being achieved across the university. In addition, it uses a number of indirect measures of outcome achievement, including alumni and employer surveys, census data for graduation and retention statistics and course evaluations.

IV.13,9. Although the university uses the above mentioned “ achievement outcomes “ to assess its performance, it does not have clearly defined criteria with target benchmarks set specifically to confirm the annual achievement of its mission and objectives, neither did it define similar criteria to monitor the implementation of its strategic plan.

IV. 13, 10. Affirmation

The review team affirms that the AUC :

- Has a disseminated assessment culture, and is keen on the continuous evaluation and development of its overall performance.
- Monitors the performance of its affiliated schools and units through annual reporting.

IV. 13, 11. Commendations

Continuous assessment is applied equally on faculty, staff and top administration levels.

IV. 13, 12. Recommendations

- The responsibilities and authorities of the Director of Assessment need to be clearly defined .
- The annual assessment and reporting undertaken by departments should extend to more than students learning outcomes to cover resources,

faculty, teaching and learning methods and student assessment itself, in order to reflect total performance. Preferably, schools should present annual reports on their overall performance (including data gathered through individual departments' assessments). The school can, thus, have a clear vision of its performance as an integral unit and can objectively identify its points of weakness and strength, as well as contemplate informatively on decisions like merging departments or even establishing new ones.

- AUC needs to set clearly defined criteria with target benchmarks to assess the annual achievement of its mission and objectives. In the absence of such benchmarks, an institution's judgement of its level of performance becomes rather subjective. Similarly, defined measurable criteria need to be set to monitor the implementation of the AUC strategic plan as we already emphasized elsewhere in this report.

IV. 14. Quality Assurance

A university should have a defined quality assurance policy, and its administration should show commitment to internal quality assurance by establishing a quality assurance center as part of the university organizational structure.

A university should ensure the effective role of its quality assurance center in supporting and monitoring the internal quality assurance systems of its affiliated schools, in a manner that qualifies these individual schools for accreditation.

IV. 14, 1. AUC does not have a separate quality assurance center, but the IR office performs most of the tasks of such center. IR provides coordination of assessment activities, training and workshops to faculty, administrators, and staff. The office reviews departments assessment plans and reports, and provides timely feedback and technical assistance as needed. It 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.

The IR also provides A wide array of services to the AUC community, including consulting on assessment, feasibility studies, survey services, conducting focus groups, 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). Concentrating all these responsibilities in the IR may interfere with its quality assurance functions.

IV. 14, 2. AUC has a system for education effectiveness assurance, in addition to learning outcomes assessment plans found in all departments. Evaluation is conducted at course levels, where, 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. The review team has reviewed these evaluation forms and found them to be comprehensive.

IV.14.3 At the university level, learning outcomes are indirectly measured through aggregation of program level assessment results in addition to a number of indirect measures of achievement of outcomes, including alumni and employer surveys, census data for graduation and retention statistics and course evaluations.

IV.14.4. The university considers various stakeholders in its quality assurance endeavors. Periodic surveys are conducted, including the student opinion survey, senior exit survey, CAPS survey of employers, alumni surveys, First Year Experience survey, and international students exit survey.

IV.14.5. AUC has a remarkable system for review and development of educational programs. Departments and programs conduct a program review every six years, to review, analyze and reflect on previous five years of assessment information, showing 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 are then submitted to a team of external reviewers who evaluate the program reviews using an evaluation rubric.

IV.14.6. An increasing number of AUC programs have received, or are seeking, accreditation by discipline-specific accrediting agencies, such as ABET, AACSB, and ACEJMC.

IV.14.7. Assessment of administrative activities is ongoing, continuous and systematic. Each administrative unit sets a mission that should relate directly to the university's mission, explicitly state outcomes that are measurable, and relate to the administrative unit's mission. Achievement of these outcomes is assessed against targets, and the results of the assessment are communicated. The review team has examined a sample of administrative units assessment plans and found them comprehensive.

IV.14.8. Although information gathered through quality assurance and assessment measure are actually deployed to serve the decision-making process (the IR presents regular reports to decision-making bodies), and the budgeting process (budget allocation considers departments annual reports), the long term planning process needs to make better use of these information, as the review of the university strategic plan did not reflect the fact that it is based on a thorough SWOT analysis.

IV.14.9. Affirmations

The review team affirms that the AUC:

- Has a defined quality assurance policy
- Uses a variety of tools and different sources of information to assure the quality of its overall performance.
- Considers various stakeholders in its quality assurance endeavors
- Supports and monitors the internal quality assurance systems of its affiliated schools

IV. 14.10. Commendations

- AUC has a remarkable system for review and development of its educational programs.
- The quest of the university to quality assure its programs through international accreditation is commendable.

IV. 14.11. Recommendations.

- Although the IR practically performs most of the duties of a quality assurance center, the tasks and responsibilities of this office are too numerous. The University should consider establishing a quality assurance center, either as an independent center to be incorporated into the AUC organizational structure, or as a separately staffed standalone unit within the IR office. Additional sub-units for QA may be established in different schools to work in coordination with the University's QA center. Closing the loop between assessment, long-term planning and budget allocation is recommended.